**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 10**

**BIG IDEAS**

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| Linguistic variations can serve as cultural reference points within the French-speaking world. |  | Analyzing **texts** leads to an understanding of how meaning is conveyed through language and text. |  | The exploration of texts reveals the depth and complexity of human life. |  | **Poetic elements** enrich writing, provoke a response and help create the desired effect. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written and visual* ***media****:*Exploring and Reflecting* Analyze the communication strategies used by the sender to evaluate their impact on the recipient.
* Examine the **roles of stories** in Francophone and First Peoples cultures
* **Grasp** the **linguistic and cultural variety** found in the French-speaking world
* Distinguish between **abstract notions** and **concrete notions** within a text
* Identify and **understand the social, historical, and cultural context** of a work and its author
* Identify the themes and poetic elements of a **text** in order to understand the implicit message
* Analyze the plot and examine and understand the role and **evolution of a character** in a literary short story

Creating and Communicating* Communicate according to the context using a variety of expressions and the **presentation formats** best suited to the sender’s and recipients’ skills and abilities
* Develop own writing style by exploring **registers of** **language**
* Adapt the register to the communication situation at hand
* Use poetic elements to elicit a response from the recipient
* Further refine the message by applying the strategies for enriching a text that are presented in the course
 | *Students are expected to be able to know and understand the following in various* ***contexts****:* communication strategies: * + **registers of language**
	+ **prosody**

**verbal** and **non-verbal** componentscultural and historical elementsprotocols related to the use of First Peoples storiesliterary elements: * + **characteristics of a literary short story**
	+ **poetic elements**
	+ **semantic field**

**expressions**text organization **structure of the literary short story**language elements:* + **possessive and demonstrative adjectives and pronouns**
	+ **verb tenses and modes**

**active voice** and **passive voice*** **editing strategies**

elements to enrich a text* + **choice of words**
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|  **FRENCH IMMERSION LANGUAGE ARTS (FILA)Big Ideas – Elaborations Grade 10** |
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| * **texts:** oral, written, visual
* **poetic elements:** versification, stylistic devices (metaphor, symbolism, gradation, euphemism, understatement)
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|  **FRENCH IMMERSION LANGUAGE ARTS (FILA)Curricular Competencies – Elaborations Grade 10** |
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| * **media:** includes digital, print, multimedia, etc.

**roles of stories:** * + in Francophone cultures: transmitting language, traditions, history, perspective, information

in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land* **Grasp:** understand through the mind or through the senses
* **linguistic and cultural variety:** regional expressions, idiomatic impressions, accent
* **abstract notions:** descriptions, ideas, or facts related to thought
* **concrete notions:** descriptions, ideas, or facts related to reality
* **understand the social, historical, and cultural context:** 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
* **text:** oral, written, visual

**evolution of a character:** * + external: their physical appearance, age, behaviour, relationships with others, social status, words

internal: feelings, emotions, thoughts, presentations, attitude, motivations* **presentation formats:** digital, visual, oral (students might use aids such as graphics, illustrations, music clips, photographs, tables, and videos)
* **registers of language:** everyday language and formal language
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|  **FRENCH IMMERSION LANGUAGE ARTS (FILA)Content – Elaborations Grade 10** |
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| * **contexts:** literary short story and poetry
* **registers of language:** everyday language and formal language
* **prosody:** accentuation, intonation, and rhythm
* **verbal:** intonation, voice, volume, flow, pauses, tone
* **non-verbal:** gesture and facial expression

**characteristics of a literary short story:*** + short text
	+ few characters
	+ psychological and moral portrait of the protagonist

unexpected ending* **poetic elements:** versification, stylistic devices (metaphor, symbolism, gradation, euphemism, understatement)
* **semantic field:** set of words (verbs, nouns, adjectives, synonyms) pertaining to a given theme
* **expressions:** idiomatic, regional, etc.
* **structure of the literary short story:** narrative structure (exposition, rising action, climax, falling action, and resolution) and actantial model (power struggles that emerge between characters and push the action forward)

**possessive and demonstrative adjectives and pronouns:** * + possessive adjectives: *mon, ma, mes*
	+ possessive pronouns: *le mien, la mienne, les miens/miennes*
	+ demonstrative adjectives: *ce*, *cette*, *ces*

demonstrative pronouns: *celui*, *celle*, *ceux*, *celles** **verb tenses and modes:** hypothetical sentences that use the past tense (e.g., “*Si j’avais pris mon petit déjeuner, je n’aurais pas eu faim à midi.”* ), conditional past tense (e.g., *“elle aurait pu nous le dire”* )
* **active voice:** the subject performs an action
* **passive voice:** the subject experiences an action
* **editing strategies:** includes rereading, checking reference materials, using an editing checklist
* **choice of words:** synonyms, antonyms
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