

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – WORLD LANGUAGE**

<u>COURSE TITLE:</u>	SPANISH 1
<u>GRADE LEVEL:</u>	9
<u>COURSE LENGTH:</u>	One Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<u>CREDIT:</u>	10 Credits
<u>UC/CSU CREDIT:</u>	Meets UC/CSU credit for World Language requirement; subject area (“e”)
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 credits of the required 20 credits for graduation in the Breadth requirement (WL/CTE)
<u>STANDARDS AND BENCHMARKS:</u>	World Language Standards for California Public Schools (2019)
<u>ADOPTED:</u>	June 5, 2019
<u>INSTRUCTIONAL MATERIALS:</u>	Senderos by Blanco, Donley published by Vista Higher Learning (<i>Adopted 5.23.2017</i>)

<u>COURSE DESCRIPTION:</u>	This first-year Spanish language course enables students to develop novice proficiency in the four overarching goals of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and study the culture of countries using the language.
<u>COURSE GOALS:</u>	Students are expected to develop basic language skills and cultural knowledge necessary to be successful at subsequent levels of study in order to communicate in a global society.
<u>ASSESSMENT:</u>	Students will be evaluated on speaking and writing (including presentations, skits, and short paragraphs). The students' use of grammatical structures and vocabulary, as well as their cultural knowledge, will also be assessed.
<u>GRADING GUIDELINES:</u>	See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

COURSE CONTENT:

The Communication Standards	
CA Standard	Classroom Practice
<p>1. Interpretive Communication Goals: Students demonstrate understanding, interpret, and analyze what is heard, read or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information.</p>	<ul style="list-style-type: none"> • Read and interpret basic authentic texts (articles from the textbook, level appropriate readers). • Demonstrate an understanding of reading comprehension. • Hear a variety of authentic listening sources (songs, videos, etc.). • Study vocabulary to improve reading and listening comprehension. • Study basic grammatical structures and syntax to promote comprehension.
<p>2. Interpersonal Communication Goals: Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken or written conversations, using technology as appropriate, in order to collaborate and to share information, reactions, feelings, and opinions.</p>	<ul style="list-style-type: none"> • Use the language lab for conversation and recording. • Use online resources for communication practice. • Participate in role plays, skits, and games. • Engage in full-class and partner discussion. • Give spontaneous responses. • Exchange points of view and express preferences at a basic level.
<p>3. Presentational Communication Goals: Students present information, concepts, and ideas to inform, narrate, and explain, on a variety of topics and for multiple purposes, in culturally appropriate ways.</p>	<ul style="list-style-type: none"> • Create videos. • Give presentations with and without technology. • Present dialogues.
<p>4. Settings for Communication</p>	<ul style="list-style-type: none"> • Interact with Spanish-speaking individuals or communities. • Use vocabulary and basic structures to communicate in different settings.

<p>Goals: Students use Spanish in highly predictable common daily settings and students recognize language use opportunities outside the classroom and set goals, reflecting on progress, and using language for enjoyment, enrichment and advancement.</p>	<ul style="list-style-type: none"> • Use basic language in the greater community.
<p>5. Receptive Structures in Service of Communication Goals: Students use structures: writing systems and basic word and sentence formation in order to communicate.</p>	<ul style="list-style-type: none"> • Demonstrate understanding of words, phrases, and simple sentences on very familiar common daily topics with very basic sentence level elements. • Practice verb tenses (present and past) through listening and reading activities. • Identify Spanish verb tense in readings. • Complete comprehension activities (questions, T/F, games, lab practice, cloze activities, workbooks). • Read/listen to and interpret basic sentence structures.
<p>6. Productive Structures in Service of Communication Goals: Students use structures: sounds, writing systems, basic word and sentence formation in order to communicate.</p>	<ul style="list-style-type: none"> • Communicate on very familiar daily topics using words and phrases, and simple sentences. • Use verb tenses (present indicative, present progressive, preterite) in writing and speaking. • Practice writing basic sentence structures.
<p>7. Language Comparisons in Service of Communication Goals: Students use Spanish to explain the nature of language through comparisons of similarities and differences in Spanish and their primary language in order to interact with communicative competence.</p>	<ul style="list-style-type: none"> • Identify similarities and differences in sentence-level elements between Spanish and English at a basic level. • Study cognates, word roots, prefixes, and suffixes. • Examine parallel sentence structures between Spanish and English. • Examine known-language interference.

The Cultures Standards	
CA Standard	Classroom Practice
<p>1: Culturally Appropriate Interaction Goal: Students interact with cultural competence and understanding.</p>	<ul style="list-style-type: none"> • Use age appropriate gestures and expressions in formal and informal structures in speech and writing (tú vs. usted) • Discuss cultural norms in interpersonal interactions.
<p>2. Cultural Products, Practices, and Perspectives Goal: Students demonstrate understanding and use Spanish to reflect on the relationships among the products cultures produce, the practices cultures manifest, and the underlying perspectives in order to interact with cultural competence.</p>	<ul style="list-style-type: none"> • View/listen to, discuss films, videos, and songs showing age-relevant perspectives. • Read and discuss authentic sources, poetry and media. • Discuss <ul style="list-style-type: none"> ○ Authentic foods ○ Art ○ Music ○ Customs and traditions ○ History
<p>3. Cultural Comparisons Goal: Students use the Spanish language to reflect on the nature of culture through comparisons of similarities and differences in the target cultures and those they know in order to interact with cultural competence.</p>	<ul style="list-style-type: none"> • Discuss and analyze differences in cultural practices and perspectives at the basic level. • Acknowledge cultural differences without judgment at the basic level.
<p>4. Intercultural Influences Goal: Students demonstrate understanding and use the target language to investigate how cultures influence each other over time in order to interact with intercultural competence.</p>	<ul style="list-style-type: none"> • Discuss the influence of the United States in Latin America. • Discuss the influences of Hispanic, Latin American and Latino cultures on the culture of the United States.

The Connections Standards	
CA Standard	Classroom Practice
<p>1. Connections to Other Disciplines Goals: Students build their knowledge of other disciplines using Spanish to develop critical thinking and solve problems in order to function in real-world situations, academic and career-related settings.</p>	<ul style="list-style-type: none"> • Acquire, exchange and present information in Spanish about very familiar daily topics in the following disciplines, as included in thematic units: <ul style="list-style-type: none"> ○ Art and Music ○ History ○ Geography
<p>2. Connections to Diverse and Distinct Perspectives Goals: Students develop an awareness of diverse perspectives that are available in Spanish and Spanish-speaking cultures in order to function in real-world situations, academic and career-related settings.</p>	<ul style="list-style-type: none"> • Accessing and analyzing primary and secondary sources to broaden perspectives about other cultures including: <ul style="list-style-type: none"> ○ News media ○ Literature and song lyrics ○ Contemporary cultural readings from the textbook.