**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) —   
 Language and Culture of the French-Speaking World Grade 11**

**FRENCH IMMERSION LANGUAGE ARTS (FILA)  
Language and Culture of the French-Speaking World 11 (4 credits)**

Language and Culture of the French-Speaking World 11 is designed to lead students to reflect on how language and culture influence their personal perceptions and values. Through self-identification as students in a bilingual learning environment, they become aware of how acquiring a new language helps to strengthen their Canadian identity and contributes to their personal and social development. Culture plays an important role in learning, offering students the opportunity to explore and better understand the realities of their own culture and the cultures of the French-speaking world.

Students will discover and explore the linguistic diversity, traditions, and customs of Francophones in British Columbia, Canada, and the world at large.   
In addition, they will develop an awareness of the diversity of French-speaking communities. Through a variety of study topics, students will put into practice their language competencies while exploring and deepening their understanding of various Francophone areas.

The following are possible focus areas in Language and Culture of the French-Speaking World 11:

Francophone communities of British Columbia, Canada, and the world:

* institutions: International Organisation of La Francophonie, Fédération des Francophones de la Colombie-Britannique, Francophone Youth Council, French for the Future, Explore, Office of Francophone and Francophile Affairs, Doctors Without Borders, International Olympic Committee
* media: Radio-Canada, RDI, La Presse, TVA, TFO, TV5, Franceinfo Junior, Journal FranceAntilles
* cultural events: Théâtre de la Seizième, Fête de la Francophonie, Carnaval (Quebec City, Martinique, Nice), Fête nationale du Québec/Fête de la Saint-Jean-Baptiste, Festival du rire, Festival du Voyageur, Fête de la Musique, Mardi Gras, Montreal Grand Prix, Grand Prix de Monaco F1,   
  Cannes Film Festival
* key figures: in history, politics, sports, arts, journalism
* contributions: scientific, social, economic, sports, arts, cuisine
* dialects
* idiomatic expressions
* traditions and customs
* identity (bilingual, Francophone, Francophile), diversity
* construction of identity
* bilingualism

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**BIG IDEAS**

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| Communicating and living in French fosters a sense of belonging to the Francophone community. |  | **Linguistic variations** offer **cultural reference points** within the **French-speaking world**. |  | Learning French helps students establish their place in the world and forge their identity by opening doors in their personal, social, and work life. |  | 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. |

**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 their language and cultural knowledge to reflect on their **identity** within  the French-speaking world * Understand the role bilingualism plays in their life in order to facilitate decision-making in their personal and working life * **Interpret** a text to identify explicit and implicit messages * **Grasp** the 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 opinions | *Students are expected to be able to know and understand the following in various* ***contexts:***   * communication strategies   + **language registers**   + taking the floor   + **courtesy formulas** * social, historical, and cultural elements   + **traditions** and customs   + **protocols for using First Peoples stories** * literary elements   + **stylistic devices**   + **semantic field**   + **expressions** * text organization   + structure of **texts** |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Recognize the type and **intention** of texts * Apply appropriate strategies in a variety of contexts in order to understand  and produce a text * **Develop a critical mind,** clarity, and coherence in responding to texts * Evaluate the acquisition of new knowledge concerning a text   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** 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 | * language elements   + structure of **impersonal sentences**   + **verb tenses and modes**   + dialects   + **idiomatic expressions** * **editing strategies** * elements to enrich a text   + **clarity**   + **persuasion** |