

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Spanish SL 1A/1B

CAC Approval Date: September 22, 2026 Board Approval Date: October 15, 2026	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11, 12	Credit Type: N - Fine Arts/ Foreign Language/CTE
Prerequisite(s): C or better in Spanish 2, Honors Spanish 2 or Spanish 3 (recommended)	Corequisite(s): N/A
CTE Industry Sector: N/A CTE Sector Pathway: N/A	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (e) Language other than English	
Program (if applicable): IB	
Folsom Cordova Unified School District 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:

Spanish B SL year 1 is the first half of a two-year IB course, designed to further students' study of the target language and culture and to develop mastery of the target language, to enable them to communicate effectively in a range of situations. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing and to prepare them for the Internal and External assessments at the end of the second year of the course. The Internal Assessment is a one-on-one speaking assessment conducted with the teacher and recorded for moderation by IB. The External assessments are Paper 1 and Paper 2 exams. Paper 1 focuses on the productive skill of writing, in response to a given prompt. Paper 2 assesses the receptive skills; listening and reading. The IB Language B syllabus comprises three interconnected areas: language, themes and texts. Students will have the opportunity to develop the ability to communicate successfully in Spanish, as evidenced through receptive, productive and interactive communicative skills across a range of contexts and purposes. Students study material related to five themes as set by the IB Language B subject guide. The five prescribed themes; Identities, Experiences, Human ingenuity, Social organization, and Sharing the planet are addressed equally over the two years of IB Spanish B SL course. Students will be able to understand and produce a variety of text types in the target language. The course guides the students to explore culture and events in both contemporary and historical settings and to examine products and practices of the target culture with regard to their perspectives. The course emphasizes the use of Spanish for active communication.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Sentir y vivir- Las relaciones personales	*How do we communicate and relate in family, community, and work environments? *How do we build and maintain meaningful interpersonal relationships in the face of social changes? *In what ways do our cultural identity, and environment influence our perception of love, friendship, and family? <i>Theory of Knowledge:</i> *To what extent does the language we use in different environments (family, work, community) shape the way we understand our relationships and does it change completely over time?	*Vocabulary and grammar warm-ups, quizzes and online and textbook activities to review key vocabulary and grammar structures. *Textbook readings and listening activities *Paired and group conversations *Reading and responding to formal and informal texts	*Reading and responding to informal texts *Writing a formal letter *Perform a skit related to the unit topic(s).
Unit 1 Essential Standards Cultures Standard 1: Culturally Appropriate Interaction WL.CL1.I Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings. Cultures Standard 2: Cultural Products, Practices, and Perspectives WL.CL2.I Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings. Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.			
2. Vivir en la ciudad-En la	*How does city life impact daily routines, social	*Vocabulary and grammar warm-ups, quizzes and online	*Read/Listen to a first hand account related to

Ciudad	interactions, and community perspectives in the Spanish-speaking world? *How do gender roles compare in native regions of the Spanish-speaking world to traditional roles? *How do communities preserve their ancestral language and distinct traditions despite outside modern influence? <i>Theory of Knowledge:</i> *How does personal experience in a modern city change our interpretation of traditional social roles? *Does the loss of an ancestral language mean the permanent loss of a unique way of understanding the world?	and textbook activities to review key vocabulary and grammar structures. *Textbook readings and listening activities *Paired and group conversations *Reading and responding to formal and informal texts	the unit topic *Research paper/blog *Conduct an interview *Write an article
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Unit 2 Essential Standards

WL.CL2.I Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

3. El mundo conectado-Los medios de comunicación	*How do mass media play, bias, censorship, and advertising affect the truth and reliability of the news we consume? *How has the shift toward digital platforms and the internet transformed global communication compared to traditional print and broadcast media? *How does technology change how different	*Vocabulary and grammar warm-ups, quizzes and online and textbook activities to review key vocabulary and grammar structures. *Textbook readings and listening activities *Paired and group conversations *Reading and responding to	*Create a set of instructions *Write a formal letter
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	generations communicate at home? <i>Theory of Knowledge:</i> *If bias is an inevitable component of human storytelling, how can a news consumer determine whether a report is objective or merely persuasive?	formal and informal texts	
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Unit 3 Essential Standards

WL.CM3.I Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

WL.C.4.I State reasons for cultural borrowings.

4. Generaciones en movimiento- En familia	*What core values do parents and children disagree on most? *How do generations view the balance between independence and family duty? *In what ways do views on marriage and family structure differ between generations? between immigrants and their children born in a different country? <i>Theory of Knowledge:</i> *How do we distinguish between a generational shift in values and a generational shift in knowledge? *To what extent is personal identity a reliable foundation for knowledge when an individual navigates two distinct cultures?	*Vocabulary and grammar warm-ups, quizzes and online and textbook activities to review key vocabulary and grammar structures. *Textbook readings and listening activities *Paired and group conversations *Reading and responding to formal and informal texts	*Write a journal entry *Create social media post
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Unit 4 Essential Standards

WL.CL2.I Experience, recognize, and explore the relationships among typical age-appropriate target cultures' products, practices, and perspectives in culturally appropriate ways in transactional situations and some informal settings.

WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

5. Las riquezas naturales-Nuestro mundo

- *What are the consequences of pollution and climate change for the future of our community?
- *Why is indigenous knowledge of native flora and traditional healing methods vital to modern pharmacology?
- *In what ways does deforestation threaten both biodiversity and indigenous cultures?

Theory of Knowledge:

- *Does calling nature a "resource" change how we treat the earth?
- *How does the language we use in policy shape our moral duty to future generations?

- *Vocabulary and grammar warm-ups, quizzes and online and textbook activities to review key vocabulary and grammar structures.

- *Textbook readings and listening activities

- *Paired and group conversations

- *Reading and responding to formal and informal texts

- *Research and write a report related to the unit topic

- *Map a local issue. Propose a community action plan.

Unit 5 Essential Standards

WL.CM3.I Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, written, or signed language using the most suitable media and technologies to present and publish.

WL.CL3.I Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

WL.CN2.I Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM 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.

<https://www.actfl.org/sites/default/files/news/AligningCCSSLanguageStandards.pdf>

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://drive.google.com/open?id=1-3ausbuLhecLx9HsJkPbYWSITxVccOZt>

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://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>

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.

<https://drive.google.com/open?id=1-3ausbuLhecLx9HsJkPbYWSITxVccOZt>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
<i>Text has been reviewed and will be adopted with the approval of this outline</i>	<i>Imagina Digital Licenses</i>	José A. Blanco, C. Cecilia Tocaimaza-Hatch, Martin Gaspar	Vista Higher Learning	6th