SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Spanish 1A** **If Title Change, State Old Title:_____**	7. **Action** □New Course □XCourse Revision □ Title Change Only
2. Date Submitted: **March, 2015**	8. **Grade Level**(s) □ 6 □9 □11 X 7 □10 □12 X 8
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) □ Required □ Recommended
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** □ YES (Check one below.) XNO □Honors □ AP □Other
5. Subject Area World Language	11. **Is this a CTE course?** □ YES X NO **If YES, complete Section C**
6. **Department** Elective or World Language	12. **Previously approved by UC?** X YES □ NO □ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY Meets the "a-g" requirements in the a-g university/college entrance requirement. Approval date: "UC-approved high school courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses." http://admission.universityofcalifornia.edu/freshman/requirements/a-g-requirements/	14. **Unit Value/Course Credit/Length of Course** □ 0.5 (semester or half-year X1.0 (one year equivalent) □ 2.0 (two-year equivalent) □ Other
15. School Contact: School Contact Information Name: Bancroft Middle School_____ Title/Position: _Spanish Instructor_____	

Phone: 510 618-4380 EXT. 3633 Fax: _____ E-Mail: lrosenberg@slusd.us	
16. Signatures: Department Chair Lee Rosenberg Principal: Wendy del Rio	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description:

This introductory course is designed to give students the basic language tools for developing proficiency in using Spanish for communication. Focus is on the development of basic and relevant vocabulary, simple grammatical structures and an integrated approach to Latino cultures within a communicative approach. Level 1A in Spanish is a performance-based course in which students use listening, speaking, reading and writing skills to begin to develop fluency in Spanish. While using these skills in exploring a variety of familiar themes or topics, students build confidence and a solid foundation for future language learning. Students will communicate within the context of learned vocabulary and structure. They begin to understand the nature of language and recognize similarities and differences between target culture(s) and American culture. In a learning environment that is supportive of and conducive to the development of new perspectives, students may acquire intercultural awareness and experience personal and academic growth through positive personal interactions.

18. Course Goals and/or Major Student Outcomes:

Students will be able to:

- See and hear Spanish spoken by native speakers in a variety of natural language settings.
- Practice listening to, reading, speaking, and writing Spanish.
- Practice pronunciation skills by recording and listening to their own voice and comparing it to the voices of native speakers.
- Begin to develop their ability to communicate effectively and express themselves with confidence in Spanish.
- Have the opportunity to enhance their awareness of, and appreciation for, the diversity of the Spanish-speaking world.
- Gain cultural knowledge about various Spanish-speaking countries.
- Have a sense of control over, and responsibility for, their learning process.
- Have the opportunity to develop a sense of class membership, using the Internet to communicate with the instructor and other classmates.
- Increase their awareness of the Web as an educational and informational resource.

19. Course Objectives (standards):

Writing - Connecting the Common Core Standards to Spanish Language Study
Use simple sentences on very familiar topics to write:

- explanations of products and/or practices of their own culture to peers in the target culture.
- short notes, messages and brief reports about themselves, people and things in their environment.
- illustrated stories about activities or events in their environment.
- charts created to identify pros and cons of an argument

Produce written and spoken messages such as short notes, messages, stories or reports about people and things in their environment using a variety of media, including print and digital tools.

Explain a local or global practice, product, or issue. Utilize one or two credible sources, skimming and scanning websites, to create surveys or complete graphic organizers.

Make corrections and edit work when receiving feedback from teacher or peer.

Write using a limited range of vocabulary on previously studied topics. Write a response to video or text prompts. Research, organize and present a topic given an outline, template, or graphic source.

Text Types and Purposes (Common Core):
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Reading - Connecting the Common Core Standards to Spanish Language Study
Identify main ideas in developmentally appropriate oral/visual narratives based on familiar themes and highly predictable contexts with visual or graphic support. Interpret informational texts with text features that support meaning, such as graphs and charts.

Identify people and objects in their environment or from other school subjects, based on oral and written description.

Recognize that cognates and previously learned structures enhance comprehension of spoken and written language. Identify and appreciate differences in cultural perspectives within a defined range of topics (defined by the curriculum)

Use content knowledge learned in other subject areas to comprehend spoken and written messages in authentic texts, on familiar topics in highly predictable contexts, and with text features that support meaning visually or graphically, such as illustrations, captions, section headers, graphs, or charts.

Comprehend the principal message contained in various media such as illustrated texts, posters or advertisements, in familiar contexts and with text features that support meaning visually or graphically.

Range of Reading and Level of Text Complexity (Common Core)

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole

6. Assess how point of view or purpose shapes the content and style of a text

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

10. Read and comprehend complex literary and informational texts independently and proficiently

Speaking and Listening Standards for College and Career Readiness

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas.
2. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
3. Adapt speech to a variety contexts and communicative tasks

Content

1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.

1.1 Students address discrete elements of daily life, including:

a. Greetings and introductions
b. Family and friends
c. Pets
d. Home and neighborhood
e. Celebrations, holidays, and rites of passage
f. Calendar, seasons, and weather
g. Leisure, hobbies and activities, songs, toys and games, sports
h. Vacations and travel, maps, destinations, and geography
i. School, classroom, schedules, subjects, numbers, time, directions
j. Important dates in the target culture
k. Jobs
l. Food, meals, restaurants
m. Shopping, clothes, colors, and sizes
n. Parts of the body, illness
o. Technology

Communication

1.0 Students use formulaic language (learned words, and phrases).
1.1 Engage in oral or written conversations.
1.2 Interpret written or spoken language.
1.3 Present to an audience of listeners or readers.

