

LOS ANGELES UNIFIED SCHOOL DISTRICT
World Languages and Cultures

Spanish 3AB and 4AB		11/07
This course outline provides an overview of instructional goals in years three and four of Spanish language and culture.		
256015/16	Spanish 3AB	
256017/18	Spanish 4AB	
Course Description		
The purposes of these intermediate courses are to continue to develop increased proficiency in communicating in the Spanish language according to the cultural practices of the countries and regions where Spanish is spoken: Spain, Mexico, Central and South America, the United States, and others.		
COURSE GUIDELINES		
<i>Foreign Language Framework for California Public Schools, K-12, Sacramento 2003</i>		
California Standards for World Languages are currently being developed; however, the <i>Framework</i> contains outcomes for students within this stage of proficiency.		
Language Learning Continuum		
Listening and Speaking	Engage in communication situations using real world exchanges and descriptions in interpersonal, interpretive and presentational modes.	
Reading	Comprehend authentic and literary texts within prescribed content stressing factual comprehension.	
Writing	Produce expository and persuasive paragraphs within prescribed content.	
Representative Performance Outcomes and Skills		
At the end of these intermediate Spanish language courses, students will increase their ability to:		
<ul style="list-style-type: none"> ● Function in common daily interactions in informal and formal settings on topics developed in years one and two including social and political issues reflected in readings. Identify the main historical events and geography of countries and regions where Spanish is widely spoken. 		
<ul style="list-style-type: none"> ● Demonstrate comprehension of main ideas and supporting details of reports, dialogues, literary selections, and narratives in varied contexts as spoken by native or near-native speakers of Spanish. 		
<ul style="list-style-type: none"> ● Produce oral and written reports, narratives, descriptions, and persuasive texts. 		
<ul style="list-style-type: none"> ● Be understood by sympathetic listeners as students continue to develop near-native pronunciation and intonation of standard Spanish. 		
<ul style="list-style-type: none"> ● Demonstrate an understanding of products, practices, and perspectives of customs and cultures of Spanish speakers, especially within the contexts listed above, and their influence on the culture and economy of the United States.. 		
<ul style="list-style-type: none"> ● Demonstrate an understanding of the nature of language by comparing and contrasting basic elements of English and Spanish grammatical norms of morphology, phonology, and syntax: features of gender, tense, mood, number, subject-verb/adjective-noun agreement and written accents. 		
<ul style="list-style-type: none"> ● Use Spanish for self-expression and interaction in the classroom and elsewhere. 		
Assessments will include:		
<ul style="list-style-type: none"> ● Daily formative measures of class participation in individual and group work, and periodic quizzes. 		
<ul style="list-style-type: none"> ● Performance-based activities; interviews, classroom oral and written assessments (the <i>Classroom Oral Competency Interview (COCI)</i>, and the <i>Classroom Writing Competency Assessment (CWCA)</i>, periodic exams , and portfolios. . 		
Texts/Materials (Courses on Williams list only)		
<ul style="list-style-type: none"> ● LAUSD Framework-aligned Textbooks 		

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| <ul style="list-style-type: none">● Audio and Visual Materials: CD's, DVD's, podcasts, publisher's overhead transparencies and computer program resources, PowerPoint presentations, and realia. |
| <ul style="list-style-type: none">● Variety of outside reading sources: books, magazines, newspapers and articles. |