

## FRENCH LANGUAGE AND CULTURE 12 (4 credits)

### Description

In French Language and Culture 12, students will continue to strengthen their literary, artistic, linguistic, and digital competencies and knowledge. Having developed analysis and interpretation abilities, as well as an attitude conducive to reflection, communication, and creation, students will be able to:

- transfer a theme, ideas, and concepts from one century or historical context to another, to put literary and artistic works into perspective
- think introspectively, question themselves, and draw on themselves and the outside world in order to produce personal and original texts
- communicate effectively, choosing the form best suited to their intent and target audience, to criticize, persuade, or simply to express themselves
- represent, stage, publish, or adapt texts using an individual style
- demonstrate aesthetic awareness to appreciate a text and analyze the emotion it elicits
- exercise personal judgment, and critical and creative thinking
- deepen their understanding of what it means to be a Francophone Canadian and a world citizen
- demonstrate intellectual integrity by maintaining an independent and responsible attitude, especially with regard to information retrieval and documentation

## BIG IDEAS

Language is a tool we can use to explore ourselves, others, and the world, and to construct profound meaning.

Linguistic forms have multiple meanings that are actively co-constructed.

A text is designed either to follow or to break with established **conventions**.

Literary and artistic works reflect Francophone culture and history, as shaped by the perception of the author.

Eloquence is achieved through the power of the voice and how it is used.

## Learning Standards

Curricular Competencies	Content
<p><i>As authors, readers, and speakers, students are expected to do the following, using oral and written, digital and print, and textual and visual materials:</i></p> <p><b>Exploring and Reflecting</b></p> <ul style="list-style-type: none"> <li>Analyze and make connections between recurring themes and cultural references in French-language texts</li> <li>Synthesize shared ideas conveyed in multiple texts</li> <li>React creatively or critically to the problem statements in one or more texts</li> <li>Consider the <b>diversity</b> and richness of the <b>context</b> to analyze the message conveyed in Francophone and other texts</li> <li>Recognize and understand the role of story, and oral and artistic tradition in expressing First Peoples perspectives, values, and beliefs</li> <li>Interpret and appreciate the symbolism or aesthetic references in a text in order to better grasp the text's meaning</li> <li>Analyze the effects of language, structure, technique, and style on the audience</li> <li>Recognize the contradictions and distortions of meaning in texts</li> <li>Take into account different perspectives in formulating their thoughts</li> <li>Apply a concept in a new context in order to deepen understanding</li> <li>Evaluate the relevance and value of the information presented in multiple sources</li> </ul>	<p><i>Through a <b>thematic approach</b>, students are expected to know and understand the following, using a <b>variety</b> of texts and works from a broad range of literary genres and artistic movements:</i></p> <ul style="list-style-type: none"> <li>text organization               <ul style="list-style-type: none"> <li>the <b>structure</b> and genre of a text</li> </ul> </li> <li>literary elements               <ul style="list-style-type: none"> <li>rhetoric</li> <li>stylistic devices</li> <li><b>elements of analysis</b></li> </ul> </li> <li>strategies               <ul style="list-style-type: none"> <li>taking a position</li> <li><b>writing techniques</b></li> <li>the <b>writing process</b></li> <li>implied versus stated</li> <li>the communication model</li> <li><b>memorization strategies</b></li> <li><b>citation techniques</b></li> <li><b>protocols for using First Peoples stories</b></li> </ul> </li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Creating and Communicating</b></p> <ul style="list-style-type: none"> <li>• Respect the writing process in order to communicate effectively</li> <li>• Justify arguments while taking into account different perspectives</li> <li>• Use grammar, syntax, punctuation, and a language register suited to the communicative intention</li> <li>• Adapt the <b>presentation mode</b> used for a message to the communicative context</li> <li>• Support their argument with appropriate evidence and references</li> <li>• Use a variety of stylistic devices to produce different types of texts that respond to a specific objective and audience</li> <li>• Behave ethically when communicating</li> <li>• <b>Produce personal, critical, or creative texts</b></li> <li>• Draw on verbal and non-verbal elements to support and enrich their message</li> <li>• Adopt various elocution styles in their oral communication in order to create the desired effect</li> <li>• Convey a message by creating a multimodal text</li> </ul>	<ul style="list-style-type: none"> <li>• language elements               <ul style="list-style-type: none"> <li>– connotation and denotation</li> <li>– language registers</li> <li>– syntax and vocabulary</li> <li>– <b>types of discourse</b></li> </ul> </li> <li>• elements to enrich a text               <ul style="list-style-type: none"> <li>– colourful language</li> <li>– visuals</li> </ul> </li> </ul>

**FRANÇAIS LANGUE PREMIÈRE (French Language Arts 10–12) – French Language and Culture  
Grade 12**

**Big Ideas – Elaborations**

- **conventions:** form, gender, structure, function, lexicon, vocabulary

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**Curricular Competencies – Elaborations**

- **diversity:** ethnic, cultural, linguistic, sexual, religious, social, economic, gender identity, gender expression
- **context:** cultural, social, historical, economic, political, religious, philosophical
- **presentation mode:** students can use aids such as graphics, illustrations, music clips, photographs, tables, and videos
- **Produce personal, critical, or creative texts:** transform ideas and information taken from one or more texts to create an original text that shows insight, imagination, or sensitivity

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**Content – Elaborations**

- **thematic approach:** portrayal of women, marginalization, the quest for happiness, the heroic figure in different eras
- **variety:** literary texts and works from at least two different eras, places, and genres
- **structure:** manner and order in which ideas are organized
- **elements of analysis:** time frame, spatial framework, narrative techniques (focus, perspective, narrative), character, author, and audience
- **writing techniques:** stylistic, lexical, grammatical, and syntactic
- **writing process:** planning (organizing ideas, aiming for consistency, efficiency, logic, and a clear flow of ideas), drafting, proofing, writing, editing, publication
- **memorization strategies:** master the content and its presentation in order to maintain visual contact with the audience; refer to a proverb, a work of art, a famous quote, a film
- **citation techniques:** paraphrasing, citation, bibliography
- **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
- **types of discourse:** narrative, descriptive, explanatory, argumentative