**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) Grade 10**

**BIG IDEAS**

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| Linguistic variations can serve as cultural reference points within the French-speaking world. |  | Analyzing **texts** leads to  an understanding of how meaning is conveyed through language and text. |  | The exploration of texts reveals the depth and complexity of human life. |  | **Poetic elements** enrich writing, provoke a response and help create the desired effect. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following, using oral, written  and visual* ***media****:*  Exploring and Reflecting   * Analyze the communication strategies used by the sender to evaluate their  impact on the recipient. * Examine the **roles of stories** in Francophone and First Peoples cultures * **Grasp** the **linguistic and cultural variety** found in the French-speaking world * Distinguish between **abstract notions** and **concrete notions** within a text * Identify and **understand the social, historical, and cultural context** of a work and its author * Identify the themes and poetic elements of a **text** in order to understand the implicit message * Analyze the plot and examine and understand the role and **evolution of  a character** in a literary short story   Creating and Communicating   * Communicate according to the context using a variety of expressions and the **presentation formats** best suited to the sender’s and recipients’ skills and abilities * Develop own writing style by exploring **registers of** **language** * Adapt the register to the communication situation at hand * Use poetic elements to elicit a response from the recipient * Further refine the message by applying the strategies for enriching a text that  are presented in the course | *Students are expected to be able to know and understand the following in various* ***contexts****:*  communication strategies:   * + **registers of language**   + **prosody**   **verbal** and **non-verbal** components  cultural and historical elements  protocols related to the use of First Peoples stories  literary elements:   * + **characteristics of a literary short story**   + **poetic elements**   + **semantic field**   **expressions**  text organization  **structure of the literary short story**  language elements:   * + **possessive and demonstrative adjectives  and pronouns**   + **verb tenses and modes**   **active voice** and **passive voice**   * **editing strategies**   elements to enrich a text   * + **choice of words** |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Big Ideas – Elaborations Grade 10** |
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| * **texts:** oral, written, visual * **poetic elements:** versification, stylistic devices (metaphor, symbolism, gradation, euphemism, understatement) |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Curricular Competencies – Elaborations Grade 10** |
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| * **media:** includes digital, print, multimedia, etc.   **roles of stories:**   * + in Francophone cultures: transmitting language, traditions, history, perspective, information   in First Peoples cultures: transmitting traditions, worldviews, teachings, history, attachment to the land   * **Grasp:** understand through the mind or through the senses * **linguistic and cultural variety:** regional expressions, idiomatic impressions, accent * **abstract notions:** descriptions, ideas, or facts related to thought * **concrete notions:** descriptions, ideas, or facts related to reality * **understand the social, historical, and cultural context:** 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 * **text:** oral, written, visual   **evolution of a character:**   * + external: their physical appearance, age, behaviour, relationships with others, social status, words   internal: feelings, emotions, thoughts, presentations, attitude, motivations   * **presentation formats:** digital, visual, oral (students might use aids such as graphics, illustrations, music clips, photographs, tables, and videos) * **registers of language:** everyday language and formal language |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) Content – Elaborations Grade 10** |
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| * **contexts:** literary short story and poetry * **registers of language:** everyday language and formal language * **prosody:** accentuation, intonation, and rhythm * **verbal:** intonation, voice, volume, flow, pauses, tone * **non-verbal:** gesture and facial expression   **characteristics of a literary short story:**   * + short text   + few characters   + psychological and moral portrait of the protagonist   unexpected ending   * **poetic elements:** versification, stylistic devices (metaphor, symbolism, gradation, euphemism, understatement) * **semantic field:** set of words (verbs, nouns, adjectives, synonyms) pertaining to a given theme * **expressions:** idiomatic, regional, etc. * **structure of the literary short story:** narrative structure (exposition, rising action, climax, falling action, and resolution) and actantial model  (power struggles that emerge between characters and push the action forward)   **possessive and demonstrative adjectives and pronouns:**   * + possessive adjectives: *mon, ma, mes*   + possessive pronouns: *le mien, la mienne, les miens/miennes*   + demonstrative adjectives: *ce*, *cette*, *ces*   demonstrative pronouns: *celui*, *celle*, *ceux*, *celles*   * **verb tenses and modes:** hypothetical sentences that use the past tense (e.g., “*Si j’avais pris mon petit déjeuner, je n’aurais pas eu faim à midi.”* ), conditional past tense (e.g., *“elle aurait pu nous le dire”* ) * **active voice:** the subject performs an action * **passive voice:** the subject experiences an action * **editing strategies:** includes rereading, checking reference materials, using an editing checklist * **choice of words:** synonyms, antonyms |