



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Spanish II</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">100020, 100021</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%;">World Language</td> <td style="width: 30%;">9131</td> </tr> </table>	World Language	9131	<p>Subject Area:</p> <p> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Grade Level(s)</p> <p> <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>		
World Language	9131					
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services) </p> <p>Which A-G Requirement does/will this course meet?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%;">E</td> <td style="width: 30%;"><input type="checkbox"/> Pending</td> </tr> </table>	E	<input type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <u>To be completed by Human Resources only.</u></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-family: cursive;">Single Subject or Specific Supplementary Auth: foreign language aligned with language of instruction</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%; text-align: center;"> Signature </td> <td style="width: 30%; text-align: center;"> <p style="font-family: cursive;">2/26/2024</p> Date </td> </tr> </table>		 Signature	<p style="font-family: cursive;">2/26/2024</p> Date
E	<input type="checkbox"/> Pending					
 Signature	<p style="font-family: cursive;">2/26/2024</p> Date					
<p>Submitted by: Matthew Thomas Site: SSC Date: 02/26/24 Email: matthew.thomas@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>					
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>				
<p>Director of Curriculum & Instruction</p>						
<p>Asst. Superintendent of Educational Services</p>	<p style="font-family: cursive; font-size: 1.2em;">Randy Lee Madanuel</p>	<p style="font-family: cursive; font-size: 1.2em;">3/17/24</p>				
<p>Governing Board</p>						

Prerequisite(s) (REQUIRED):
Spanish I
Corequisite(s) (REQUIRED):
n/a
Brief Course Description (REQUIRED):
Spanish II represents an intermediate level of language proficiency, designed to enhance students' communicative abilities in both spoken and written Spanish. This comprehensive year-long program is dedicated to furthering comprehension of Hispanic culture while employing diverse instructional methods to ensure linguistic, cultural, and contextual understanding. The curriculum prioritizes the refinement of students' speaking, reading, writing, and listening proficiencies. Upon completion, participants will demonstrate proficiency in engaging in basic conversations across various subjects and adeptly navigating everyday scenarios. The course places particular emphasis on equipping students with the requisite skills to seamlessly transition into Spanish III or Spanish III Honors.

B. COURSE CONTENT

Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
The objective of Spanish II is multifaceted, aiming to further develop listening, speaking, reading, and writing proficiencies while also broadening cultural awareness of Spanish-speaking countries. This is achieved through a blend of instructional methods, including immersive experiences with audio recordings, captivating imagery, interactive games, readings, and videos. Furthermore, instructors employ the target language as the primary mode of instruction, utilizing diverse modalities to enhance comprehension of language, culture, and content. Grammar is integrated into the curriculum, serving as a supplemental tool for effective communication within this immersive learning environment.
Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
Preliminary Unit (Lección Preliminar)

This preliminary unit provides students with an opportunity to review the contexts and grammar they learned in Spanish I. Each section in the preliminary unit addresses specific topics introduced in the previous course, using clear explanations, samples, and straightforward practice activities.

Preliminary Unit (Lección Preliminar) Review Activities:

- Meet my Family- Students will write an introduction about their families. This introduction needs to include where they live, what each person does, their physical descriptions and how each one is doing today. Have students exchange papers and have students find three similarities with their families.
- Language in Action- Prepare strips of paper with phrases like *tengo hambre* and *tengo que estudiar* from the list of *tener* expressions. Students will choose a strip of paper and act out the phrase on the word strip.
- Telephone- Students are to imagine that they only hear one side of a phone conversation. Ask them what points the speaker would pause and listen to the other person. Then have pairs of students write the missing lines of dialogue for the person on the other end of the phone. Have pairs practice reading the completed conversation aloud. Call on a few students to act their conversations for the class.
- Birthday Party Conversations- In groups of three, ask students to write a conversation between three people who have just met at a birthday party. Have them include conversation starters and dialogue to include at least three stem changing verbs.

Unit 1: Lección 1 La rutina diaria (Daily Routine, Personal Hygiene, Time Expressions)

By the end of this unit, students will be able to talk about their daily routines and personal hygiene products. They will participate in a conversation between two roommates. They will write an ad for a product or store and discuss preferences in store. Students will learn about reflexive verbs in present tense, preterite of Ser & Ir, Verbs like gustar and be able to use them in context.

