FRENCH IMMERSION LANGUAGE ARTS (FILA) 10 – 12
French-Language Film and Literary Studies 12 (4 credits)

French-Language Film and Literary Studies 12 is designed to encourage students to discover, explore, analyze, and interpret cinematographic and literary works of the French-speaking world. By studying a variety of texts, students will acquire knowledge of Francophone culture, which will contribute to the development of their identity.

The film component of the course will enable students to discover cinematographic works from different eras, cultures, styles, and genres. In addition, students will develop their ability to analyze, interpret, and reflect in order to better appreciate cinematographic works from the French-speaking world. They will explore their imagination and develop their creativity, writing style, and spoken communication through multiple cinematographic genres.

Through the literature component, students will discover a variety of literary texts and works from different eras, cultures, styles, and genres. In addition, they will develop their ability to analyze, interpret, and reflect in order to better appreciate literary works from the French-speaking world. Students will explore their imagination and develop their creativity and writing style through multiple literary genres.

The following are possible focus areas in French-Language Film and Literary Studies 12:

- film genres: drama, comedy, action, history, biography, cloak-and-dagger, crime, adventure, science fiction, horror, silent films, documentaries, short films, propaganda, animations, trailers
- television series
- film adaptations of literary works
- film reviews
- National Film Board of Canada, Radio-Canada, TV5, Aboriginal Peoples Television Network (APTN)
- literary genres: storytelling, poetry, plays, essays, comics, short stories, novels, albums, graphic novels
- French-language literary and cinematographic works by era and geographic location
- First Peoples stories and documentaries in French

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 exploration of texts reveals the depth and complexity of human life.	The cinematographic and literary works of a society reflect its principles and values.	Linguistic and cultural identities are shaped by what we hear, see, read, and write.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following, using oral, written, and visual **media:**	*Students are expected to be able to know and understand the following in various* **contexts:**
Explore and Reflect	• communication strategies
• Use language and cultural knowledge to reveal their **identity** within the French-speaking world	– **language registers**
• Analyze the influence and importance of **social, historical, and cultural contexts** as well as **diversity** in **approaching** texts	– taking the floor – **courtesy formulas**
• **Interact with Francophones and have life experiences in the French-speaking world**	– **verbal** and **non-verbal**
• Compare the **roles that stories and the oral tradition play** in Francophone and First Peoples cultures	• social, historical, and cultural elements – **protocols for using First Peoples stories**
• **Examine** a **problem statement** from the perspective of Francophone and First Peoples cultures in order to understand the issues	• literary elements – **stylistic devices**
• **Interpret** the sound effects, music, and images in cinematographic works to identify implicit and explicit messages	– **semantic field** – **expressions**
• Compare their personal values and points of view with those expressed in a text in order to call into question their opinion	– **cinematographic techniques**
• Identify the type and **intention** of a text	• text organization – structure of **texts**
• Exercise critical thinking, clarity, and coherence in responding to texts	
• Apply appropriate strategies in a variety of contexts in order to understand a text	
• Interpret the role of characters in a text	

Learning Standards (continued)

Curricular Competencies	Content

Create and Communicate
 	
• Communicate using a variety of expressions and **presentation formats** according to the context
• Synthesize ideas and information gleaned from a text
• Support their message using **techniques** from various sources
• Modify their communication 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
• Select various styles of **elocution** in their oral communications in order to create the desired effect
	• language tools
	  – **structure of relative subordinate**
	  – **verb tenses and modes**
	• **editing strategies**
	• elements to enrich a text
	  – **clarity**

- **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:** digital, print, multimedia
- **identity:**
  – Francophone: a person whose mother tongue is French;
  – Francophile: a (non-Francophone) person who appreciates aspects (language, culture, civilization) of French Canada and the French-speaking world;
  – French-Canadian
- **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
- **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
- **roles that stories and the oral tradition play:**
  – in Francophone cultures: to transmit language, traditions, history, perspectives, teachings
  – in First Peoples cultures: to transmit traditions, worldviews, teachings, history, attachment to the land
- **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)
- **Interpret:** explain, seek to render understandable that which is complicated, ambiguous; find meaning
- **intention:** to inform, convince, persuade, entertain
- **presentation formats:** digital, visual, oral (e.g., graphics, illustrations, music clips, photographs, tables, videos)
- **techniques:**
  – explanatory: quotes, statistics
  – argumentative: evidence, opinions
- **enrichment strategies:** complex sentence structures, polished vocabulary
- **writing processes:** planning, drafting, revising, proofing, dissemination
- **elocution:** manner of expressing oneself orally and of articulating and linking sentences

- **contexts:** see course focus areas

- **language registers:** slang, everyday language, formal language

- **courtesy formulas:** greetings, taking leave, level of formality (*tutoiement* and *vouvoiement*, *pourriez-vous*)

- **verbal:** intonation, voice, volume, pacing, pauses, tone

- **non-verbal:** gestures and facial expressions

- **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); 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

- **cinematographic techniques:** special effects, lighting, staging, costumes, props

- **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:** past subjunctive

- **editing strategies:** rereading, consulting reference tools, using a revision grid

- **clarity:** use appropriate words