



North Vancouver Online Learning

Course Plan: French Immersion Language Arts

French-Language Film and Literary Studies 11 (4 credits: FLTST11)

Here is the link to the Ministry site for French-Language Film and Literary Studies 11:

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/fral/en_fral_11_etudes-du-cinema-et-de-la-litterature-francophones.pdf

COURSE DESCRIPTION:

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.

BIG IDEAS:

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the “Understand” component of the Know-Do-Understand model of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

Linguistic variations offer cultural reference points within the French-speaking world.

Linguistic and cultural identities are shaped by what we hear, see, read, and write.

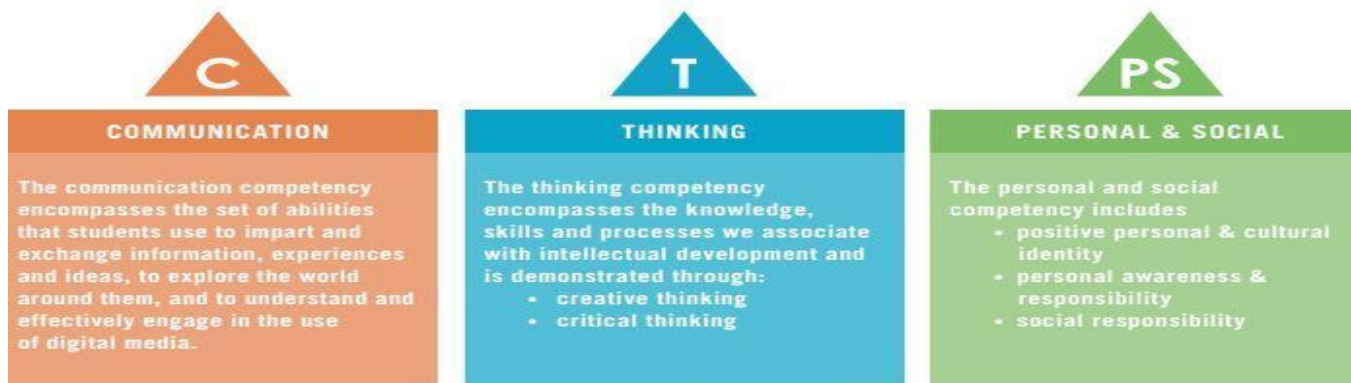
The cinematographic and literary works of a society reflect its principles and values.

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.

CORE COMPETENCIES:

A Core Competency is a skill that all learners need to have to be successful in all aspects of their life. There are 3 core competencies: Communication (Communicating & Collaborating), Thinking (Critical Thinking, Creative and Reflective Thinking), Personal (Personal Awareness and Responsibility, Social Awareness and Responsibility and Positive Personal and Cultural Identity).



COURSE EXPECTATIONS:

- The self-paced nature of this course requires that students manage their time effectively to complete the course by the deadline (typically a year from the date of registration). Successful students make a weekly schedule to plan out the completion of the course.
- Students must take care that their work is their own and not plagiarized from any other source. This includes previous work submitted for another course, other people's assignments, or resources from the internet.
- Students must not use an online translator, app, etc. to produce whole sentences or paragraphs, which constitutes as plagiarism. Students should only look up individual words or expressions using a trustworthy dictionary site such as *WordReference* or *Linguee*. It is also acceptable to use *Bon Patron* to verify the grammatical structures of a student's original work which they wrote themselves.
- Students must read all the information thoroughly and complete all activities in the course in order to be successful in the course.
- Students must take care that their communication with the teacher through email, Moodle message, or in person, is course related, clear and respectful.
- Students need to be able to create videos of themselves for some of the submitted assignments in this course.

- Students should contact their teacher through Moodle messaging if they require help with the course content as they work through the lessons and activities.

LEARNING STANDARDS: Curricular Competencies

Students are expected to do the following, using oral, written, and visual media:

Explore and Reflect

- Use language and cultural knowledge to reflect on their identity and role within the French-speaking world
- Grasp the influence and importance of social, historical, and cultural contexts in approaching various texts
- Interact with Francophones and have life experiences in the French-speaking world
- Examine diverse points of view in Francophone and First Peoples cultures
- Examine the roles that stories and the oral tradition play in Francophone and First Peoples cultures
- Interpret sound effects, music, and images in cinematographic works to identify implicit and explicit messages
- Compare their personal values and points of view with those expressed in a text in order to call into question their own opinions
- Identify and explore the problem statement in a text
- Recognize the type and intention of a text
- Develop a critical mind, clarity, and coherence in responding to texts
- Evaluate the acquisition of new knowledge concerning a text
- Analyze the role of characters in a text

Create and Communicate

- Communicate using a variety of expressions and presentation formats according to the context
- Paraphrase ideas and information obtained from a text
- Substantiate their message using techniques from diverse sources
- Use various writing styles in their work in order to enrich the text to create the desired effect
- Apply appropriate strategies in a variety of contexts in order to understand and produce a text
- Use writing processes and design methods to plan, develop, and create interactions and texts for a variety of purposes and audiences

The substantive course activities include the following Learning Outcome (Curricular Competencies):

- Paraphrase ideas and information obtained from a text

This is 1 of the 20 Curricular Competencies in the course curriculum, which comprises approximately 5% of the course Learning Outcomes.

