

FRENCH IMMERSION LANGUAGE ARTS (FILA) 10 – 12
French Immersion 12 (4 credits)

French Immersion 12 is required to receive a bilingual diploma. The objective of this course is to help students to integrate and enhance the linguistic competencies and linguistic and cultural knowledge acquired during past learning experiences. French Immersion 12 will enable students to gain an overview of the various factors that shape their bilingual identity. It offers many opportunities for students to deepen their knowledge of themselves and others in a changing world. In addition, students will explore different types and genres of texts, from various sources, that reflect Francophone and First Peoples perspectives. The course will encourage students to use critical and creative thinking to analyze various communication situations and refine their communication skills in diverse contexts in order to achieve their personal and career objectives.

BIG IDEAS

Linguistic variations offer **cultural reference points** within the **French-speaking world**.

Developing a mastery of French makes it possible to explore employment, travel, and personal growth opportunities as well as opportunities to study abroad.

The life experience, culture, and current **context** of the audience influence the interpretation of a **text**.

Linguistic and cultural identities are shaped by what we hear, see, read, and write.

The exploration of texts reveals the depth and complexity of human life.

Careful editing of a text leads students to develop a rich and polished style.

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following, using oral, written, and visual media:</i> Explore and Reflect • Use their language and cultural knowledge to reflect on their identity and understand their role within the French-speaking world • Analyze the influence and importance of social, historical, and cultural contexts as well as diversity in approaching various texts • Compare the roles that stories and the oral tradition play in Francophone and First Peoples cultures • Interact with Francophones and have life experiences in the French-speaking world • Analyze the symbolism in a text in order to grasp its meaning • Expand on common threads and diverging elements within a theme in Francophone and First Peoples texts in order to deepen and expand knowledge of society • Identify the type and intention of a text • Analyze a problem statement in order to understand the issues at hand • Evaluate the acquisition of new knowledge concerning a text • Analyze the stylistic devices in order to identify a message • Develop a critical mind, clarity, and coherence in responding to texts to better know and understand the issues of society	<i>Students are expected to be able to know and understand the following in various contexts:</i> • communication strategies – language registers – moderating a debate – moderation – negotiation – reformulation – professional interaction – citation techniques • social, historical, and cultural elements – protocols for using First Peoples stories • literary elements – stylistic devices – denotation and connotation – symbolism • text organization – structure of an essay – structure of a blog

Learning Standards (continued)

Curricular Competencies	Content
Create and Communicate - Communicate using a variety of expressions and presentation formats according to the context Nuance their opinions to adapt to communication situations Synthesize ideas and information obtained from diverse texts Moderate a discussion in order to optimize interactions - Develop various elocution styles in their oral communications in order to create the desired effect - Use writing processes and design methods to plan, develop, and create texts for a variety of purposes and audiences - Develop their writing styles using subtleties of the French language in their writing in order to enrich their text and create the desired effect - Modify their communication style by applying enrichment strategies in order to polish their text - Correct themselves spontaneously by applying their linguistic knowledge	– structure of an e-mail – structure of a letter – structure of a résumé • language elements – structure of relative subordinate clauses – verb tenses and modes – digital language • editing strategies • elements to enrich a text – language manipulation

Big Ideas – Elaborations

- **Linguistic variations:** variations in phonics (accents), lexicon (expressions), and grammar (structures)
- **cultural reference points:** events, heritage objects and objects from everyday life, territorial references, artistic accomplishments, scientific discoveries, media products, values, lifestyles, characters and/or personalities
- **French-speaking world:** the profile of communities that use French in various geographic or social spaces
- **context:** family, language, personal experiences
- **text:** oral, written, visual

Curricular Competencies – Elaborations

- **media:** digital, print, multimedia
- **social, historical, and cultural contexts:** understand that the author wrote from a perspective that was influenced by social, historical, and cultural factors (family, education, community, religion, immigration, values, perspectives, political events, economic situation); understand the link between text and context
- **diversity:** ethnic, sexual, religious, gender identity, gender expression
- **approaching:** tackle, present, and interpret
- **texts:** oral, written, visual
- **roles that stories and the oral tradition play:**
 - in Francophone cultures: to transmit language, traditions, history, perspectives, teachings
 - in First Peoples cultures: to transmit traditions, worldviews, teachings, history, attachment to the land
- **Interact with Francophones and have life experiences in the French-speaking world:** blogs, class or school visits (including online or virtual visits), concerts, discussions, festivals, films, correspondence, plays, social media, stores or restaurants offering service in French
- **symbolism:** concrete representation of an idea through symbols
- **Expand:** emphasize, build on something
- **intention:** to inform, convince, persuade, entertain
- **problem statement:** overview of all of the links between the facts, characters, actors, and components of a given problem (e.g., agricultural pollution, its impact on the health of waterways and people)
- **stylistic devices:** humour, paraphrasing
- **Develop a critical mind:** ask questions and seek answers
- **presentation formats:** digital, visual, oral (such as graphics, illustrations, music clips, photographs, tables, and videos)
- **Nuance:** express the subtleties of a thought
- **Synthesize:** group concrete or abstract elements (facts, information, idea) into a coherent whole
- **Moderate:** guide, oversee
- **elocution:** manner of expressing oneself orally and of articulating and linking sentences
- **writing processes:** planning, drafting, revising, proofing, dissemination
- **writing styles:** the manner of writing that is unique to the author of a text
- **subtleties of the French language:** nuances of French at the cultural, regional, and other levels
- **writing:** blog, social media, website, e-mail, letter, brochure, opinion piece, advertising poster
- **enrichment strategies:** complex sentence structures, polished vocabulary

Content – Elaborations

- **language registers:** slang, everyday language, and formal language
- **moderating a debate:** rules of taking the floor in a group discussion enforced by a moderator
- **moderation:** attenuating or tempering a discussion
- **negotiation:** argument aimed at reaching an agreement or finding a solution
- **reformulation:** expressing the idea in a text in their own words
- **professional interaction:** expression and gesture (job interview)
- **citation techniques:** paraphrasing, citation, bibliography
- **protocols for using First Peoples stories:** First Peoples stories are often subject to usage protocols (who they belong to, where and when they can be shared and by whom); First Peoples programs within the school board can provide assistance and advice regarding local protocols
- **stylistic devices:** metaphor, humour, paraphrasing
- **denotation:** definition of a word, its explicit meaning
- **connotation:** implicit meaning of a word
- **symbolism:** association of a concrete image (concrete: that which is connected with reality and can be perceived by the senses) with an abstraction (abstract: that which is connected with thought and which is not of the material world)
- **structure of an essay:** dialectic, thematic, and analytical plan:
 - introduction: issue raised, thesis, arguments to be presented
 - development
 - conclusion: summary and opening
- **structure of a blog:** headline, introduction, body, conclusion, visual assets
- **structure of an e-mail:** subject, request, introduction, development, conclusion, formulaic closing, signature
- **structure of a letter:**
 - formal: address of writer and date, address of recipient, salutation, subject of the letter, opening, body, summary/conclusion, complimentary closing, signature, appendix/postscript (if applicable)
 - friendly: address of writer and date, salutation, body, complimentary closing, signature
- **structure of relative subordinate clauses:** e.g., *Le cours auquel je me suis inscrit a été annulé*
- **verb tenses and modes:** past subjunctive
- **digital language:** interactivity between word and image, elliptical expression, jargon, slang, digital abbreviations
- **editing strategies:** rereading and correction
- **language manipulation:** play with words in order to create an effect