Lección 1 Assignments:

- Una entrada (An entry): Write a post for a site that matches students studying Spanish with pen pals in Peru. Start with a friendly introduction to your male or female pen pal (you can make up the person's name). Describe your typical day or week, your pastimes, your daily routine, things that you love/don't like or that bother you, and so on. Make your sentences more interesting by adding descriptions and details. Ask your new friend questions. (Writing Proficiency Workbook, p. 7)
- In groups of three, students will take turns miming actions involving daily routines. The other group members will guess the verb and verb phrases.
- Writing their Daily Routine: Students will use the reflexive verbs to describe their daily routine.
- Students will be writing and acting out a brief skit based on a prompt given. Have the class vote for the most original or funniest skit.
- Students will watch *Tengo que arreglarme!* and take notes down on what they see and hear.

Then the students will get into small groups to compare notes and prepare a brief plot summary.

- Students will work in small groups to research how La Fiesta de Quince Años is celebrated in various Latin American Countries. They will do a similarities and differences chart and presentation. Students will then role play a conversation between a reporter and Florencia.
- Students will write paragraphs in which they describe the daily routine in their family. Students will present their paragraph to the class. Students will verify comprehension by asking other students to paraphrase portions of the speaker's description.
- After listening to the Fotonovela, students will create six true/false statements to exchange with a partner. After the activity, students will predict what will happen to the character in future episodes.

Unit 2: Lección 2 La Comida (Food, Food Descriptions, Meals)

By the end of the lesson, students will be able to name a few common foods and discuss eating habits. Also, they will be able to order food at a restaurant. Students will be able to compare people/family members. Students will learn about the simple past tense of stem-changing verbs, double object pronouns, comparisons, and superlatives.

Lección 2 Assignments:

- Food Comparison: Students will compare the menu of a restaurant to discuss what they like or dislike the most. Students will use the food vocabulary and comparison
- Restaurant Skit: Students write and present a skit for a restaurant. Students will use the vocabulary and grammar for la comida.
- **A dinero en mano...*** You've invited a small group of friends over for the evening. You will plan a menu. Write a paragraph and explain the following: who is coming over, one activity the group will do, what you want to serve to eat and drink, what you need to buy (main ingredients). (WPW, p. 29)
- Mi Comida Writing Activity: Students will use the Reflexive Verb and Direct-Indirect Object Pronouns to express in writing their Meals of the Day.
- Students will research food markets in their home countries. Students will share their findings with the class and compare them to similar places in their town.
- Students will write original comparative paragraphs describing themselves. Then the teacher will shuffle the paragraphs and the class will have to guess which student wrote it.

Unit 3: Lección 3 Las Fiestas (Parties and Celebrations, Personal Relationships, Stages of Life)

By the end of the lesson, students will be able to make plans for a party, describe a party they attend, ask and answer questions about a party, and explain what they did during the weekend. Students will also learn about the following aspects of culture: New Year's Eve traditions in Spanish-speaking countries, Viña del Mar Festival, Día de Reyes Magos in Puerto Rico and Chile's geography and culture. Students will practice the following reading, writing and listening skills: recognizing word families, planning and writing a comparative analysis and guessing the meaning of words through context, as well as learning irregular preterites, verbs that change meaning in the preterite, ¿Qué and Cuál? (what vs which one), and pronouns

after prepositions.

Lección 3 Assignments:

- Students will research Hispanic holidays or other celebrations that are typically celebrated. Students will write and present about the various cultural holidays.
- Cultural Festivals that occur within the first of January and June in different Spanish Speaking countries. (Present and Past tenses could be used depending on when the celebration took place).
- **Una celebración especial (A Special Celebration: Part 1):** Imagine that today you are going to a celebration for a special event. Complete the first sentence to say what you will celebrate and with whom. Then write six more sentences in the present tense that tell what you do to get ready for that event. SENTENCE 1: Hoy mi familia/mis amigos/mis compañeros de clase y yo celebramos... (WPW, p. 34)
- **Una celebración especial (A Special Celebration: Part 2):** Now imagine that the celebration you wrote about took place last week. Rewrite your story, changing the verbs to the preterite and making other necessary changes. Remember that sequence and time works will need to be changed to reflect a past time. (WPW, p. 35)
- Students will write and perform a skit describing or displaying a particular stage of life, such as youth, teenage years, marriage years, etc. The rest of the class will have to decide which stage of life the students are describing.
- Students will write a brief composition on the Fotonovela from this lesson. Students will write about where the characters went, what they did, what they said to each other, and so forth.

