LITERARY STUDIES 12 (4 credits)

Description

Literary Studies 12 allows students to delve more deeply into literature through increasingly complex texts. Students can explore specific themes, periods, authors, or areas of the world through literary works (fiction and non-fiction) in a variety of media. Giving students the choice of a range of literary topics allows them to follow their passion and at the same time:

- increase their literacy skills through close reading of appropriately challenging texts
- enhance their development of the English Language Arts curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- further refine higher-level thinking and learning skills

The following are possible areas of focus in Literary Studies 12:

- genre-specific studies – poetry, short stories, novels, drama, graphic novels, children's literature
- world literature
- diasporic literature
- feminist literature
- Canadian literature
- First Peoples texts
- specific author studies
- topic, theme, or inquiry
- canonical literature by era—Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th century

BRITISH
COLUMBIA
Ministry of Education

BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.	People understand **text** differently depending on their worldviews and perspectives.	**Texts** are socially, culturally, geographically, and historically constructed.	Language shapes ideas and influences others.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**Text forms and genres**
• Read for enjoyment and to achieve personal goals	**Appropriation and reclamation of voice**
• Understand and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	**The evolution of language**
• Understand the diversity within and across First Peoples societies as represented in texts	**Text features and structures**
• Understand the influence of **land/place** in First Peoples and other Canadian texts	• form, function, and genre of texts
• Use information for diverse purposes and from a variety of sources	• features and structures of First Peoples texts
• Evaluate the **relevance**, accuracy, and **reliability** of texts	• **narrative structures found in First Peoples texts**
• Select and apply appropriate **strategies** in a **variety of contexts** to comprehend written, oral, visual, and **multimodal texts**, to guide inquiry, and to transform thinking	• **protocols related to the ownership of First Peoples oral texts**
• Understand and appreciate how different forms, formats, structures, and **features of texts** reflect a variety of purposes, audiences, and messages	**Strategies and processes**
• Think critically, creatively, and **reflectively** to analyze ideas within, between, and beyond texts	• multimodal writing strategies
• Recognize and analyze personal, social, cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic status	• metacognitive strategies
• Appreciate and understand how language constructs personal, social, and cultural identities	• writing processes
	• reading strategies
	• oral language strategies
	Language features, structures, and conventions
	• elements of style
	• usage and conventions
	• citation techniques
	• literary elements and devices

Learning Standards (continued)

Curricular Competencies	Content
- Construct meaningful personal connections between self, text, and world - Analyze how text structures, literary elements, techniques, and devices enhance and shape meaning and impact - Recognize an increasing range of text structures and understand how they contribute to meaning - Discern nuances in the meanings of words, considering social, political, historical, and literary contexts **Create and communicate (writing, speaking, representing)** - Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and **transform thinking** - Respond to text in personal, creative, and critical ways - Select and apply appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes - Use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences** - Express and support an opinion with evidence to achieve purpose - Reflect on, assess, and **refine texts to improve clarity, effectiveness, and impact** - Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context - Use **acknowledgements and citations** to recognize intellectual property rights - Transform ideas and information to create original texts, using various genres, forms, structures, and styles	

- **text/texts:** "Text" and "texts" are generic terms referring to all forms of oral, written, visual, or digital communication:
  - Oral texts include speeches, poems, plays, oral stories, and songs.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all of the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.

- **land/place:** refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **relevance:** Consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience.
- **reliability:** Consider point of view, bias, propaganda, and voices left out, omitted, or misrepresented.
- **strategies:** Strategies used will depend on purpose and context. These may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions.
- **variety of contexts:** Distinguish between independent and collaborative settings, and formal and informal situations.
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial, and that can be delivered via a variety of media or technologies (e.g., music video, digital presentation tools, graphic novel, closed-captioned film).
- **features of texts:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/textboxes.
- **reflectively:** includes metacognitive strategies such as identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **transform thinking:** for example, shifting, changing to broader contexts (social media, digital environments), collaborating in large and small groups
- **writing and design processes:** There are various writing and/or design processes depending on context, and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, and selecting appropriate format and layout.
- **audiences:** Students expand their understanding of the range of real-world audiences. These can include children, peers, community members, professionals, and local and globally connected digital conversations.
- Reflect on, assess, and **refine texts to improve clarity, effectiveness, and impact:**
  - creatively and critically manipulating language for a desired effect
  - consciously and purposefully making intentional, stylistic choices, such as using sentence fragments or inverted syntax for emphasis or impact
  - using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, varying sentence types
- **acknowledgements and citations:** includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples oral texts and other knowledge

- **forms:** Within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter.
- **genres:** literary or thematic categories (e.g., adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)
- **Appropriation:**
  – "Appropriation" refers to the act of taking something from another individual or group and using it for one's own purpose.
  – "Cultural appropriation" refers to the act of taking elements of another culture and using it for one's own purpose.
  – "Appropriation of voice" in literature can refer to a writer using the voice of another person or group.
- **reclamation of voice:** the act of marginalized peoples to assert their voices within a literary domain from which they have been excluded
- **evolution of language:** Language is dynamic and changes over time. A variety of factors can lead to shifts in the ways in which words and language structures are used, including social and technological changes, and the impact of other languages.
- **Text features:** elements of the text that are not considered the main body. These may include typography (bold, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes.
- **structures:** how text is organized
- **narrative structures found in First Peoples texts:** for example, circular, iterative, cyclical
- **protocols related to the ownership of First Peoples oral texts:** First Peoples stories often have protocols for when and where they can be shared, who owns them, and who can share them because they are told by many people and passed down through generations. There are no recognized authors.