BRITISH
COLUMBIA
Ministry of Education

FRENCH IMMERSION LANGUAGE ARTS (FILA)
Language and Culture of the French-Speaking World 12 (4 credits)

Language and Culture of the French-Speaking World 12 will enable students to hone their competencies in learning, and thinking about, language and culture. The course is designed to encourage students to reflect on how language and culture influence personal perceptions and values. Through self-identification as students in a bilingual learning environment, they become aware of how acquiring a new language helps to strengthen their Canadian identity and contributes to their personal and social development. Culture plays an important role in learning, offering students the opportunity to explore and better understand the realities of their own culture, as well as those of the French-speaking world.

Students will deepen their knowledge of the linguistic diversity, traditions, and customs of Francophones in British Columbia, Canada, and the world at large. In addition, they will develop an awareness of the diversity of French-speaking communities. Through a variety of study topics, students will put into practice their language competencies while exploring and deepening their understanding of various Francophone areas.

The following are possible focus areas in Language and Culture of the French-Speaking World 12:

Francophone communities of British Columbia, Canada, and the world:

- institutions: International Organisation of La Francophonie, Fédération des Francophones de la Colombie-Britannique, Francophone Youth Council, French for the Future, Explore, Office of Francophone and Francophile Affairs, Doctors Without Borders, International Olympic Committee
- media: Radio-Canada, RDI, La Presse, TVA, TFO, TV5, Franceinfo Junior, Journal FranceAntilles, Radio France
- cultural events: Théâtre de la Seizième, Fête de la Francophonie, Carnaval (Quebec City, Martinique, Nice), Fête nationale du Québec/Fête de la Saint-Jean-Baptiste, Festival du rire, Festival du Voyageur, Fête de la Musique, Mardi Gras, Montreal Grand Prix, Grand Prix de Monaco F1, Cannes Film Festival
- key figures: in history, politics, sports, arts, journalism
- contributions: scientific, social, economic, sports, arts, cuisine
- dialects
- idiomatic expressions
- traditions and customs
- identity (bilingual, Francophone, Francophile), diversity
- construction of identity
- bilingualism

BIG IDEAS

Communicating and living in French fosters a sense of belonging to the Francophone community.	**Linguistic variations** offer **cultural reference points** within the **French-speaking world**.	Learning French helps students establish their place in the world and forge their identity by opening doors in their personal, social, and work life.	The life experience, culture, and current **context** of the audience influence the interpretation of a **text**.	Linguistic and cultural identities are shaped by what we hear, see, read, and write.	The exploration of texts reveals the depth and complexity of human life.

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 their language and cultural knowledge to discover their **identity** within the French-speaking world	– **language registers**
	– taking the floor
• Evaluate the role that bilingualism plays in their personal and work life	– **courtesy formulas**
• **Interpret** a text to identify explicit and implicit messages	• social, historical, and cultural elements
• Analyze the influence and importance of **social, historical, and cultural contexts** as well as **diversity** in **approaching** various **texts**	– **traditions** and customs
	– **protocols for using First Peoples stories**
• **Interact with Francophones and have life experiences in the French-speaking world**	• literary elements
	– **stylistic devices**
• Compare the **roles that stories and the oral tradition play** in Francophone and First Peoples cultures	– **semantic field**
	– **expressions**
• **Examine** a problem statement from the perspective of Francophone and First Peoples cultures in order to understand the issues at hand	• text organization
	– structure of **texts**
• Compare their personal values and points of view with those expressed in a text in order to call into question their opinions	

Learning Standards (continued)

Curricular Competencies	Content
- Identify the type and **intention** of a text - Apply appropriate strategies in a variety of contexts in order to understand a text **Exercise critical thinking**, clarity, and coherence in responding to texts - 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 discussion by sharing relevant ideas **Persuade** or **convince** their audience by using appropriate strategies - Synthesize ideas and information gleaned from a text - Modify their communication by applying **enrichment strategies** in order to polish the text - Correct themselves spontaneously by applying their linguistic knowledge - Select **writing processes** and design methods to plan, develop, and create 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 elements - structure of **impersonal sentences** **verb tenses and modes** - dialects **idiomatic expressions** **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
- **Interpret:** explain, seek to render understandable that which is complicated, ambiguous; find meaning
- **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
- **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
- **intention:** to inform, convince, persuade, entertain
- **Exercise critical thinking:** ask questions and seek answers
- **presentation formats:** digital, visual, oral (e.g., graphics, illustrations, music clips, photographs, tables, 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)
- **enrichment strategies:** complex sentence structures, polished vocabulary
- **writing processes:** planning, drafting, revising, proofing, publication
- **elocution:** manner of expressing oneself orally and of articulating and linking sentences

- **contexts:** texts that reflect the diversity of communities and identities of French speakers (Canadian and international Francophonie) at the local, provincial, national, and world levels

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

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

- **traditions**: social practices shared within a group, a people, an era (e.g. kissing on the cheek, table manners)

- **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 that 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

- **texts:** see course description

- **impersonal sentences:** sentences 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

- **idiomatic expressions:** *il tombe des peaux de lièvres, il tombe des clous, il pleut à boire debout, il pleut comme une vache qui pisse, il pleut des hallebardes*

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

- **clarity:** use of appropriate words