

LOS ANGELES UNIFIED SCHOOL DISTRICT
World Languages and Cultures

Spanish for Spanish Speakers (SSS) 3AB		11/07
This course outline provides an overview of instruction for the third year of Spanish language and culture for heritage speakers of Spanish as they extend their reading and writing skills in Spanish.		
256035/36	Spanish for Spanish Speakers 3AB	
Course Description		
This course continues to develop proficiency in communicating orally and in writing in Spanish 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. It focuses on the functions and content of Spanish 4AB for non-heritage speakers and includes extensive readings in a variety of genres.		
COURSE GUIDE		
<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 extended communication situations using, real world exchanges and descriptions in interpersonal, interpretive and presentational modes.	
Reading	Comprehend extended authentic and literary texts in a variety of genres within prescribed content stressing factual comprehension and analysis.	
Writing	Produce extended expository and persuasive paragraphs and essays within prescribed content.	
Representative Performance Outcomes and Skills		
At the end of this intermediate Spanish Speakers course, students will increase their ability to:		
Participate in communication activities in informal and formal settings on themes of social, political, scientific, and public life issues reflected in readings and audiovisual sources. They will also discuss historical and geographical background of countries and regions where Spanish is widely spoken.		
Demonstrate comprehension of main ideas and supporting details in dialogues, reports, narratives, and descriptions as spoken by a variety of native speakers and as read in selections from authentic and literary texts of varied genres representative of the 20th century.		
Produce extended oral and written informal and formal reports, narratives, descriptions, explanations, and persuasive texts in appropriate grammatical style and form.		
Discuss products, practices, and perspectives of customs and cultures of regions where Spanish is spoken, especially within the contexts listed above, and their influence on the culture and economy of the United States.		
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, concordance of tenses, mood, and subject-verb/adjective-noun agreement, written accents and communication registers.		
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 		
<ul style="list-style-type: none"> ● Audio and Visual Materials: CD's, DVD's, pod casts, textbook ancillaries, computer program resources, and PowerPoint presentations. 		

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- Variety of outside reading sources: books, magazines, newspapers and articles.