

EASTERN SCHOOL DISTRICT  
Course Descriptor and Evaluation - Interim September 2005

**Subject Area:** Core French  
**Course:** French 3201  
**Level of Instruction:** Level III (Senior High)

**Program Description / Guiding Principles:**

French 3201 is the most advanced course among those usually offered in the Core French Program. It is intended for students who complete French 3200 in the second year of the high school program and wish to continue their second language studies in their final year. It is also the third course in French for those following the Expanded Core French option in high school.

French 3201 is intended for students who have a sincere desire for a unique challenge in their Core French studies. The course requires that they be able and willing to accept a large degree of responsibility for their own learning.

French 3201 is a resource-based course centred upon the following the themes:

La Jeunesse  
Nos Défis  
Vivre Ensemble  
Pot pourri

Through the development of the above mentioned themes :

Students will use French to establish and maintain relationships, to share ideas and opinions, and to get things done.	Students will acquire information from French language resources.	Students will demonstrate their understanding of creative works in French by responding to them personally, critically and creatively.	Students will demonstrate a knowledge of French-speaking cultures in Newfoundland and Labrador, Canada and other countries and an understanding of the links between language, culture and identity.	Students will use language learning strategies that enable them to access information, clarify and negotiate meaning and cope effectively in unfamiliar situations.
--	---	--	--	---

The teaching of French 3201 will reflect the development and evaluation of four skills:

- Listening comprehension
- Reading comprehension
- Oral production
- Written production

## Evaluation Scheme for French 3201

Evaluation of oral comprehension/production will include an oral interview.

Term work will be evaluated through a continuous evaluation process and a variety of evaluation techniques covering all four skills.

Each of the four skills will be evaluated through a minimum of two assessments per term.

Suggested activities include :

- Listening comprehension: (analysis and factual testing of songs, stories, articles, reports, news broadcasts, movies, presentations.)
- Oral production: (speeches, news reports, presentations, group discussions, debates, lab work, improvisations, interviews, conversations.)
- Reading comprehension: (analysis and factual testing of articles, stories, poems, plays, novels.)
- Written production: (demand and process writing pieces which may include poems, dialogues, monologues, essays, letters of opinion, creative writing.)

### Weighting of Evaluation Components \*

Oral production (spontaneous, individual, day to day)	20%
Oral presentations (prepared, individual/group, at least 1 per theme)	20%
Creative Writing (process pieces, at least 6, three of which are compositions)	30%
Tests (which include at least one per theme)	30%

**\*Teachers should note that within all evaluation components a minimum of 50% should be devoted to oral comprehension and production.**