

LOS ANGELES UNIFIED SCHOOL DISTRICT  
*World Languages and Cultures*

<b>Spanish for Spanish Speakers (SSS) 2AB</b>		<b>11/07</b>
This course outline provides an overview of instruction in second year of Spanish language and culture for heritage speakers of Spanish who need to develop reading and writing skills in Spanish.		
<b>256033/34</b>	<b>Spanish for Spanish Speakers 2AB</b>	
<b>Course Description</b>		
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 3AB for non-heritage speakers and includes readings in a variety of genres.		
<b>COURSE GUIDE</b>		
<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.		
<b>Language Learning Continuum</b>		
<b>Listening and Speaking</b>	Engage in extended communication situations using, real world exchanges and descriptions in interpersonal, interpretive and presentational modes.	
<b>Reading</b>	Comprehend authentic and literary texts in a variety of genres within prescribed content stressing factual comprehension and analysis.	
<b>Writing</b>	Produce expository and persuasive paragraphs and essays within prescribed content.	
<b>Representative Performance Outcomes and Skills</b>		
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 that extend to social, political, scientific, and public life issues reflected in readings and audiovisual sources. They will also discuss elements of history, geography, and customs 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 or near-native speakers and in readings of authentic and literary texts of varied genres.		
Produce 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, subject-verb/adjective-noun agreement, written accents and communication registers.		
<b>Assessments</b> will include:		
<ul style="list-style-type: none"> <li>● Daily formative measures of class participation in individual and group work, and periodic quizzes.</li> </ul>		
<ul style="list-style-type: none"> <li>● 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. .</li> </ul>		
<b>Texts/Materials</b> (Courses on Williams list only)		
<ul style="list-style-type: none"> <li>● LAUSD Framework-aligned Textbooks</li> </ul>		
<ul style="list-style-type: none"> <li>● Audio and Visual Materials: CD's, DVD's, podcasts, textbook ancillaries, computer program resources,</li> </ul>		

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
*World Languages and Cultures*

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