

**LODI UNIFIED SCHOOL DISTRICT
COURSE OF STUDY
SUGGESTED OUTLINE**

- I. Course Title: Spanish 1
- II. Department/Subject Area: World Languages/Spanish
- III. Length of Course/Credit value: Middle School- 1 year 10 credits
- IV. Grade Level: 7th grade
- V. Is this an Honors course: No
- VI. Is this an Internet-based course? If so, who is provider?
No, only for resources and/or extra practices and digital textbook (ecompanion)
- VII. Is this course modeled after a UC-approved course from another district? If so, which school/district? No

Recommended pathway: This is the 1st level of the Spanish AP Pathway

- VIII. Brief course description:
This course is conducted entirely in Spanish and is designed to support students in their continued Spanish language development at an intermediate level in listening, speaking, reading, writing, grammar, and vocabulary skills. Students will be exposed to cultural and historical aspects of Spanish speaking countries. This course will begin students' preparation for the AP Spanish Exam as well as continued preparation for the Pathway to Seal of Biliteracy.
- IX. Course goals and/or major student outcomes:
 - Develop intermediate Spanish language communication and literacy skills for continued education and career
 - Develop positive sense of self and others through the study of culture and history
 - Enhance cognitive development and improve student achievement scores
 - Further develop writing and reading skills
 - Achieve comprehension of intermediate conversations
 - Listen and answer with complex sentences
 - Prepare students for the AP Exam
- X. Course objectives:
This course will address the California World Language Content Standards: communication, cultures, connections. It will incorporate culture awareness and language skills.

- Listening and Speaking:
Ask and answer questions in complete sentences.
- Reading:
Read Spanish literature and discuss the content of the reading with partners.
Demonstrate comprehension and respond to text in complete sentences.
- Writing:
Write short compositions with minimum mechanical errors.
- Grammar:
Be able to identify and use standard grammatical forms
Present tense, present progressive, ir + a + infinitive, preterite tense
- History Culture:
Introduction of geography, history, and culture of Spanish speaking countries and their contributions to the language

XI. Course outline:

QUARTER 1

Chapter 1: *Hola, ¿qué tal?*
Nouns and articles
Numbers 0-30
Present tense of Ser
Telling time
Culture: USA and Canada

Chapter 2: *En la clase*
Present tense -ar verbs
Forming questions
Present tense of estar
Numbers 31 and higher
Culture: España

QUARTER 2

Chapter 3: *La familia*
Descriptive adjectives
Possessive adjectives
Present tense of -er and -ir verbs
Present tense tener and venir
Culture: Ecuador

Chapter 4: *Los pasatiempos*
Present tense of ir

QUARTER 3

Chapter 4: *Los pasatiempos*

Stem changing verbs
Verbs with irregular yo forms
Culture: México

Chapter 5: *Las vacaciones*
Estar with conditions and emotions
Present Progressive
Ser and Estar

QUARTER 4

Chapter 5: *Las vacaciones*
Direct object nouns and pronouns
Culture: Puerto Rico

Chapter 6: *¡De compras!*
Saber and Conocer
Indirect object pronouns
Preterite tense of regular verbs
Demonstrative adjectives and pronouns
Culture: Cuba

XII. Texts and supplemental instructional materials: (Please supply ISBN #s for all texts)

Text title:	<u>Senderos 1A</u> (California)	Author: José A. Blanco
Publisher:	Vista Higher Learning	Date of Publication: 2022
Board approval date:		ISBN #: 978-1-54335-079-1
Text title:	<u>Senderos 1B</u> (California)	Author: José A. Blanco
Publisher:	Vista Higher Learning	Date of Publication: 2022
Board approval date:		ISBN #: 978-1-54335-075-3
Supplemental materials:		
Text title:	Prentice Hall Literatura	Author:
Publisher:	Pearson Education, Inc.	Date of Publication: 2002
Board approval date:		ISBN #: 0-13-068240-3

XIII. Key Assignments:

Students will create a storyboard using greetings and courtesy phrases.

Students will create a conversation including questions, answers, and -ar verbs, about the classroom and the school day

Students will create a family tree identifying and labeling different family members. They will write a paragraph about 3 family members and themselves, using descriptive adjectives.

Students will present about a favorite pastime and will include present tense verbs.

Students will draw a scene from a dream vacation. They will write about it using the present progressive.

Students will create a brochure advertising a vacation spot in a Spanish speaking country. The brochure will include weather, seasons, and popular activities.

Students will write a paragraph using the preterite tense describing their last shopping trip to a shopping mall.

Students will create a dialogue between two friends using Saber and Conocer.

XIV. Instructional methods/or strategies:

Lectures

Self-directed learning

Technology assisted learning

Cooperative learning projects

TPR (Total Physical Response)

Turn & Talk (GLAD)

Interactive practice through educational games

Slides presentations

XV. Assessment methods and/or tools:

Class participation and homework

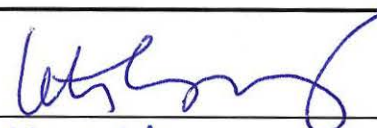
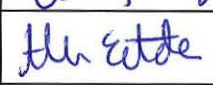

Publisher produced assessments

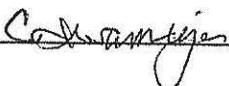


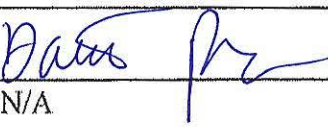
Teacher produced quizzes and tests



Individual and group projects

Presentations

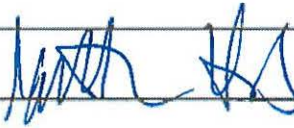

Writing samples

SIGNATURES for REVIEW		
Outline prepared by		Site: Joe Serna
Principal		Site: Joe Serna
Principal		Site: Millwood Middle
Principal		Site: Lodi Middle
Principal		Site: Elkhorn
Principal		Site: Morada Middle
Principal		Site: Christa McAuliffe
Principal		Site: Delta Sierra
Technology: Attach approved Ticket		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	** Please state reason for no signature in the space below.
Lodi Middle		
Millwood Middle		
Elkhorn		
Christa McAuliffe		
Morada (if applicable)	N/A	
Delta Sierra (if applicable)	N/A	
Associate Superintendent		

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Delta Sierra (if applicable)	N/A	
Associate Superintendent		

Serna Spm 1

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