**Area of Learning: FRENCH IMMERSION LANGUAGE ARTS (FILA) —   
 Oral Communication Grade 12**

**FRENCH IMMERSION LANGUAGE ARTS (FILA) 10 – 12  
Oral Communication 12 (4 credits)**

Oral Communication 12 is designed to encourage students to refine and clarify their communication through practice and revision of French-language texts, with an emphasis on oral communication. The course provides students with opportunities to explore original texts, as well as to create, write, and share their own texts for a range of purposes and real-world audiences and to develop active listening skills. Through processes of drafting, reflection and revising, students will build a body of work for a range of language situations. Over time, they will develop confidence in their oral and written communication skills.

The following are possible focus areas in Oral Communication 12:

* spoken word, poetry, slam
* presentation of poems and fables
* plays, reader’s theatre, skits
* improvisation
* radio, podcasts, video
* songs
* public speaking
* debating and argumentation
* oral presentations
* First Peoples stories
* advertising

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**BIG IDEAS**

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| **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**. |  | Linguistic and cultural identities are shaped by what we hear, see, read, and write. |  | The message conveys the **intentions  of the writer**. |  | The **voice** is powerful and evocative. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following, using oral, written, and visual* ***media:***  Explore and Reflect   * Use language and cultural knowledge to discover their **identity** within the  French-speaking world * Interpret a text to identify implicit and explicit messages * 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 various points of view in Francophone and First Peoples cultures * Compare the **roles that stories and the oral tradition play** in Francophone and  First Peoples cultures * Compare their personal values and points of view with those expressed in a text  in order to call into question their own opinions * Identify the type and **intention** of a text * **Exercise critical thinking**, clarity, and coherence in responding to texts * Evaluate the acquisition of new knowledge concerning a text * Apply appropriate strategies in a variety of contexts in order to understand a text | *Students are expected to be able to know and understand  the following in various* ***contexts:***   * communication strategies   + **language registers**   + **argumentation**   + taking the floor   + **courtesy formulas**   + **verbal** and **non-verbal**   + **active listening** * social, historical, and cultural elements   + **protocols for using First Peoples stories** * literary elements   + **stylistic devices**   + **semantic field**   + **expressions**   + **elements of the oral tradition** * text organization   + structure of **texts**   + **argumentative essay** |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Create and Communicate   * Communicate using a variety of expressions and **presentation formats** according  to the context * Sustain a spontaneous discussion by sharing relevant ideas * **Persuade** or **convince** their audience by using appropriate strategies * Summarize ideas and information gleaned from a text * **Nuance** their opinions to adapt to communication situations * Draw on verbal and non-verbal elements to enrich oral expression * Apply active listening techniques * Evaluate the importance of **social and cultural contexts** and adapt their communication style accordingly * Revise their communications by applying **enrichment strategies** in order to polish  their text * Select appropriate **writing processes** and design methods to plan, develop,  and create oral interactions for a variety of purposes and audiences * Use various styles of **elocution** in their oral communications in order to create  the desired effect | * language elements   + **structure of relative subordinate clauses**   + **verb tenses and modes** * **editing strategies** * elements to enrich a text   + **clarity**   + **persuasion** |

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| **FRENCH IMMERSION LANGUAGE ARTS (FILA) – Oral Communication Big Ideas – Elaborations Grade 12** |
| * **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:** the profile of communities that use French in various geographic or social spaces * **context:** family, language, personal experiences * **text:** oral, written, visual * **intentions of the writer:** opinions, thoughts * **voice:** tone, intensity, intonation, pacing, pronunciation, articulation |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) – Oral Communication Curricular Competencies – Elaborations Grade 12** |
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| * **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 * **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 * **intention:** to inform, convince, persuade, entertain * **Exercise critical thinking:** ask questions and seek answers * **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) * **Nuance:** express the subtleties of a thought * **social and cultural contexts:** writers have to take into account who they are addressing * **enrichment strategies:** using complex sentence structures, polished vocabulary * **writing processes:** planning, drafting, revising, proofing, dissemination * **elocution:** manner of expressing oneself orally and of articulating and linking sentences |

| **FRENCH IMMERSION LANGUAGE ARTS (FILA) – Oral Communication Content – Elaborations Grade 12** |
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| * **contexts:** see course focus areas * **language registers:** slang, everyday language, and formal language * **argumentation:** act of convincing and thereby encouraging another to act * **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 * **active listening:** pay attention, be present, ask open-ended questions, reformulate, show respect * **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 * **elements of the oral tradition:** storytelling, songs, transmission of information through human speech and circular thought * **texts:** see course description * **argumentative essay:** an organized series of sentences whose purpose is to support a line of reasoning, convince someone of your point of view, justify an opinion, or illustrate its value * **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 of appropriate words * **persuasion:** word choice, arguments, intonation, enunciation, emotions, logic, impact, formality |