******

**Français 3202

Updated June 2018**

**Curriculum Overview:**

The Senior High Français program comprises three courses 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 various groups comprising ‘la francophonie’. Francais 3202 is based on the interaction between student and text and the creation of texts which will include the four strands; **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. The strand of ‘cultural diversity’ is integrated within the four language strands throughout the year. It is also treated as a separate theme (\*see themes below).

**Authorized Resources:**​

* *Portail* – Manuel de l’élève
* *Portail* – Guide de l’enseignant – Fenêtres 1 à 12 – Grammaire
* *Portail* – Guide de l’enseignant – Évaluation – Oeuvres Intégrales – CD audio – Évaluation et Ressources Complémentaires.

**Resource Link:**

 *\*Not yet available on DEECD website.*

A thematic approach allows for the development of the four **types of discourse**:

* *Poétique/Ludique, expressif, informatif, incitatif*

A focus on critical literacy allows for access to a variety of **types of texts**:

* *Argumentatif, persuasif, narratif, informatif, explicatif, incitatif, dialogue, chanson, etc.*

The following four (4) **themes** are explored in Français 3202:

* Francophonie and cultural diversity
* Social justice
* Environment
* Human relations

Through the development of the four themes, Français 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 language strands:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Compréhension orale**  | **Production orale** | **Compréhension écrite** | **Production écrite** |
| 21.25% | 21.25% | 21.25% | 21.25% |

**Yearly Evaluation:**

|  |  |
| --- | --- |
| **Assessment (September - May):** | **Value:** |
| Midterm Exam | **15%** |
| **Years’ work/assessments:** IE: Writing assessments, listening assessments, reading assessments, oral interaction assessments, etc. | **85%****(21.25% per strand for Gradebook set-up )**  |

**Notes:**

1. **Specific course outcomes for Français 3202 represent all four language strands. Therefore, teachers must ensure that assessments throughout the school year evaluate all four language strands.**
2. Français 3202 Gradebook setup will reflect the four strands of speaking, listening, reading and viewing, writing and representing, as having separate individual weightings (21.25% each).
3. Term work will be evaluated through a continuous evaluation process and a variety of evaluation techniques covering the four language skills.
4. 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.**