

**FRENCH IMMERSION LANGUAGE ARTS (FILA) 10 – 12
French-Language Film and Literary Studies 11 (4 credits)**

French-Language Film and Literary Studies 11 is designed to encourage students to discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world. By studying a variety of texts, students will acquire knowledge of Francophone culture, which will contribute to the development of their identity.

The film component of the course will enable students to discover cinematographic works from different eras, cultures, styles, and genres. In addition, students will develop their ability to analyze, interpret, and reflect in order to better appreciate cinematographic works from the French-speaking world. They will explore their imagination and develop their creativity, writing style, and spoken communication through multiple cinematographic genres.

Through the literature component, students will discover a variety of literary texts and works from different eras, cultures, styles, and genres. In addition, they will develop their ability to analyze, interpret, and reflect in order to better appreciate literary works from the French-speaking world. Students will explore their imagination and develop their creativity and writing style through multiple literary genres.

The following are possible focus areas in French-Language Film and Literary Studies 11:

- film genres: drama, comedy, action, history, biography, cloak-and-dagger, crime, adventure, science fiction, horror, silent films, documentaries, short films, propaganda, animations, trailers
- television series
- film adaptations of literary works
- film reviews
- National Film Board of Canada, Radio-Canada, TV5, Aboriginal Peoples Television Network (APTN)
- literary genres: storytelling, poetry, plays, essays, comics, short stories, novels, albums, graphic novels
- French-language literary and cinematographic works by era and geographic location
- First Peoples stories and documentaries in French

BIG IDEAS

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**.

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

The cinematographic and literary works of a society reflect its principles and values.

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

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following, using oral, written, and visual media:</i></p> <p>Explore and Reflect</p> <ul style="list-style-type: none"> • Use language and cultural knowledge to reflect on their identity and role within the French-speaking world • 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 • Interpret sound effects, music, and images in cinematographic works to identify implicit and explicit messages • Compare their personal values and points of view with those expressed in a text in order to call into question their own opinions • Identify and explore the problem statement in a text • Recognize 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 • Analyze the role of characters in a text 	<p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> • communication strategies <ul style="list-style-type: none"> – language registers – taking the floor – courtesy formulas – verbal and non-verbal • social, historical, and cultural elements <ul style="list-style-type: none"> – protocols for using First Peoples stories • literary elements <ul style="list-style-type: none"> – stylistic devices – semantic field – expressions – cinematographic techniques • text organization <ul style="list-style-type: none"> – structure of texts

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and Communicate</p> <ul style="list-style-type: none"> • Communicate using a variety of expressions and presentation formats according to the context • Paraphrase ideas and information obtained from a text • Substantiate their message using techniques from diverse sources • Use various writing styles in their work in order to enrich the text to create the desired effect • Apply appropriate strategies in a variety of contexts in order to understand and produce a text • Use writing processes and design methods to plan, develop, and create interactions and texts for a variety of purposes and audiences 	<ul style="list-style-type: none"> • language elements <ul style="list-style-type: none"> – structure of impersonal sentences – verb tenses and modes • editing strategies • elements to enrich a text <ul style="list-style-type: none"> – clarity

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:** profile of communities using French in various geographic or social spaces
- **context:** family, language, personal experiences
- **text:** oral, written, visual

- **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:** fully understand
- **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
- **Interpret:** explain, seek to render understandable that which is complicated, ambiguous; find meaning
- **problem statement:** overview of all 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)
- **intention:** to inform, convince, persuade, entertain
- **Develop a critical mind:** ask questions and seek answers
- **presentation formats:** digital, visual, oral (e.g., graphics, illustrations, music clips, photographs, tables, videos)
- **Paraphrase:** reformulate in other words
- **Substantiate:** support a statement with arguments
- **techniques:**
 - explanatory: quotes, statistics
 - argumentative: evidence, opinions
- **writing styles:** the manner of writing that is unique to the author of a text
- **writing processes:** planning, drafting, revising, proofing, publication

Content – Elaborations

- **contexts:** see course focus areas
- **language registers:** formal language and everyday language
- **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
- **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
- **cinematographic techniques:** images, texts, music
- **texts:** see course description
- **impersonal sentences:** a sentence without a defined or clear subject (e.g., *Il a neigé toute la nuit*; *On encourage une alimentation saine*)
- **verb tenses and modes:** present and past infinitive, present subjunctive
- **editing strategies:** rereading, consulting reference tools, using a revision grid
- **clarity:** use appropriate words