SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: Spanish 1B** **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 Lei Rosenby

Principal: Ann del Rio

DISTRICT OFFICE USE ONLY

Date approved by Board Curriculum Committee

Date approved by Board

SECTION B. COURSE CONTENT

17. Course Description:

This beginning/intermediate course is designed to give students the language tools for developing proficiency in using Spanish for communication. Students continue to further develop and improve listening, speaking, reading and writing skills. Emphasis is placed on comprehension of Spanish, as well as, reading and writing practice, including the past-tense, in Spanish using a variety of activities incorporating familiar vocabulary and structures. Supplementary materials are introduced to enhance language use. Aspects of contemporary Latino culture, geography, ecology, commerce and business are introduced through the use of language acquisition activities, technology, art, games, and adapted readings and in small or large group discussions. In addition to project based activities, students are assessed using a variety of formats: oral dialogues, presentations, written compositions and other means.

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 in the present and past tenses.
- 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 strings (a series) of sentences on familiar and some unfamiliar topics to write:

- explanations and comparisons of products and/or practices of their own culture to peers in the target culture.
- stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.
- summaries of plots and characters from selected pieces of age-appropriate literature.
- descriptive texts
- state an opinion

Produce written and spoken messages such as reports, articles, summaries or original stories on topics related to personal interest or study. Show an increasing awareness of errors and the ability to self-edit. Use a variety of media, including print and digital tools.

Explore local and global issues to prepare summaries, or short reports utilizing digital tools Utilize a few sources and occasionally reference these sources accurately. Evaluate credibility and accuracy of the source. Investigate cultural perspectives through individual or collaborative research on products and practices

Write demonstrating a command of an expanding number of words and phrases and of a limited number of idiomatic expressions and culturally appropriate vocabulary. Begin to use outside sources to expand their vocabulary.

Write emails, texts or other short messages. Work collaboratively to communicate successfully messages or research contemporary issues. Develop creative products.

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

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

Reading - Connecting the Common Core Standards to Spanish Language Study
Determine the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines. When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text

Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.

Understand the relationship among languages based on their awareness of cognates, idioms and parallel structures. Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum. Begin to identify and appreciate the values and perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to American conventions.

Integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve.

Interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing).

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.

20. Course Outline:
Unit1 Summary:
Students will be able to describe families, write and speak about celebrations and parties, ask and tell ages, express possession, and understand cultural perspectives on family and celebrations Grammar- the verb tener, possessive adjectives and diminutives Spanish in the community

Unit 2 Summary:
Students will be able to write and speak about family celebrations, describes family members and friends, ask politely to have something brought to you, order a meal in a restaurant, understand cultural perspectives on family celebrations. The verbs venir, ser and estar. Adjectives ending in - ìsimo.

Unit 3 Summary
Students will be able to write and speak about your bedroom, describe bedroom items and electronic equipment, make comparisons, understand cultural perspectives on homes. Making comparsions, the superlative, stem-changing verbs: poder and dormis.

Unit 4 Summary:

Students will be able to identify rooms in a house, write and speak about name household chores, tell where you live, understand cultural perspectives on different types of housing. Affirmative tú commands, the present progressive tense. The endings - dor and -dora.

Unit 5 Summary:
Students will write and speak about clothes, shopping, and prices. They will describe plans and point out specific items. Stem-changing verbs: pensar, querer, and preferir. Students will write and speak about buying gifts, ar verbs,m the preterit of verbsendeing, car and gar,

Unit 6 Summary:

Student will be able to write and speak about things to do on vacation, describe places to visit while on vacation, talk about events in the past, understand cultural perspectives on travel and vacations Grammar: the preterite of –er and –ir verbs, the preterite of ir ConnectionsGeography Language Explorationnouns that end in –io and –eo Pronunciacion- dipthongs

Unit 7 Summary:
Students will be able to discuss volunteer work and ways to protect the environment, discuss what people say and did for others and understand cultural perspectives on volunteer work. Grammar- the present

Unit 8 Summary:
Students will be able to discuss volunteer work and ways to protect the environment, discuss and write about what people say and did for others and understand cultural perspectives on volunteer work and technology.

21. Instructional Materials:
Board approved required text:

Prentice Hall, Realidades, Chapter 5—Chapter 9B

Supplementary materials:
- Prentice Hall Realidades Workbook
- Writing and Audio 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 practice, including performance and participation
- Workbook, including writing, narratives, poetry, reading comprehension
- Quizzes and examinations
- Written presentations and projects, incorporating art and technology
- Oral presentations with rubric for grading
- Essays, Poems, and Compositions

24. Grading Policy

Students must earn grades of C or higher all four quarters to continue and take a placement test for High School Level Spanish. 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:

This is a secondary level elective course intended to serve primarily 8th graders in their 2nd year of Spanish as a foreign language. It is an intermediate course and prerequisite for Spanish 2 at the High School.

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." –UC Admissions

26. History of Course Description:

At the secondary Level, our purpose is to offer Spanish 1B (intermediate level) as a yearlong elective open to 8th grade students designed as a continuation of Spanish 1A. It's also open to students who are at, or reaching, intermediate proficiency in Spanish.

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

Spanish 1A is the Prerequisite for Spanish 1B.

Spanish 1B is intended for eighth graders as a pre-requisite for Spanish 2 at the High School.

Secondary level students who have completed both Spanish 1A and 1B over the course of two years (Grades 7/8) 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.