Functions

1.4 List, name, identify, and enumerate.
1.5 Identify learned words, and phrases in authentic texts.
1.6 Reproduce and present a written, oral, product in a culturally authentic way.

Cultures

1.0 Students use appropriate responses to rehearsed cultural situations.

1.1 Associate products, practices, and perspectives with the target culture.
1.2 Recognize similarities and differences in the target cultures and between students' own cultures.
1.3 Identify cultural borrowings.

Structures
1.0 Students use orthography, phonology, to understand words and phrases in context.
1.1 Use orthography, phonology, to produce words and phrases in context.
1.2 Identify similarities and differences in orthography or phonology of the languages the students know.

Setting
1.0 Students use language in highly predictable common daily settings.
1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom

COURSE OUTLINE:

Unit 1 Summary:
Greet people, introduce yourself, classroom directions, write and speak numbers, time, body parts, alphabet, things in classroom, calendar events, weather conditions, season.

Unit 2 Summary:
Speak about activities you like and don't like to do, ask others what they like to do, understand cultural perspectives on favorite activities Write Grammar-infinitive, negatives, expressing agreement and disagreement Connections Music Language exploration cognates Pronunciation: The vowels a, e, and i Spanish in our community.

Unit 3 Summary:
Speak and write about personality traits, ask/tell what people are like, use adjectives to describe people, understand cultural perspectives on friendship Grammar-adjectives, definite and indefinite articles, word order Connections Literature Language exploration cognates that begin with es- + consonant Pronunciation- the vowels o and u Spanish in the work force. School schedules and subjects, what students do during the day, ask, write and tell who is doing an action, compare your school with a student in a Spanish – speaking country Grammar subject pronouns, present tense of – ar verbs

Unit 4 Summary:
Write and speak by describing a classroom. indicate where things are located, talk about more than one object or person, and understand cultural perspectives on school. Grammar-the verb estar, the plurals of nouns and articles Connections- mathematics Language exploration- language through gesture Pronunciation.

Unit 5 Summary:

Write and speak about foods and beverages for breakfast and lunch, talk about likes and dislikes, express how often something is done and understand cultural perspectives on meals. Grammar-present tense of –er and –ir verbs, me gustan, and me encantan Connections- History Language exploration- using a noun to modify another noun.

Unit 6 Summary:
Write and speak about foods and beverages for dinner, describe what people or things are like, discuss food, health, and exercise choices and understand cultural perspectives on diet and health. Grammar-the plurals of adjectives, the verb ser.

Unit 7 Summary:
Write and speak about locations in their community, learn how to ask questions and understand cultural perspectives on leisure activities. Grammar-the verb ir, asking questions Connections origins of the Spanish days of the week Pronunciation- stress and accents Spanish in the community

Unit 8 Summary:
Write and speak about what they like and don't like, how to tell time, -ir + infinitives, "jugar," leisure activities common in Latin American culture, famous Hispanic athletes, finish course projects

21. Instructional Materials:
Board approved required text:

Prentice Hall, Realidades, Chapters PE (Para Empezar)—Chapter 4B

Supplementary materials:
- Prentice Hall Realidades Workbook
- Reading and Writing Activities,
- Realidades CD's for audio tracks and assessments,
- Realidades DVDs for video,
- Assessments book,

- online access to phschool.com (Prentice Hall World Language Course Content, Test Prep, music, puzzles and online practice activities),
- Communication tools such as chrome books, audio recording devices, headphones

22. Instructional Methods and/or Strategies

- Guided, structured, and independent practice
- Total Physical Response
- Common CORE Reading and Writing Standards
- SDAIE techniques; scaffolding
- Object identification and acquisition
- Oral language practice
- Inductive reasoning
- Cooperative grouping
- Building on prior knowledge
- Project-based learning

23. Assessment and Evaluation

- Classwork/homework
- Quizzes and Examinations
- Written presentations and projects
- Oral Presentations
- Rubric-based grading for final evaluations

24. Grading Policy

Students must earn grades of C or higher all four quarters to continue to Spanish 1B. Grading will be follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

Spanish 1A is a secondary level elective course intended to serve 7th grade students learning Spanish as a foreign language. It is the prerequisite for Spanish 1B. Students will learn over two thousand new vocabulary words, master fundamental concepts to allow them to read, write and speak Spanish. This class provides a

strong foundation in cultural awareness, grammar, and oral language skills. Spanish also helps students improve their proficiency in English.

26. History of Course Description:

At the secondary Level, our purpose is to offer Spanish 1A (beginning level) as a yearlong elective open to 7th grade students. Spanish 1A is their first year, laying the foundation for continued studies in Spanish.

Spanish 1A and Spanish 1B are completed over the course of two years at the Secondary Level.

Spanish 1A is a yearlong (beginner) course intended primarily for 7th graders.

Spanish 1A is a pre-requisite for Spanish 1B (advanced course) in the eighth grade.

Secondary level students who have completed both Spanish 1A and 1B over the course of two years and who earn grades of C or higher, may enroll in Spanish 2 or Spanish for Spanish Speakers 2 at the beginning of ninth grade.

According to the State of California UC admissions requirements for Spanish as a Foreign Language, ***"UC-approved high school courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses."***