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**Français 1202**

**Revised May 2017**

**Curriculum Overview:**

The Senior High Français program comprises three courses recommended to be completed in a specific learning sequence - Français 1202, Français 2202, and Français 3202. These courses are language development courses. The aim is to advance and define communication skills and also offer students the opportunity to acquire an understanding of the behavior patterns of groups comprising la francophonie. Francais 1202 is based on the interaction between student and text and the creation of texts which will include the four strands being **speaking, listening, reading and viewing, writing and representing.** These four strands are presented and taught in an integrated fashion that provides the students with the necessary tools to become a successful language learner through critical literacy.

**Authorized Resources:**

* Haut et Fort (Série Orange)

Cercles de lecture:

* Accro de la planche
* Marqué
* Reviens
* La triche
* Les cercles de lecture (guide pédagogique)

**Resource Link:**

<http://www.ed.gov.nl.ca/edu/k12/french/immersion/francais/index.html>

A thematic approach allows for the development of:

* L’identité
* L’influence des médias
* La nature du conflit
* La francophonie
* La diversité culturelle

Through the development of the themes of Français 1202, 2202, and 3202 students will be expected to: Communicate for different purposes, obtain information, share experiences and broaden perspectives, communicate effectively, and use a combination of strategies to

read, view and understand texts.

**Assessment and Evaluation of year’s work accounts for 60% of final mark (see below):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Compréhension orale** | **Production orale** | **Compréhension écrite** | **Production écrite** |
| 15% | 15% | 15% | 15% |

**Evaluation:**

|  |  |
| --- | --- |
| **Assessment:** | **Value:** |
| **Midterm Exam** | **15%** |
| **Final Exam** | **25%** |
| **Years’ work/assessments:**  IE: Writing activities/assessments, listening activities/assessments, reading activities/assessments, oral interactions (presentations, interviews), etc. | **60%  (15% for each language strand as indicated above)** |

**Note:**

1. A Senior High Français gradebook setup should reflect the 4 strands of speaking, listening, reading (and viewing), writing (and representing), as having separate individual weightings (15% per strand).
2. The assessment of ‘appreciation of cultural diversity’ is integrated within each of the four language strands, not treated as a separate strand.
3. Term work will be evaluated through a continuous evaluation process and a variety of evaluation techniques equally covering the four skills.
4. An oral interview will be an integral component of the final examination, and of the terms’ work, at the teacher’s discretion. Examinations will reflect equal representation of the four skills.
5. Homework and student behavior (except where specified in Provincial documents) shall not be given a value for assessment.
6. All evidence of learning shall be considered when determining a student’s final grade. **Averaging shall not be used as a sole indicator of a student’s level of attainment of the course outcomes.**