



North Vancouver Online Learning

Course Plan: ELA 11 : Literary Studies

COURSE DESCRIPTION:

Literary Studies 11 allows students to delve deeply into literature. 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 develop higher-level thinking and learning skills

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/11/literary-studies>

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

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 world views and perspectives

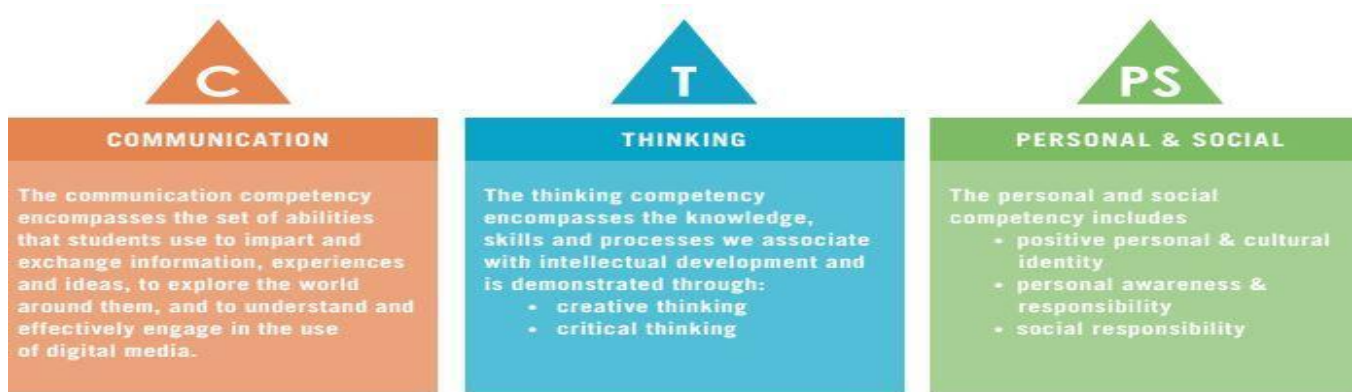
Texts are socially, culturally, geographically and historically constructed

Language shapes ideas and influences others.

Questioning what we hear, read and view contributes to our ability to be educated citizens

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must read all the information and attempt all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher and with other students through email, Moodle message, or in person, is course related, clear and respectful.
- Students must take care that their work is their own and not plagiarized from any other source. This includes, previous work submitted for another course, other people's assignments, Web or other resources etc.

LEARNING STANDARDS: Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and connect (reading, listening, viewing)

- Read for enjoyment and to achieve personal goals
- Recognize and understand the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Recognize and understand the diversity within and across First Peoples societies as represented in texts
- Understand the influence of land/place in First Peoples and other Canadian texts
- Access information for diverse purposes and from a variety of sources
- Evaluate the relevance, accuracy, and reliability of texts
- Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
- Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and understand personal, social, and cultural contexts, values, and perspectives in texts, including culture, gender, sexual orientation, and socio-economic factors
- Recognize and understand how language constructs personal, social, and cultural identities
- Construct meaningful personal connections between self, text, and world
- Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact
- Discern nuances in the meanings of words, considering social, political, historical, and literary contexts
- Identify bias, contradictions, distortions, and omissions

Create and communicate (writing, speaking, representing)

- Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
- Respond to text in personal, creative, and critical ways
- Demonstrate 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
- 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

Student Substantive Activities will cover the following Learning Outcomes (Curricular Competencies)

- Evaluate how text structures, literary elements, techniques, and devices enhance and shape meaning and impact
- Identify bias, contradictions, distortions, and omissions
- Recognize and understand how different forms, formats, structures, and features of texts enhance and shape meaning and impact

These are 3 of the 24 learning outcomes in the course curriculum, which comprises 12.5% of the course Learning Outcomes/Activities. (3/24 =12.5 %) for evidence of substantive student course activities.

