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**Core French 1200**

**Revised May 2017**

**Curriculum Overview:**

Core French 1200 is designed to enable **all** **students** who have completed Intermediate Core French to experience success at second language learning at the high school level. The course provides students with the opportunity to consolidate their language skills from the Intermediate Core French program. The focus of learning is the purposeful use of language to perform real life tasks through listening, speaking, reading, and writing. Because language and culture are intertwined, socio-cultural and linguistic goals are interrelated throughout the course.

The curriculum guide and the resources provided will enable teachers to make this course accessible to a broad range of learners and a variety of learning styles. Students who complete all required class work, assignments and assessments should be able to meet with success in this course.

**Curriculum Documents:**

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/corefrench/seniorhigh/Core%20French%201200%20August%2029%202013.pdf>

**Authorized Learning Resources:**

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| * Expressions 2 * Les 10 personalitiés canadiennes * Les 10 canadiennes les plus innovatrices * Les 10 plus grands leaders politiques canadiens * Aquila * Les parents …Quel problème ! * Brisons le code ! * Supersaba..Supersoccer ! * Fille d’action …sport d’action! * S.O.S mariage ! * Dites non au racisme ! * Il lance …Il compte! | * Allô , Police ! * Non , aux brutes! * Chien et chat! * La rue …et le basket ! * Les predateurs * Les amis ! * Chacun son toit ! * Au panier * Droit au but ! * Parc d’attractions ! * Incroyable ! * Matière grise! * Mise au jeu! * Monte le volume |

**Assessment and Evaluation:**

Assessment in this course reflects instructional goals and is based on performance linked to the following strands of the high school Core French program:

**50%: Listening, oral interaction and oral production (L’écoute et l’expression orale)**

**50%: Reading and Viewing (La lecture et le visionnement) and Writing and Representing (L’écriture et la représentation).** Additionally,an understanding and appreciation of the French language and of cultural diversity (La valorisation de la langue française et la diversité culturelle ) is addressed in the course as students discuss, read, and write about culture.

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| **L’écoute** | **L’expression orale** | **La lecture et le visionnement** | **L’écriture et la représentation** |
| 25% | 25% | 25% | 25% |

**Note 1:**

For each thematic unit, students will complete the following types of activities:

* **Short tasks and activities** based on the content of a theme and requiring that students demonstrate skills and knowledge **from at least one or more strands**. These tasks include role plays, readers’ theatre, oral presentations, personal writing such as e-mails and texts, short narratives and drama productions; Written productions such as short opinion pieces, letters, posters, and electronic messages.
* **A final task** requiring the student to demonstrate skills and knowledge **from several strands.** Examples include: short role plays, oral presentations, opinion pieces, short biographies, letters and posters, a profile of a favorite artist or a local cultural event, or a promotion for a cultural event.

**Two other types of assessment throughout the year:**

1. Short but more formal student-teacher interviews based on topics covered in the course ( a minimum of two interviews) .
2. Two pieces of writing based on the course content and general classroom language.

The Core French 1200 course **does not** lend itself to traditional mid-year and final examinations, however, appropriate activities for summative assessment (oral presentations, teacher-student interviews and written productions) may be carried out at mid-year and at year end.

**Note 2:**

1. A Senior High Core French gradebook setup should reflect the 4 strands of speaking, listening, reading (and viewing), writing (and representing), as having separate individual weightings (25% per strand).

2. Homework and student behavior (except where specified in Provincial documents) **shall not** be given a value for assessment.

3. **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.

4. Throughout the course, there will be an integration of all the four skills.

5. There is **no** final exam in this course.