

NEW COURSE DESCRIPTION: **Spanish Dual Language Immersion (DLI) 6th Grade**

SITE: Loma Vista MS

SCHOOL YEAR: 2021-2022

Overview

This course will use the Spanish language arts content as a vehicle to further develop Spanish literacy skills acquired in the K-5 Dual Language Immersion Program. Students will develop their Spanish literacy skills through the use of complex and varied text in Spanish that will assist in developing the literacy skills in reading, writing, speaking, and listening. The goal of providing students enrolled in the 6th Grade Spanish Language class is to ensure that upon graduation from high school students will earn “The State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English” (CDE, 2021).

Course Goals

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4-6 for additional expectations.) CA 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text. Integration of Knowledge and Ideas 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Expected Outcomes

Through grade level standards students will continue to develop their Spanish acquisition through Spanish language arts material.

Prerequisites

Must have been enrolled in a Dual Language Immersion program in elementary grades K-5.

Co-requisites

Continued enrollment in Dual Language Program at Middle School level

Overview

The goal of providing students enrolled in the 6th Grade History Spanish class is to ensure that upon graduation from high school, students will earn “The State Seal of Biliteracy, marked by a gold seal on the diploma or transcript recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English” (CDE, 2021). This course will use the history content area as a vehicle to further develop literacy skills through the use of informational text in Spanish.

Course Goals

The standards below begin at grade 6; standards for 6–12 reading in history/social studies, science, and technical subjects are integrated into the 6–12 reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity. Key ideas and details:

1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
5. Describe how a text presents information (e.g., sequentially, comparatively, and causally).
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). Integration of Knowledge and ideas
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic. range of reading and level of text complexity
10. 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Expected Outcomes

Through grade level content standards students will continue to develop their Spanish acquisition through the use of History/Social Studies materials.

Prerequisites

Must have been enrolled in a Dual Language Immersion program in elementary grades K-5.

Co-requisites

Continued enrollment in Dual Language Program at Middle School level

NEW COURSE DESCRIPTION: **RCOE Administrative Specialist**

SITE: La Sierra HS

SCHOOL YEAR: 2021-2022

THIS COURSE REPLACES EXISTING COURSE ROP CIS OFFICE (5104 s1, 5104 s2) – UPDATING TO MEET A-G REQUIREMENT

Overview

Course Goals

RCOE Administrative Specialist prepares students for careers in business support services: Receptionist, Administrative Office Assistant, Data Entry Clerk and Business Records Management. Designed to train students for Windows, Microsoft Word, Excel, PowerPoint, Access, Internet, World Wide Web, electronic email, file management, data communications and to perform a variety of clerical tasks involving decision-making, accepting responsibility and managing an office. Other topics include business communication, records keeping and processing business documents.

Expected Outcomes

Students will learn about and be able to identify the various computer hardware components, various software and their purpose, various programming languages and their purpose, computer-based career and trends within the computer industry; identify popular software applications such as word processing, spreadsheets, databases, graphics packages, PDF's, electronic mail, and Internet browsing and searching.

Prerequisites

None

Co-requisites

None

NEW COURSE DESCRIPTION: **RCOE Business Computer Fundamentals**

SITE: La Sierra HS

SCHOOL YEAR: 2021-2022

THIS COURSE REPLACES EXISTING COURSE ROP CIS (7512) – UPDATING TO MEET A-G REQUIREMENT

Overview

Course Goals

Students will be introduced to elements of computer application systems. Understanding and properly utilizing a variety of computer applications and components will enhance their understanding of computers which in turn will build their confidence in their knowledge of computers.

Expected Outcomes

Students will learn about and be able to identify the various computer hardware components, various software and their purpose, various programming languages and their purpose, computer-based career and trends within the computer industry; identify popular software applications such as word processing, spreadsheets, databases, graphics packages, PDF's, electronic mail, and Internet browsing and searching.

Prerequisites

None

Co-requisites

None