

LOS ANGELES UNIFIED SCHOOL DISTRICT  
World Languages and Cultures

<b>French 3AB and 4AB</b>		<b>11/07</b>
This course outline provides an overview of instruction in years three and four of French language and culture.		
<b>253515/16</b>	<b>French 3AB</b>	
<b>253517/18</b>	<b>French 4AB</b>	
<b>Course Description</b>		
The purposes of these intermediate and advanced courses are to continue to develop increased proficiency in communicating in the French language according to the cultural practices of France and an increased awareness of the history, geography and cultures of the countries and regions where French is spoken.		
<b>COURSE GUIDELINES</b>		
<b>Foreign Language Framework for California Public Schools, K-12, Sacramento 2003</b>		
California Standards for World Languages are currently being developed; however, the <i>Framework</i> contains outcomes for students within this stage of proficiency.		
<b>Language Learning Continuum</b>		
<b>Listening and Speaking</b>	Engage in communication situations using real world exchanges and descriptions in interpersonal, interpretive and presentational modes.	
<b>Reading</b>	Decode and comprehend authentic and literary texts within prescribed content stressing factual comprehension.	
<b>Writing</b>	Produce expository and persuasive paragraphs within prescribed content.	
<b>Representative Performance Outcomes and Skills</b>		
At the end of these intermediate and advanced French language courses, students will increase their ability to:		
Function in common daily interactions in informal and formal settings on topics developed in years one and two including social, political, and scientific issues reflected in readings. Identify elements of history and geography of countries and regions where French is widely spoken.		
Demonstrate comprehension of main ideas and supporting details in dialogues, reports, narratives, literary selections, and descriptions as spoken by native or near-native speakers.		
Produce oral and written reports, narratives, descriptions, explications, and persuasive texts.		
Be understood by sympathetic listeners as students continue to develop near-native pronunciation and intonation of standard French.		
Demonstrate an understanding of products, practices, and perspectives of customs and cultures of French speakers, especially within the contexts listed above, and their influence on the culture, history, and economy of the United States..		
Demonstrate an understanding of the nature of language by comparing and contrasting basic elements of English and French grammatical norms of morphology, phonology, and syntax: features of gender, tense, mood, number, and subject-verb/adjective-noun agreement.		
Increase the use of French for self-expression and interaction in the classroom and elsewhere.		
<b>Assessments</b> will include:		
Daily formative measures of class participation in individual and group work, and periodic quizzes.		
Performance-based activities; interviews, classroom oral and written assessments (the <i>Classroom Oral Competency Interview</i> (COCI), and the <i>Classroom Writing Competency Assessment</i> (CWCA), periodic exams , and portfolios. .		
<b>Texts/Materials</b> (Courses on Williams list only)		
<ul style="list-style-type: none"> <li>● LAUSD Framework-aligned Textbooks</li> <li>● Audio and Visual Materials: CD's, DVD's, podcasts, publisher's overhead transparencies and computer</li> </ul>		

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program resources, PowerPoint presentations, and realia.
● Variety of outside reading sources: books, magazines, newspapers and articles.