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- Text forms and genres
- Text features and structures
 - form, function, and genre of texts
 - narrative structures found in First Peoples texts
 - protocols related to the ownership of First Peoples oral texts
- Strategies and processes
 - reading strategies
 - oral language strategies
 - metacognitive strategies
 - writing processes
- Language features, structures, and conventions
 - language features
 - elements of style
 - usage and conventions
 - citation techniques
 - literary elements and devices

UNIT OVERVIEWS:

Unit 1: Perspectives

This unit focuses on analyzing various texts for validity and bias, as well as writing for purpose and impact.

Big Idea: *Questioning what we read, hear and view contributes to our ability to be educated and engaged citizens*

Core Competency: *Communication*

First Peoples Principle of Learning: *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*

Unit 2: Novel Study

This unit focuses on completing an independent novel study to analyze themes and conflicts and relate them to self or in a broader context.

Big Idea: *The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.*

Core Competency: **Thinking**

First Peoples Principle of Learning: *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*

Unit 3: Personal & Cultural Identity

This unit focuses analyzing various forms of literature to understand how personal and cultural identity can be formed.

Big Idea: *Texts are socially, culturally, geographically, and historically constructed.*

Core Competency: *Personal & Social*

First Peoples Principle of Learning: *Learning requires exploration of one's identity.*

Unit 4: Personal & Social Responsibility

This unit focuses on analyzing various forms of writing to learn how to contribute to community, and build relationships.

Big Idea: *Language shapes ideas and influences others.*

Core Competency: *Personal & Social*

First Peoples Principle of Learning: *Learning involves patience and time*

Unit 5: Creative & Critical Thinking

This unit focuses on developing and designing texts to show a point of view.

Big Idea: *People understand text differently depending on their world views and perspectives.*

Core Competency: *Thinking*

First Peoples Principle of Learning: *Learning is embedded in memory, history and story.*

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

- Course readings
- Quizzes
- Interactive activities
- Reflective writing
- Assignments may include:
 - Essay/multi-paragraph writing
 - Paragraph writing
 - Poetry reflections/writing
 - Verbal speeches/marketing ideas
 - Projects using a variety of technology
 - Podcasts, digital recordings
 - Presentations using a variety of tools (PowerPoint, Glogs, Prezi etc)
 - Blogs

ASSESSMENT:

The course will include many formative assessment opportunities where students will receive teacher feedback and also have the opportunity to incorporate self-reflection and self-assessment tools. The formative tasks are designed to help students correct, hone and improve on their work before being assessed. After each full submission of work, the teacher will provide feedback based on criteria and performance standards that can then be incorporated into the final summative assignment. Summative assessment will take place after extensive formative assessment and be used on final performance tasks and tests throughout each unit. This course will be using specific rubrics for different tasks and students will have access to these rubrics before submission of the assignments. The North Vancouver Curriculum Hub Principles of Assessment - <http://nvsd44curriculumhub.ca/assessment/>

Formative may include:

- Teacher – student conferences (online or in person) to discuss drafts and progress
- Online quizzes to check for completion and understanding of lessons.

Summative may include:

- Assignments – written feedback, rubric assessment and grade
- Final performance task – written feedback, rubric assessment and grade
- Tests to check for comprehension, analysis, and synthesis of course learning

EVALUATION:

Evaluation	Percentage of Final Mark
Unit 1 – Substantive Student Course Activites	20%
Novel Study	10%
<i>Personal & Cultural Identity</i>	20%
<i>Personal & Social Responsibility</i>	20%
<i>Thinking</i>	20%
<i>Final Exam</i>	10%
<i>Course Total</i>	100%

RESOURCES:

There are some required texts for this course, which will be available either online or can be signed out from the teacher. Resources for readings and assignments are listed in the instructions of each lesson. These include websites maintained by government and non-profit organizations, as well as individuals. Students need access to a computer with Internet capabilities. Throughout the course, students will have the choice to engage with a variety of applications and online digital tools. The DL Centre is available for students who do not have computer access at home or who would like to meet with the teacher for academic and tech support.