

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

Media and Digital Communication 12 is designed to help students to interpret and analyze in depth 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 deepen 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 12:

- 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**.

Linguistic and cultural identities are shaped by what we hear, see, read, and write.

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.

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"> • Analyze the influence and importance of social, historical, and cultural contexts as well as diversity in approaching various texts • Interact with Francophones and have life experiences in the French-speaking world • Comment on diverse points of view in Francophone and First Peoples cultures • Interpret a text 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 opinions • Examine a problem statement in order to understand the issues at hand • Identify the type and intention of a text • 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 a text • Analyze and put into practice the principles of digital citizenship | <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 – courtesy formulas – reformulations – citation techniques • social, historical, and cultural elements <ul style="list-style-type: none"> – protocols for using First Peoples stories • literary elements <ul style="list-style-type: none"> – stylistic devices – expressions – multimedia – strategies of argumentation • text organization <ul style="list-style-type: none"> – forms and structures of a news article – structure of a blog – structure of texts |

Learning Standards (continued)

| Curricular Competencies | Content |
|--|--|
| <p>Create and communicate</p> <ul style="list-style-type: none"> • Communicate using a variety of expressions and presentation formats according to the context • Persuade or convince their audience by using appropriate strategies • Synthesize ideas and information gleaned from a text • Support 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 • Edit their communications by applying enrichment strategies in order to polish their text • Correct themselves spontaneously by applying their linguistic knowledge • Select 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"> • language elements <ul style="list-style-type: none"> – structure of relative subordinate clauses – verb tenses and modes – digital language • editing strategies • elements to enrich a text <ul style="list-style-type: none"> – clarity |

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
- **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
- **diversity:** ethnic, sexual, religious, gender identity, gender expression
- **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
- **Examine:** reflectively consider after identifying and exploring the problem statement
- **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
- **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)
- **techniques:**
 - explanatory: quotes, statistics
 - argumentative: evidence, opinions
- **writing styles:** manner of writing that is unique to the author of a text
- **enrichment strategies:** complex sentence structures, polished vocabulary
- **writing processes:** planning, drafting, revising, proofing, dissemination

- **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*)
- **reformulation:** expressing the idea in a text in their own words
- **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
- **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
- **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
- **texts:** see course description
- **structure of relative subordinate clauses:** e.g., *Le cours auquel je me suis inscrit a été annulé*
- **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