

**FRENCH IMMERSION LANGUAGE ARTS (FILA) 10 – 12  
French-Language Film and Literary Studies 11 (4 credits)**

French-Language Film and Literary Studies 11 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 11:

- 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
<p><i>Students are expected to do the following, using oral, written, and visual <b>media</b>:</i></p> <p><b>Explore and Reflect</b></p> <ul style="list-style-type: none"> <li>• Use language and cultural knowledge to reflect on their <b>identity</b> and role within the French-speaking world</li> <li>• <b>Grasp</b> the influence and importance of <b>social, historical, and cultural contexts</b> in <b>approaching</b> various <b>texts</b></li> <li>• <b>Interact with Francophones and have life experiences in the French-speaking world</b></li> <li>• Examine diverse points of view in Francophone and First Peoples cultures</li> <li>• Examine the <b>roles that stories and the oral tradition play</b> in Francophone and First Peoples cultures</li> <li>• <b>Interpret</b> sound effects, music, and images in cinematographic works to identify implicit and explicit messages</li> <li>• Compare their personal values and points of view with those expressed in a text in order to call into question their own opinions</li> <li>• Identify and explore the <b>problem statement</b> in a text</li> <li>• Recognize the type and <b>intention</b> of a text</li> <li>• <b>Develop a critical mind</b>, clarity, and coherence in responding to texts</li> <li>• Evaluate the acquisition of new knowledge concerning a text</li> <li>• Analyze the role of characters in a text</li> </ul>	<p><i>Students are expected to be able to know and understand the following in various <b>contexts</b>:</i></p> <ul style="list-style-type: none"> <li>• communication strategies               <ul style="list-style-type: none"> <li>– <b>language registers</b></li> <li>– taking the floor</li> <li>– <b>courtesy formulas</b></li> <li>– <b>verbal</b> and <b>non-verbal</b></li> </ul> </li> <li>• social, historical, and cultural elements               <ul style="list-style-type: none"> <li>– <b>protocols for using First Peoples stories</b></li> </ul> </li> <li>• literary elements               <ul style="list-style-type: none"> <li>– <b>stylistic devices</b></li> <li>– <b>semantic field</b></li> <li>– <b>expressions</b></li> <li>– <b>cinematographic techniques</b></li> </ul> </li> <li>• text organization               <ul style="list-style-type: none"> <li>– structure of <b>texts</b></li> </ul> </li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Create and Communicate</b></p> <ul style="list-style-type: none"> <li>• Communicate using a variety of expressions and <b>presentation formats</b> according to the context</li> <li>• <b>Paraphrase</b> ideas and information obtained from a text</li> <li>• <b>Substantiate</b> their message using <b>techniques</b> from diverse sources</li> <li>• Use various <b>writing styles</b> in their work in order to enrich the text to create the desired effect</li> <li>• Apply appropriate strategies in a variety of contexts in order to understand and produce a text</li> <li>• Use <b>writing processes</b> and design methods to plan, develop, and create interactions and texts for a variety of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• language elements               <ul style="list-style-type: none"> <li>– structure of <b>impersonal sentences</b></li> <li>– <b>verb tenses and modes</b></li> </ul> </li> <li>• <b>editing strategies</b></li> <li>• elements to enrich a text               <ul style="list-style-type: none"> <li>– <b>clarity</b></li> </ul> </li> </ul>