Unit 4: Lección 4 En El Consultorio (Health and Medical Terms, Parts of the Body, Symptoms and medical conditions)

By the end of the lesson, students will be able to complete the following: talk about symptoms and medicines, take part in a medical consultation, describe their childhood orally and in writing, describe a personal situation in the past, write a script for an ad, ask and answer questions about how often I do something, develop a video campaign to help a specific group of patients. Students will also learn the imperfect tense, the preterite and the imperfect, construction with se (passive voice), and adverbs

Lección 4 Assignments:

- **Erase una vez...(Once Upon a Time)*** Think of a time in the past you remember well: a holiday, a vacation, a party, a weekend at your cousin's house, or a special event. In this activity you will write a short narrative about that memory. Students will use both the preterite and imperfect tenses in their writing. (WPW, p. 55)
- "Cuando era niño/a project": Students will use the imperfect tense to discuss their childhood and incorporate vocabulary related to childhood.
- Students will write physical descriptions of themselves, using as much vocabulary from this lesson as they can. Teachers will collect the papers, shuffle them, and then read the descriptions aloud. The rest of the class will have to guess who is being described.
- Students will be writing and performing a dialogue in which a foreign tourist in a

Spanish-speaking country goes to the emergency room. Students will use as much of the vocabulary as they can from this unit.

- Students will get into small groups and create a television commercial for a new health product. They will include a customer testimonial stating how long they have had these symptoms, when the person began using the product, and what beneficial it has been.
- Students will write about the best or worst visit to a doctor or a dentist, describing how the visit went and what the dentist or doctor recommended.

Unit 5: Lección 5 La Tecnología

By the end of this lesson, students will be able to discuss the use of technology in everyday life as well as list their belongings. They will be able to give advice and explain why and how to use technology in their daily life using familiar commands. Students will also learn familiar commands, Por and Para (for in Spanish), reciprocal reflexives, and stressed possessive adjectives and pronouns

Lección 5 Assignments:

- Comic Strip of different social media conversations on different social media platforms.
- Escribir una reseña (Write a review): Write a review of a device, program, video game, or app you know well for a consumers' blog. Describe what it does (or is supposed to do), how well it works, and what you like or don't like about it. Fill in the form below with your information. (WPW, p. 69)
- Students will role-play one of the following two scenarios:
 - An irate customer claims that his/her new laptop computer doesn't work and wants to exchange it.
 - A customer can't decide which smartphone to get. The store employee explains the different features.
- On a diagram, students will identify the parts of a car in Spanish. Students will then create a scenario where they have to take their car to a mechanic and explain what the problems are with the car.
- Students will create a debate about the role of technology in today's world. Divide the class into two groups and assign each a position. The groups will have time to research, gather, and write their arguments before presenting.
- Students will write a persuasive essay to a friend who refuses to use social networks. Students will attempt to persuade their friend into using social networks by explaining the possible benefits in their life.
- Students will imagine that they are in charge of a computer lab. Have them write down four things that students must do and four things that they must not do while in the lab.

Unit 6: Lección 6 La Vivienda (Parts of a house, Household chores, Table settings)

By the end of this lesson, students will be able to talk about houses and house chores. Students will describe the furniture in my house or apartment, give commands and suggestions formally, and talk about things that are necessary or urgent. Students will also learn to write a lease and create an ad for a new product. Students will also learn relative pronouns, formal (usted/ustedes) commands, present subjunctive, and subjunctive with verbs of will and influence.

Lección 6 Assignments:

- La casa de mis sueños: students will create/design and label their dream house and present it to the class. They will discuss special features, details, or areas of their homes that are particular to their family's culture.
- Una zona propia (Your Personal Space): We all need personal space (una zona propia) to call our own. Maybe you're lucky enough to have your own room or maybe not. Either way, this is fantasy time: Design and describe your ideal personal space, a room or an area that you don't have to share with anyone else. How is it furnished? How does the space make you feel? What does it look like? A Zen meditation space where you do yoga? A game room for gaming and TV watching? (WPW, p. 81)
- Groups will bring in real estate ads and write a description of one of the properties. The teams will take turns reading their descriptions aloud. Students will guess the amount closest to the real price without going over.
- Students will be writing a short description of a favorite room in their house. They will give details about the furniture and decorations, then share out the paragraphs with a partner.
- Students will role-play a conversation between a landlord and his/her new tenants. They will write and perform the skits in front of other students in the class.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Unit 1: Lección 1 La Comida Writing Assignments:

- Mi Comida Writing Activity: Students will use the Reflexive Verb and Direct-Indirect Pronouns to express in writing their Meals of the Day.
- Food Comparison: Students will compare the menu of a restaurant to discuss what they like or dislike the most. Students will use the food vocabulary and comparison
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Unit 2: Lección 2 La Rutina Diaria Writing Assignments:

- Writing their Daily Routine: Students will use the reflexive verbs to describe their daily routine.
- Una entrada (An entry)- Write a post for a site that matches students studying Spanish with pen pals in Peru. Start with a friendly introduction to your male or female pen pal (you can make up the person's name). Describe your typical day or week, your pastimes, your daily routine, things that you love/don't like or that bother you, and so on. Make your sentences more interesting by adding descriptions and details. Ask your new friend questions. (Writing Proficiency Workbook, p. 7)

Unit 3: Lección 3 Las Fiestas Writing Assignments:

- Cultural Festival that occur within the of January and June in different Spanish Speaking countries.

