

Course: Literary Studies 11

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Course Description:

Literary Studies 11 allows students to delve deeply into literature. Students will 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. Students will increase their literacy skills through close reading of appropriately challenging texts. They will also 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 while further developing higher-level thinking and learning skills.

Inquiry Question:

How do authors make sense of both the darkness and the light found in humanity?" Through the exploration of a variety of literature, students will develop an understanding of how authors deal with and express both the darkness and the light of humanity.

Summer Learning Beliefs:

Summer Learning provides an engaging learning environment where all students can challenge themselves academically and fulfill their learning goals. To ensure this, students will:

- abide by the student Code of Conduct
- adhere to the Academic Honesty policy
- adhere to the Summer Learning Student Engagement policy
- respect themselves and others
- attend every class and be punctual
- inquire, think, and participate to the best of their ability
- access technology in class when instructed to do so and for learning purposes only
- challenge themselves and have fun learning

All Summer Learning policies can be accessed at:

<https://www.sd44.ca/school/summer/policies/Pages/default>.

Course Syllabus:

<p>Curricular Competencies</p>	<p>What the students will do:</p> <ul style="list-style-type: none"> • Assess texts to make connections to self, world, and others. • Compose creative and critical responses to varied texts. • Discuss and share ideas with others in an engaged academic setting. • Apply appropriate strategies to comprehend written, oral, visual, and multimodal texts. • Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact. • Recognize personal, social, and cultural contexts, as well as perspectives and values. • Explore how language constructs personal and cultural identity
<p>Summative Assessments</p>	<p>What the students will understand:</p> <ul style="list-style-type: none"> • Questioning and reflecting on what we read, hear, and see makes us more engaged and informed citizens. • 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 world views and perspectives. • Texts are socially, culturally, geographically, and historically constructed.
<p>Content</p>	<p>What the students will know:</p> <p>Unit One: Non Fiction Essays and Short Stories</p> <ul style="list-style-type: none"> • During this unit we will explore non-fiction pieces and examine the structure and rhetorical techniques employed by the authors. • We will focus on using signal phrases and paraphrasing techniques to critically engage with diverse texts. • Our short story unit will allow us to delve into the role of literary techniques in meaning making among texts. <p>Unit Two: Personal Narrative Essays and Novel Study</p> <ul style="list-style-type: none"> • Within this unit we will use design processes to plan, develop, and create engaging and meaningful personal narrative essays. • The novel study will allow us to engage with the idea that text and story deepen the understanding of one’s identity, others, and the world. <p>Unit Three: Poetry and Drama</p> <ul style="list-style-type: none"> • This unit will allow students to create and analyze a wide variety of poetic forms, while assessing and evaluating the role and purpose of poetry and drama within contemporary society. • Our study of drama will be performance and activity based and will incorporate elements of formal theatre and film criticism.

Grade Boundaries:

An "A" student will/can...

Provide perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. Perceptively analyze effects of the author's choices. Give detailed justification of opinions and ideas. Perceptively compare and contrast by making extensive connections. Make sophisticated use of organizational structures. Effectively organizes opinions and ideas in a sophisticated way. Produces texts that demonstrate a high degree of personal engagement. Make perceptive stylistic choices to demonstrate good awareness of impact on an audience. Effectively use a range of appropriate vocabulary, sentence structures and forms of expression. Write and speak in a consistently appropriate register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a high degree of accuracy.

A "B" student will /can ...

Competently analyze the content, context, language, structure, technique, style of text(s) and the relationship among texts. Competently analyze the effects of the author's choices. Give sufficient justification of opinions and ideas. Evaluate similarities and differences by making substantial connections. Make competent use of organizational structures. Organize opinions and ideas in a coherent and logical manner. Produce texts that demonstrate considerable personal engagement. Make thoughtful stylistic choices to demonstrate good awareness of impact on an audience. Use varied range of appropriate vocabulary, sentence structures and forms of expression. Write and speak competently in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with a considerable degree of accuracy.

A "C" student will /can ...

Provide adequate analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts. Adequately analyze the effects of the author's choices. Give justification of opinions and ideas. Evaluate some similarities and differences by making adequate connections. Make adequate use of organizational structures. Organize opinions and ideas with some degree of coherence and logic. Produce texts that demonstrate adequate personal engagement. Make some stylistic choices to demonstrate adequate awareness of impact on an audience. Use an adequate range of appropriate vocabulary, sentence structures and forms of expression. Sometimes write and speak in a register and style that serve the context and intention. Spell/write, pronounce, and use grammar, syntax and punctuation with some degree of accuracy.

Celebration of Learning:

The 2019 Celebration of Learning is shaped around "Connections".

Each class will have a sister class whom they will connect with. Each student will complete a connections card that offers an overview of what they have learned and what they will take away from the course. The celebration of learning is designed to build community and focus on conceptual understandings while allowing the students to make connections related to the transference of learning.

Some of the overriding conceptual frameworks for this assignment will be:

- Perspective
- Relationships
- Identity
- Equality
- Communication
- Interaction

Resources:

A variety of texts including, but not limited to:
Jeannette Wall's "The Glass Castle"
William Golding's "Lord of the Flies"
William Shakespear's "MacBeth"