

**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

BIG IDEAS

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.
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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 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 	<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 • social, historical, and cultural elements <ul style="list-style-type: none"> – traditions and customs – protocols for using First Peoples stories • literary elements <ul style="list-style-type: none"> – stylistic devices – semantic field – expressions • text organization <ul style="list-style-type: none"> – structure of texts

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • 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 <p>Create and Communicate</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • language elements <ul style="list-style-type: none"> – structure of impersonal sentences – verb tenses and modes – dialects – idiomatic expressions • editing strategies • elements to enrich a text <ul style="list-style-type: none"> – clarity – persuasion