

**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

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| 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. |
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Learning Standards

| Curricular Competencies | Content |
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| <p><i>Students are expected to do the following, using oral, written, and visual media:</i></p> <p>Explore and Reflect</p> <ul style="list-style-type: none"> • Use their language and cultural knowledge to discover their identity within the French-speaking world • Evaluate the role that bilingualism plays in their personal and work life • Interpret a text to identify explicit and implicit 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 • Compare the roles that stories and the oral tradition play in Francophone and First Peoples cultures • Examine a problem statement from the perspective of Francophone and First Peoples cultures in order to understand the issues at hand • Compare their personal values and points of view with those expressed in a text in order to call into question their opinions | <p><i>Students are expected to be able to know and understand the following in various contexts:</i></p> <ul style="list-style-type: none"> • communication strategies <ul style="list-style-type: none"> – language registers – taking the floor – courtesy formulas • social, historical, and cultural elements <ul style="list-style-type: none"> – traditions and customs – protocols for using First Peoples stories • literary elements <ul style="list-style-type: none"> – stylistic devices – semantic field – expressions • text organization <ul style="list-style-type: none"> – structure of texts |

Learning Standards (continued)

| Curricular Competencies | Content |
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| <ul style="list-style-type: none"> • 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 <p>Create and Communicate</p> <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • language elements <ul style="list-style-type: none"> – structure of impersonal sentences – verb tenses and modes – dialects – idiomatic expressions • editing strategies • elements to enrich a text <ul style="list-style-type: none"> – clarity |