**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) —
 Oral Communication Grade 11**

**FRENCH IMMESION LANGUAGE ARTS (FILA) 10 – 12
Oral Communication 11 (4 credits)**

Oral Communication 11 is designed to encourage students to refine and clarify their communication through practice and revision of French-language texts, with an emphasis on oral communication. The course provides students with opportunities to explore original texts, as well as to create, write, and share their own texts for a range of purposes and real-world audiences and to develop active listening skills. Through processes of drafting, reflection and revising, students will build a body of work for a range of language situations. Over time, they will develop confidence in their oral and written communication skills.

The following are possible focus areas in Oral Communication 11:

* spoken word, poetry, slam
* presentation of poems and fables
* plays, reader’s theatre, skits
* improvisation
* radio, podcasts, video
* songs
* public speaking
* debating and argumentation
* oral presentations
* First Peoples stories
* advertising

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**BIG IDEAS**

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| **Linguistic variations** offer **cultural reference points** within the **French-speaking world**. |  | 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 message conveys the **intentions of the writer**. |  | The **voice** is powerful and evocative. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following, using oral, written, and visual* ***media:***Explore and Reflect* Use language and cultural knowledge to discover their **identity** within the French-speaking world
* Interpret a text to identify implicit and explicit messages
* **Grasp** the influence and importance of **social, historical, and cultural contexts** in **approaching** various **texts**
* **Interact with Francophones and have life experiences in the French-speaking world**
* Examine diverse points of view in Francophone and First Peoples cultures
* Examine the **roles that stories and the oral tradition** **play** in Francophone and First Peoples cultures
* Compare their personal values and points of view with those expressed in a text in order to call into question their own opinions
* Identify the type and **intention** of a text
* **Develop a critical mind,** clarity, and coherence in responding to texts
* Evaluate the acquisition of new knowledge concerning a text
* Grasp the importance of **social and cultural contexts** in oral communication
 | *Students are expected to be able to know and understand the following in various* ***contexts:**** communication strategies
	+ **language registers**
	+ **argumentation**
	+ taking the floor
	+ **courtesy formulas**
	+ **verbal** and **non-verbal**
	+ **active listening**
* social, historical, and cultural elements
	+ **protocols for using First Peoples stories**
* literary elements
	+ **stylistic devices**
	+ **semantic field**
	+ **expressions**
	+ **elements of the oral tradition**
* text organization
	+ structure of **texts**
	+ **argumentative essay**
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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Create and Communicate* Communicate using a variety of expressions and **presentation formats** according to the context
* Sustain a spontaneous discussion by sharing relevant ideas
* **Persuade** or **convince** their audience by using appropriate strategies
* **Paraphrase** ideas and information obtained from a text
* **Substantiate** a message using **techniques** from various sources
* Use various styles of **elocution** in their oral communications in order to createthe desired effect
* Apply active listening techniques
* Draw on verbal and non-verbal elements to enrich oral expression
* Apply appropriate strategies in a variety of contexts in order to understand and produce a text
* Use various **writing processes** and design processes to plan, develop, and create oral interactions for a variety of purposes and audiences
 | * language elements
	+ structure of an **impersonal sentence**
	+ **verb tenses and modes**
* **editing strategies**
* elements to enrich a text
	+ **clarity**
	+ **persuasion**
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|  **FRENCH IMMERSION LANGUAGE ARTS (FILA) – Oral CommunicationBig Ideas – Elaborations Grade 11** |
| * **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
* **intentions of the writer:** opinions, thoughts
* **voice:** tone, intensity, intonation, pacing, pronunciation, articulation
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|  **FRENCH IMMERSION LANGUAGE ARTS (FILA) – Oral CommunicationCurricular Competencies – Elaborations Grade 11** |
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| * **media:** digital, print, multimedia
* **identity:**
	+ Francophone: a person whose mother tongue is French;
	+ Francophile: a (non-Francophone) person who appreciates aspects (language, culture, civilization) of French Canada and the French-speaking world;
	+ French-Canadian
* **Grasp:**
* **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
* **approaching:** tackle, present, and interpret
* **texts:** oral, written, visual
* **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
* **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
* **intention:** to inform, convince, persuade, entertain
* **Develop a critical mind:** ask questions and seek answers
* **social and cultural contexts:** writers have to take into account who they are addressing
* **presentation formats:** digital, visual, oral (e.g., graphics, illustrations, music clips, photographs, tables, videos)
* **Persuade:** appeal to the emotions of the audience (verbal and non-verbal)
* **convince:** appeal to the logic of the audience (verbal and non-verbal)
* **Paraphrase:** reformulate in other words
* **Substantiate:** support a statement with arguments
* **techniques:**
	+ explanatory: quotes, statistics
	+ argumentative: evidence, opinions
* **elocution:** manner of expressing oneself orally and of articulating and linking sentences
* **writing processes:** planning, drafting, revising, proofing, dissemination
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|  **FRENCH IMMERSION LANGUAGE ARTS (FILA) – Oral CommunicationsContent – Elaborations Grade 11** |
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| * **contexts:** see course focus areas
* **language registers:** formal language and everyday language
* **argumentation:** act of convincing and thereby encouraging another to act
* **courtesy formulas:** greetings, taking leave, level of formality (*tutoiement* and *vouvoiement*, *pourriez-vous*)
* **verbal:** intonation, voice, volume, pacing, pauses, tone
* **non-verbal:** gestures and facial expressions
* **active listening:** pay attention, be present, ask open-ended questions, reformulate, show respect
* **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:** techniques to make what we want to say more expressive, impressive, and convincing in order to create an effect on the audience of a text
* **semantic field:** set of words (verbs, nouns, adjectives, synonyms) pertaining to a given theme
* **expressions:** idiomatic, regional
* **elements of the oral tradition:** storytelling, songs, transmission of information through human speech and circular thought
* **texts:** see course description
* **argumentative essay:** an organized series of sentences whose purpose is to support a line of reasoning, convince someone of your point of view, justify an opinion, or demonstrate its value
* **impersonal sentence:** a sentence without a defined or clear subject (e.g., *Il a neigé toute la nuit;* *On encourage une alimentation saine*)
* **verb tenses and mode:** present and past infinitive, present subjunctive
* **editing strategies:** rereading, consulting reference tools, using a revision grid
* **clarity:** use of appropriate words
* **persuasion:** word choice, arguments, intonation, enunciation, emotions, logic, impact, formality
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