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

**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

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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**. |  | 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**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following, using oral, written, and visual* ***media:***  Explore and Reflect   * Interpret a text to identify implicit and explicit messages * **Grasp** the importance of s**ocial, 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 * **Interpret** sound effects, music, and images in the media 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 texts * Evaluate the relevance, accuracy, and **reliability** of texts in order to take a position  or reach a decision * 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 | *Students are expected to be able to know and understand the following in various* ***contexts:***   * communication strategies   + **language registers**   + taking the floor   + **courtesy formulas**   + **citation techniques** * social, historical, and cultural elements * **protocols for using First Peoples stories** * literary elements   + **stylistic devices**   + **semantic field**   + **expressions**   + **multimedia**   + **strategies of argumentation** * text organization   + structure of **texts** |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| * Identify and put into practice the principles of digital citizenship * 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 * Use **writing processes** and design methods to plan, develop, and create interactions and texts for a variety of purposes and audiences | * + **forms** and **structure** of a news article   + **structure of a blog** * language elements   + structure of an **impersonal sentence**   + **verb tenses and modes**   + **digital language** * **editing strategies** * elements to enrich a text   + **clarity**   + **persuasion** |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) – Media and Digital Communication Big 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:** profile of communities using French in various geographic or social spaces * **context:** family, language, personal experiences * **text:** oral, written, visual * **media:** means of distributing, broadcasting or communicating works, documents, or audio/audiovisual messages (press, film, posters, radio broadcasting, television broadcasting, videography, cable broadcasting, telematics, telecommunications) in print or digital format * **Digital citizenship:** responsible and ethical use of the Internet and other digital technologies to contribute to civil and social communities |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) – Media and Digital Communication Curricular Competencies – Elaborations Grade 11** |
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| * **media:** digital, print, multimedia * **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 * **Interpret:** 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 * **reliability:** depends on the author, identification of the source, facts, the date, readability * **Develop a critical mind:** ask questions and seek answers * **presentation formats:** digital, visual, oral (such as graphics, illustrations, music clips, photographs, tables, and 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 * **writing styles:** manner of writing that is unique to the author of a text * **writing processes:** planning, drafting, revising, proofing, dissemination |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) – Media and Digital Communication Content – Elaborations Grade 11** |
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| * **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*) * **citation techniques:** paraphrasing, citation, bibliography * **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); those responsible for 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 * **multimedia:** the techniques and products that make it possible to simultaneously and interactively use several presentation formats (text, sound,  still or moving images) * **strategies of argumentation:** text in which the goal is to advise, call to action, persuade, or convince (ads, slogans, advice, guidelines) using connecting words, figures of speech, stylistic devices, tone * **texts:** see course description * **forms:** editorial, news report, column, interview, review, profile, report, investigation, opinion piece, humor piece, analysis * **structures:** (e.g., for an editorial) headline, subhead, lead (who, what, why, where, when), body/running text and conclusion * **structure of a blog:** headline, introduction, body, conclusion, visual assets * **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 modes:** present and past infinitive, present subjunctive * **digital language:** interactivity between words and images, elliptical expressions, jargon, slang, digital abbreviations * **editing strategies:** rereading, consulting reference tools, using a revision grid * **clarity:** use of appropriate words * **persuasion:** word choice, arguments, intonation, emotions, logic, impact |