

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



SPANISH 1

Board Meeting Date: June 18, 2025	Course Length: 2 semesters
Proposed Grade Level(s): 9-12	Subject Area: Elective Elective Area (if applicable): Foreign Language
Grading: A-F	Credits: 10
Prerequisite(s): None	Corequisite(s):
CTE Sector/Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (e) Language other than English	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415 1965 Birkmont Drive Rancho Cordova, CA 95742	

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION (Online):

Students in Spanish I focus on the four key areas of world language study: listening, speaking, reading, and writing. Spanish I represents an ideal blend of language-learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning; become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and take frequent assessments during which their language progression can be monitored. The course has been carefully aligned to national standards as set forth by the American Council on the Teaching of Foreign Languages (ACTFL). Students explore greetings; school; the alphabet; adjectives; colors; countries; numbers; telling time; *-ir*, *-er*, and *-ar* verbs; days, months, and seasons; hobbies and pastimes, food, family, places, animals, shopping and weather.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Example of Summative Assessment
Semester 1:			
1. Greetings	*Vocab: Greetings *Grammar: Subject *Pronouns: <i>Tú</i> vs. <i>Usted</i> *Culture: Introduction to Mexico	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
2. School	*Vocab: School and Alphabet *Grammar: Nouns *Culture: Going to School in Mexico	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
3. Adjectives and Colors	*Vocab: Adjectives and Colors *Grammar: Adjectives *Culture: Mexico: The Tortilla	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
4. Countries and Numbers	*Vocab: Countries and Numbers *Grammar: <i>Ser</i> *Culture: Idioms in Mexico	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
5. Telling Time	*Vocab: Telling Time *Grammar: <i>Ser</i> vs. <i>Estar</i> *Culture: Things to See in Mexico	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

6. AR Verbs	*Vocab: AR Verbs *Grammar: Conjugations *Culture: Birthdays in Mexico	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
7. IR and ER Verbs	*Vocab: IR and ER Verbs *Grammar: IR and ER Verbs *Culture: A Poem from Nezahualcóyotl	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
8. Days, Months, and Seasons	*Vocab: Days, Months, and Seasons *Grammar: Question Words *Culture: Mariachi Music	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
9. Semester Review and Assessment	*Vocab: Review Units 1–8 *Grammar: Review Units 1–8 *Semester Test: Reading, Listening, Writing, and Speaking		Semester Final
Semester 2:			
1. Hobbies and Pastimes	*Vocab: Hobbies and Pastimes *Grammar: <i>Gustar</i> - Culture: A Tour of Spain	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
2. Food	*Vocab: Food *Grammar: Possessive Adjectives *Culture: Spain: Tapas and <i>la sobremesa</i>	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations

3. Food 2	*Vocab: Food *Grammar: Demonstrative Adjectives *Culture: Spain: Spanish Tortilla and Paella	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
4. Family	*Vocab: Family *Grammar: Two-Verb Combinations *Culture: Spain: Idioms and Pronunciation	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
5. Places	*Vocab: Places *Grammar: Acabar de, ir a, al, and del *Culture: Spain: Invasions and Influences	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
6. Animals	*Vocab: Animals *Grammar: Verb Stem Changes *Culture: Spain: Spanish Festivals	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
7. Shopping	*Vocab: Shopping *Grammar: Present Tense Irregular <i>yo</i> Conjugations *Culture: Spain: Literature	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
8. Weather	*Vocab: Weather *Grammar: Expressions using <i>haber</i> *Culture: Spain: Velázquez	*Online or paper-based worksheets and practice sets *Quizzes *Threaded discussions	*Exams (unit, semester and final) *Essays, research papers, and other writing assignments *Presentations
9. Semester Review	*Vocab: Review Vocabulary Units 1–8 *Grammar: Review		Semester Final

and Assessment	Grammar Units 1–8 *Semester Test: Reading, Listening, Writing, and Speaking		
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RELEVANT STANDARDS AND FRAMEWORKS, CONTENT SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

[World Language Standards-California](#)

Communication Standard 1: Interpretive Communication Goal: Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts
WL.CM1.Novice Demonstrate understanding of the general meaning and some basic information on very familiar common daily topics. Recognize memorized words, phrases, and simple sentences in authentic texts, that are spoken or written.
Communication Standard 5: Receptive Structures in Service of Communication Goal: Students use basic word formation, sound parameters, and writing systems
WL.CM5.Novice Demonstrates understanding of words, phrases, and simple sentences on very familiar common daily topics. Use orthography, phonology, and very basic sentence-level elements.
Communication Standard 7: Language Comparisons in Service of Communication Goal: To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparison of similarities and differences in the target language and the language or languages they know.
WL.CM7.Novice Identify similarities and differences in the orthography, phonology, and very basic sentence-level elements of the languages known.
Cultures Standard 2: Cultural Products, Practices, and Perspectives Goal: To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.
WL.CL2. Novice Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in very familiar common daily setting
Cultures Standard 3: Cultural Comparisons Goal: To interact with cultural competence, students use the target language to investigate, explain, and

reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

WL.CL3.Novice

Identify some similarities and differences among very familiar, common daily products, practices, and perspectives in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

Connections Standard 1: Connections to other Disciplines

Goal: To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

WL.CN1.Novice

Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.

Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints

Goal: To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

WL.CN2.Novice

Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/fl/cf/documents/wlframework.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

https://docs.google.com/document/d/1acQpErg13gbXvLd_CHmJArzBqB8MyrcKMdDtbqGQCV8/edit

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved (yes/no)	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>WLG100E2 Spanish I</i>	<i>Stride K12</i>	Stride K12		