(Present and Past tenses could be used depending on when the celebration took place).

- Una celebración especial (A Special Celebration: Part 1)- Imagine that today you are going to a celebration for a special event. Complete the first sentence to say what you will celebrate and with whom. Then write six more sentences in the present tense that tell what you do to get ready for that event. SENTENCE 1: Hoy mi familia/mis amigos/mis compañeros de clase y yo celebramos... (WPW, p. 34)
- Una celebración especial (A Special Celebration: Part 2)- Now imagine that the celebration you wrote about took place last week. Rewrite your story, changing the verbs to the preterite and making other necessary changes. Remember that sequence and time works will need to be changed to reflect a past time. (WPW, p. 35)

Unit 4: Lección 4 En el Consultorio Writing Assignments:

- “Cuando era niño/a project”: Students will use the imperfect tense to discuss their childhood and incorporate vocabulary related to childhood. Erase una vez... (Once Upon a Time)* Think of a time in the past you remember well: a holiday, a vacation, a party, a weekend at your cousin’s house, or a special event. In this activity you will write a short narrative about that memory. Students will use both the preterite and imperfect tenses in their writing. (WPW, p. 55)

Unit 5: Lección 5 La Tecnología Writing Assignments:

- Comic Strip of different social media conversations on different social media platforms. Escribir una reseña (Write a review)- Write a review of a device, program, video game, or app you know well for a consumers’ blog. Describe what it does (or is supposed to do), how well it works, and what you like or don’t like about it. Fill in the form below with your information. (WPW, p. 69)

Unit 6: Lección 6 La Vivienda Writing Assignments:

- La casa de mis sueños: students will create/design and label their dream house and present it to the class. Una zona propia (Your Personal Space)- We all need personal space (una zona propia) to call our own. Maybe you’re lucky enough to have your own room or maybe not. Either way, this is fantasy time: Design and describe your ideal personal space, a room or an area that you don’t have to share with anyone else. How is it furnished? How does the space make you feel? What does it look like? A Zen meditation space where you do yoga? A game room for gaming and TV watching? (WPW, p. 81)

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Senderos 2: Spanish for a Connected World	Edition:
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Author:	ISBN: 978-1-54335-807-0
Publisher: Vista Higher Learning	Publication Date: 2023
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>

Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<p>Common vocabulary assessments per unit</p> <ul style="list-style-type: none"> ● multiple choice ● fill-in-the blank ● short answer responses exams <p>Common grammar assessments per unit</p> <ul style="list-style-type: none"> ● multiple choice ● fill-in-the blank

- short answer responses exams

Chapter formative assessment(s)

Cumulative final exams each semester.

- First Semester (Unit 1-3)
- Second Semester (Unit 4-6)

Enrichment Library Readers

Story Writing

- Students will write short stories using proper pronouns and grammar. Students will use correct sentence structure and incorporate dialogue.

Reading Time

- Beginning of the period reading time from a level appropriate book and followed by writing a summary of what they read. (Can be applied to any grammar principle or vocabulary lesson being studied.)

Comic Strip Writing

- “Tira cómica” assignment where students create a comic strip with 8-10 sections, 2-5 sentences per section, summarizing the chapter or book they read. (Can be applied to any grammar principle or vocabulary lesson being studied.)

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

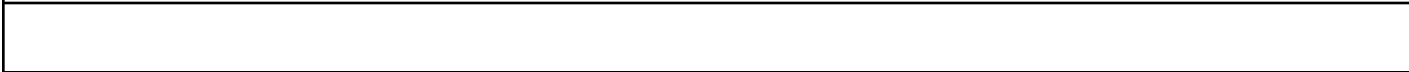
- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Vocabulary Quiz for each Lesson
 - multiple choice,
 - fill in the blank,
 - short answer responses exams

- Grammar Quiz for each Lesson
 - multiple choice,
 - fill in the blank,
 - short answer responses exams
- Writing assessments
 - Chapter projects
 - Oral Presentations
- End of semester finals
 - First Semester (Unit 1-3)
 - Second Semester (Unit 4-6)
- TPRS (Teaching Proficiency through Reading and Storytelling)



COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)				
Day(s)	Objective	Standard(s)	Chapter(s)	Reference

C. HONORS COURSES ONLY
Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION
Context for course (optional)
History of Course Development (optional)