

**FRENCH IMMERSION LANGUAGE ARTS (FILA) 10 – 12  
Media and Digital Communication 11 (4 credits)**

Media and Digital Communication 11 is designed to lead students in exploring, discovering, interpreting, and analyzing the changing role and influence of digital and print media in today's society. It recognizes that digital literacy is essential to the development of digital citizens. The course will motivate students to reflect critically on how media shapes and influences patterns of behaviour in society, how we communicate, and our understanding of the world.

The course offers numerous opportunities for students to demonstrate their understanding and communicate their ideas through a variety of digital media and communications. They will also explore the new possibilities for creative expression provided by digital media. Students will be able to identify ethical, law-abiding social behaviours that can help them make informed decisions.

The following are possible focus areas in Digital Media and Communication 11:

- media studies: the globalization of the media industry, the influence on user perceptions (misinformation, fake news, incorrect information, caricature), posters, ads, television (reality television, serial dramas, news), humour sites
- digital communication: blogs, video blogs, social media, websites, discussion forums
- media law and ethics

## 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 **media** plays a key role in social, civic, and cultural life, influencing the principles and values of a society.

**Digital citizenship** implies recognizing the impact that new media have on ourselves, others, and the world.

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 <b>media</b>:</i></p> <p><b>Explore and Reflect</b></p> <ul style="list-style-type: none"> <li>• Interpret a text to identify implicit and explicit messages</li> <li>• <b>Grasp</b> the importance of <b>social, historical, and cultural contexts</b> in <b>approaching</b> various <b>texts</b></li> <li>• <b>Interact with Francophones and have life experiences in the French-speaking world</b></li> <li>• Examine diverse points of view in Francophone and First Peoples cultures</li> <li>• <b>Interpret</b> sound effects, music, and images in the media to identify implicit and explicit messages</li> <li>• Compare their personal values and points of view with those expressed in a text in order to call into question their own opinions</li> <li>• Identify and explore the <b>problem statement</b> in a text</li> <li>• Recognize the type and <b>intention</b> of texts</li> <li>• Evaluate the relevance, accuracy, and <b>reliability</b> of texts in order to take a position or reach a decision</li> <li>• Apply appropriate strategies in a variety of contexts in order to understand and produce a text</li> <li>• <b>Develop a critical mind</b>, clarity, and coherence in responding to texts</li> </ul>	<p><i>Students are expected to be able to know and understand the following in various <b>contexts</b>:</i></p> <ul style="list-style-type: none"> <li>• communication strategies               <ul style="list-style-type: none"> <li>– <b>language registers</b></li> <li>– taking the floor</li> <li>– <b>courtesy formulas</b></li> <li>– <b>citation techniques</b></li> </ul> </li> <li>• social, historical, and cultural elements</li> <li>• <b>protocols for using First Peoples stories</b></li> <li>• literary elements               <ul style="list-style-type: none"> <li>– <b>stylistic devices</b></li> <li>– <b>semantic field</b></li> <li>– <b>expressions</b></li> <li>– <b>multimedia</b></li> <li>– <b>strategies of argumentation</b></li> </ul> </li> <li>• text organization               <ul style="list-style-type: none"> <li>– structure of <b>texts</b></li> </ul> </li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Identify and put into practice the principles of digital citizenship</li> <li>• Evaluate the acquisition of new knowledge concerning a text</li> </ul> <p><b>Create and communicate</b></p> <ul style="list-style-type: none"> <li>• Communicate using a variety of expressions and <b>presentation formats</b> according to the context</li> <li>• Sustain a spontaneous discussion by sharing relevant ideas</li> <li>• <b>Persuade</b> or <b>convince</b> their audience by using appropriate strategies</li> <li>• <b>Paraphrase</b> ideas and information obtained from a text</li> <li>• <b>Substantiate</b> their message using <b>techniques</b> from diverse sources</li> <li>• Use various <b>writing styles</b> in their work in order to enrich the text to create the desired effect</li> <li>• Use <b>writing processes</b> and design methods to plan, develop, and create interactions and texts for a variety of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>– <b>forms</b> and <b>structure</b> of a news article</li> <li>– <b>structure of a blog</b></li> <li>• language elements               <ul style="list-style-type: none"> <li>– structure of an <b>impersonal sentence</b></li> <li>– <b>verb tenses and modes</b></li> <li>– <b>digital language</b></li> </ul> </li> <li>• <b>editing strategies</b></li> <li>• elements to enrich a text               <ul style="list-style-type: none"> <li>– <b>clarity</b></li> <li>– <b>persuasion</b></li> </ul> </li> </ul>