LEARNING STANDARDS: Course Content

Students are expected to know the following:

- communication strategies
 - language registers
 - taking the floor
 - courtesy formulas
 - verbal and non-verbal
- social, historical, and cultural elements
 - protocols for using First Peoples stories
- literary elements
 - stylistic devices
 - semantic field
 - expressions
 - cinematographic techniques
- text organization
 - structure of texts
- language elements
 - structure of impersonal sentences
 - verb tenses and modes
- editing strategies
- elements to enrich a text
 - clarity

UNIT OVERVIEWS:

Unit 1: Literary works from the French-speaking world

In this unit, students will discover a variety of literary texts and works from different eras, cultures, styles, and genres. They will develop their ability to analyze, interpret and reflect in order to better appreciate literary works from the French-speaking world. The final project will involve writing a sketch and to interpret it in a creative way followed by an analysis.

Big ideas:

- Linguistic variations offer cultural reference points within the French-speaking world.

Core Competencies: Critical and reflective thinking; Positive personal and cultural identity; collaboration

First Peoples Principles of Learning: Learning requires exploration of one's identity; learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Unit 2: Study of a francophone novel

In this unit, students will study a novel and will explore their imagination and develop their creativity and writing style through a number of tasks.

Big ideas:

- The exploration of texts reveals the depth and complexity of human life.

Core Competency: Critical and reflective thinking

First Peoples Principle of Learning: Learning is embedded in memory, history, and story; learning involves recognizing the consequences of one's actions; learning recognizes the role of indigenous knowledge.

Unit 3: Cinematographic works from the French-speaking world

In this unit, students will discover cinematographic works from different eras, cultures, styles, and genres. They will develop their ability to analyze, interpret and reflect in order to better appreciate cinematographic works from the French-speaking world. For the final project, students will create a short film by applying the cinematographic techniques that they have learnt during this unit.

Big ideas:

- The cinematographic and literary works of a society reflect its principles and values.
- Linguistic variations offer cultural reference points within the French-speaking world.

Core Competency: Personal and social, Critical thinking

First Peoples Principle of Learning: Learning requires exploration of one's identity; learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Unit 4: Study of a francophone film

In this unit, students will study a film and complete a series of critical and creative tasks. For the final project, students will write an analysis for various themes of the film followed by an oral discussion on the themes.

Big ideas:

- 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.

Core Competencies: Critical and reflective thinking

First Peoples Principle of Learning: Learning is embedded in memory, history, and story; learning requires exploration of one's identity.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

Students will:

- discover cinematographic works from different eras, cultures, styles, and genres
- discover literary works from different eras, cultures, styles, and genres
- read and analyse a variety of texts.
- read a novel
- watch documentaries, short films, animations...
- practice structure and vocabulary through grammar exercises and written work.
- do various writing assignments, including short answer, paragraphs, and personal reflections
- listen and respond to audios and videos.
- create audio and visual projects, which may include:
 - o PowerPoint, Prezi, Sway, and other presentation forms;
 - o podcast, digital voice recordings (such as Audacity);
 - o dramatizations, videos;
 - o and other digital tools of choice.

ASSESSMENT:

The North Vancouver Curriculum Hub Principles of Assessment -

<http://nvsd44curriculumhub.ca/assessment/>

Formative may include:

- Grammar practice activities
- Online reading and listening practice
- Written and oral assignments to practice skills and communicate understanding
- Teacher feedback on assignments
- A meeting or discussion between the teacher and a student to practice speaking or to provide help

Summative may include:

- Assignment to demonstrate the knowledge, skills, strategies and processes.
- Final projects
- An oral or written exam

EVALUATION:

Based on performance standards and criteria as outlined in each assignment:

Evaluation	Percentage of Final Mark
Unit 1	25%
Unit 2	25%
Unit 3	25%
Unit 4	25%
<i>Course Total</i>	100%

RESOURCES:

Students will require access to a computer with Internet capabilities in order to complete this course, with the choice to engage with a variety of applications and online digital tools. All other resources and assignments are provided within the instructions and content of the course.

Students may also access the following online resources to supplement their learning and complete their course work:

- WordReference.com
- Linguee.com
- BonPatron.com
- Bescherelle.com
- YouTube.com
- larousse.fr
- <https://www.cnrtl.fr/definition/>