Course Plan: French Immersion Language Arts (FILA)

Media and Digital Communication 11 (4 credits)
Here is the link to the Ministry site for Medias et communication numérique 11:
https://curriculum.gov.bc.ca/curriculum/fral/11/medias-et-communication-numerique

COURSE DESCRIPTION:

Media and Digital Communication 11 is designed to lead students in exploring, discovering, interpreting, and analyzing the changing role and influence of digital and print media in today's society. It recognizes that digital literacy is essential to the development of digital citizens. The course will motivate students to reflect critically on how media shapes and influences patterns of behaviour in society, how we communicate, and our understanding of the world.

The course offers numerous opportunities for students to demonstrate their understanding and communicate their ideas through a variety of digital media and communications. They will also explore the new possibilities for creative expression provided by digital media. Students will be able to identify ethical, law-abiding social behaviours that can help them make informed decisions.

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.

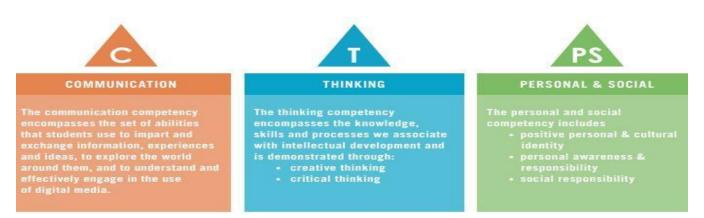|	
Linguistic variations offer **cultural reference points** within the **French-speaking world**	The life experience, culture, and current **context** of the audience influence the interpretation of a **text**.

The **media** plays a key role in social, civic, and cultural life, influencing the principles and values of a society.	**Digital citizenship** implies recognizing the impact that new media have on ourselves, others, and the world	Linguistic and cultural identities are shaped by what we hear, see, read, and write.

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

- Interpret a text to identify implicit and explicit 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
- Interpret sound effects, music, and images in the media 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 texts
- Evaluate the relevance, accuracy, and reliability of texts in order to take a position or reach a decision
- 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
- Identify and put into practice the principles of digital citizenship
- 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
- Use writing processes and design methods to plan, develop, and create interactions and texts for a variety of purposes and audiences

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The substantive course activities in Unit 1 include the following Learning Outcome (Curricular Competencies):

- Recognize the type and intention of texts

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

Students are expected to know the following:
- communication strategies
  - language registers
  - taking the floor
  - courtesy formulas
  - citation techniques
- social, historical, and cultural elements
- protocols for using First Peoples stories
- literary elements
  - stylistic devices
  - semantic field
  - expressions
  - multimedia
  - strategies of argumentation
- text organization
  - structure of texts
  - forms and structure of a news article
  - structure of a blog
- language elements
  - structure of an impersonal sentence
  - verb tenses and modes
  - digital language
- editing strategies
- elements to enrich a text
  - clarity
  - persuasion

UNIT OVERVIEWS:

Unit 1: Media Analysis

In Unit 1 students will learn about the social, historical and cultural aspects of media as well as the effect of multimedia on the message conveyed in a news story.

Big Idea:
The media plays a key role in social, civic and cultural life, influencing the principles and values of a society

Core Competency: Thinking

First Peoples Principle of Learning: Learning is embedded in memory, history, and story.

Unit 2: Print Media

In Unit 2 students will explore the vocabulary related to print media, a day in the life of a journalist, the structure and goals of different types of articles, stakeholders' perspectives, and write an article of their own.

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

Core Competency: Communication

First Peoples Principle of Learning: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Unit 3: Radio

In Unit 3 students will explore the power of the human voice, and how accents and verbal expressions provide the listener with information about the speaker. They will uncover differences between traditional radio and podcasts. They will also examine the history of the oral tradition as a form of sharing information in First People's culture and in Francophone culture. They will think about the stories that are important in their own family and create a podcast.

Big Ideas:
Linguistic and cultural identities are shaped by what we hear, see read, and write.
Linguistic variations offer cultural reference points within the French-speaking world.

Core Competency: Personal and social

First Peoples Principle of Learning: Learning requires exploration of one's identity. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Unit 4: Television

In Unit 4 students will study advertisements to think about implicit and explicit messages. They will also explore persuasive strategies. They will create an ad campaign to sell a product of their invention.

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

Core Competency: Creative thinking

First Peoples Principle of Learning: Learning involves recognizing the consequences of one's actions.

Unit 5: The Internet and the Evolution of Communication at the Global Level

In Unit 5 students will study digital citizenship, digital literacy and the influences of new media. They will do a research project on a new media of their choice, learn vocabulary related to blogs and create a blog post.

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

Core Competency: Critical thinking

First Peoples Principle of Learning: Learning involves patience and time.

STUDENT LEARNING ACTIVITIES AND STRATEGIES:

ASSESSMENT:

The North Vancouver Curriculum Hub Principles of Assessment -
http://nvsd44curriculumhub.ca/assessment/

Formative may include:
- o Written and oral assignments to practice skills and communicate understanding
- o Grammar activities
- o Online reading or listening activities
- o Teacher feedback on work
- o A meeting or a discussion with the teacher to practice speaking or to provide help

Summative may include:
- o An assignment to demonstrate the skills and knowledge acquired,
- o A project
- o An oral or written exam

EVALUATION:

Evaluation	Percentage of Final Mark
Unit 1	20%
Unit 2	20%
Unit 3	20%
Unit 4	20%
Unit 5	20%
Course Total	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