

**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 media:</i></p> <p>Explore and Reflect</p> <ul style="list-style-type: none"> • Interpret a text to identify implicit and explicit 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 • 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 	<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 – citation techniques • social, historical, and cultural elements • protocols for using First Peoples stories • literary elements <ul style="list-style-type: none"> – stylistic devices – semantic field – expressions – multimedia – strategies of argumentation • text organization <ul style="list-style-type: none"> – structure of texts

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Identify and put into practice the principles of digital citizenship • 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 • 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"> – forms and structure of a news article – structure of a blog • language elements <ul style="list-style-type: none"> – structure of an impersonal sentence – verb tenses and modes – digital language • editing strategies • elements to enrich a text <ul style="list-style-type: none"> – clarity – persuasion

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:** 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

Curricular Competencies – Elaborations

- **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

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*)
- **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