



# North Vancouver Online Learning

## **Course Plan:** French Immersion Language Arts (FILA)

Language and Culture of the French-Speaking World 11 (4 credits)

Here is the link to the Ministry site for Language and Culture of the French-Speaking World 11:

<https://curriculum.gov.bc.ca/curriculum/fral/11/langue-et-culture-de-la-francophonie>

### **COURSE DESCRIPTION:**

Language and Culture of the French-Speaking World 11 is designed to lead students to reflect on how language and culture influence their 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 and the cultures of the French-speaking world.

Students will discover and explore 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.

### **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.

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.

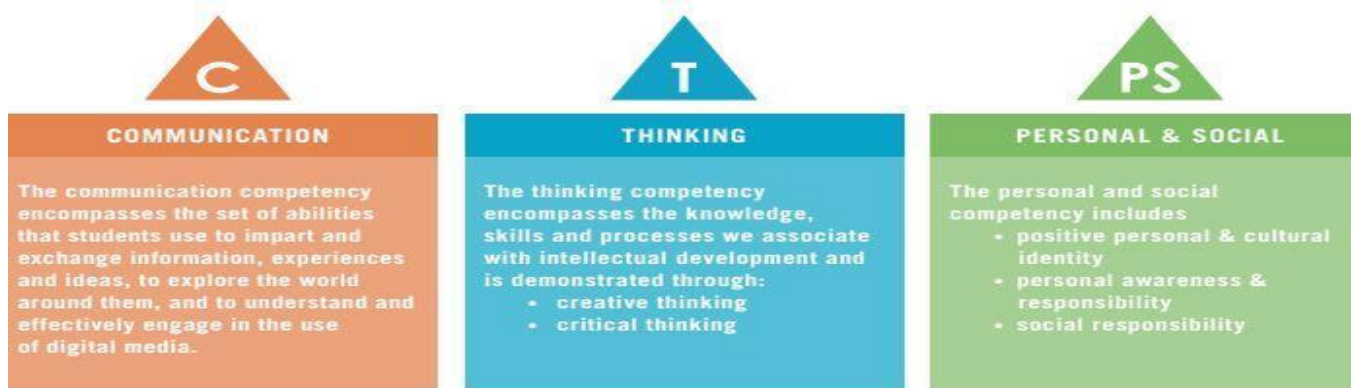
The life experience, culture, and current context of the audience influence the interpretation of a text.

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.

## **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 as some of the submitted assignments in this course.
- Students should contact their teacher through Moodle messaging or Microsoft Teams 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 their language and cultural knowledge to reflect on their identity within the French-speaking world
- Understand the role bilingualism plays in their life in order to facilitate decision-making in their personal and working life
- Interpret a text to identify explicit and implicit messages
- Grasp the 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
- Compare their personal values and points of view with those expressed in a text in order to call into question their opinions
- Recognize the type and intention of texts
- Apply appropriate strategies in a variety of contexts in order to understand and produce a text
- Develop a critical mind, clarity, and coherence in responding to texts
- Evaluate the acquisition of new knowledge concerning a text

#### **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
- 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

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

- Paraphrase ideas and information obtained from a text

**This is 1 of the 18 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
- social, historical, and cultural elements
  - traditions and customs

- protocols for using First Peoples stories
- literary elements
  - stylistic devices
  - semantic field
  - expressions
- text organization
  - structure of texts
- language elements
  - structure of impersonal sentences
  - verb tenses and modes
  - dialects
  - idiomatic expressions
- editing strategies
- elements to enrich a text
  - clarity
  - persuasion

### **UNIT OVERVIEWS:**

#### **Unit 1: Learning French helps broadening my horizons; personally, socially and professionally**

In unit 1, through the creation of a video or a comic book for younger learners of French, students will have the opportunity to share the progression of their journey in French Immersion and share their sense of belonging to the francophone community. They will also reflect and share how learning French helps them in establishing a place in the world and in forging their identity; personally, socially and in their work life.

#### **Big Ideas:**

- Communicating and living in French fosters a sense of belonging to the Francophone community.
- Learning French helps students establish their place in the world and forge their identity by opening doors in their personal, social, and work life.

**Core Competencies:** Critical and reflective thinking and 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: The Francophonie : unity in diversity**

In unit 2, students will explore the French language, its richness and its diversity and be exposed to a variety of cultural reference points in geographical and social spaces. They will find a cultural bridge between Francophone countries while completing a project on the world heritage.

**Big Idea:** Linguistic variations offer cultural reference points within the French-speaking world.

**Core Competency:** Personal and social, Critical thinking

**First Peoples Principle of Learning:** Learning involves recognizing the consequences of one's actions; learning recognizes the role of indigenous knowledge.

### **Unit 3: My relationship with francophone language and culture**

In unit 3, students will analyse a series of francophone literature and they will complete a reflective journal which will help them to identify how their linguistics and cultural identities are shaped by the texts they explore. They will also reflect on how their life experience, culture, and current context influence their interpretation of the texts.

#### **Big Ideas:**

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

The life experience, culture, and current context of the audience influence the interpretation of a text.

**Core Competency:** Critical thinking; Social awareness and responsibility

**First Peoples Principle of Learning:** Learning requires exploration of one's identity.

### **Unit 4: Literature: A means of exploration of human life**

In unit 4, students will study a novel and complete a series of critical and creative tasks whereby they are going to interpret different roles. These assignments will give students an opportunity to explore the depth and complexity of human life.

#### **Big Idea:**

-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.

### **STUDENT LEARNING ACTIVITIES AND STRATEGIES:**

Students will:

- read and analyse a variety of texts.
- Read a novel
- Write a reflective journal
- 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 audio 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://nvsc44curriculumhub.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
- A reflective journal

### **Summative may include:**

- Assignments 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:**

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

## **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
- cnrtl.fr/definition/