



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 III Honors</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%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">300031, 300032</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 60%; height: 20px;"></td> <td style="border: 1px solid black; width: 40%; text-align: center;">9132</td> </tr> </table>		9132	<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%; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></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>				
	9132							
<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 style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 60%; text-align: center;">E</td> <td style="border: 1px solid black; width: 40%; text-align: center;"><input type="checkbox"/> Pending</td> </tr> </table>	E	<input type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="font-family: cursive;">Single Subject or specific Supplementary Auth: Foreign language aligned with language of Instruction</p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 70%; text-align: center; vertical-align: bottom;"> </td> <td style="border: 1px solid black; width: 30%; text-align: center; vertical-align: bottom;"> 2/26/2024 Date </td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>			2/26/2024 Date	Signature	Date
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	2/26/2024 Date							
Signature	Date							
<p>Submitted by: Julie Harris Site: SSC Date: 02/13/2024 Email: julie.harris@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>							
Approvals	Name/Signature	Date						
Director of Curriculum & Instruction								
Asst. Superintendent of Educational Services	<i>Kindy Lee Madcamel</i>	3/4/24						
Governing Board								

Prerequisite(s) (REQUIRED):
Spanish I & Spanish II
Corequisite(s) (REQUIRED):
n/a
Brief Course Description (REQUIRED):
Spanish III Honors is the third course in the sequence of preparing students for the Advanced Placement Course. Intermediate and advanced grammar, reading, writing, speaking, and listening skills are taught. Emphasis is placed on conversation, vocabulary and correct usage of the language, real world application is emphasized. This is achieved by group work, partner work and individual practice. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. Students will also complete research and presentations on various cultural topics. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials.

B. COURSE CONTENT

Course Purpose (REQUIRED):

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.

Upon completion of this course, students will be able to:

- Develop and demonstrate proficiency in Spanish in the four language skills; reading, writing, listening, and speaking
- Guide students on a successful pathway to take the AP Spanish 4 Language and Culture class and to eventually earn the state Seal of Biliteracy.
- Apply advanced Spanish grammatical concepts to various compositions.
- Increase their vocabulary through readings.
- Discuss the life and customs of Spanish speaking cultures and their contributions to world society.

- Demonstrate proficiency in reading comprehension skills through reading Spanish literature.
- Write on selected topics.

Course Outline (REQUIRED):

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.

Lección 1/Lesson 1: Relaciones personales/Personal Relationships:

By the end of this unit, students will be able to talk about feelings and relationships. Students will describe people's personalities and talk about how "I" and others feel. Students will be able to talk about people and situations in the present. In addition, students will be able to interview classmates to get to know each other and talk about their current state.

Contextos (Vocabulary topics):

- La personalidad/ personality
- Los estados emocionales/ emotional states
- Los sentimientos/ feelings
- Las relaciones personales/ personal relationships

El mundo hispano (lectura y cultura): The hispanic world (reading & culture)

To incorporate culture into the curriculum students will read the following selections from Latin American authors.

- Sonia Sotomayor: "The girl that dreamed"
- Isabel Allende and Willie Gordon.
- Pablo Neruda "Poem 20"
- Love and Friendship in Spanish=Speaking countries.

Estructura /Structure:

Students will review the present tense, progressive forms and the correct uses of the verbs ser and estar to describe people's personalities and conditions and their current state in writing and speaking form.

- Present tense of -ar; -er; -ir verbs
- Progressive forms
- Ser and estar
-

Lecturas y videos (reading & videos):

- Lectura (Reading): Strategy: Recognizing personification and metafiction in a literary selection
- Escritura (Writing): Strategy: Expressing opinions and giving advice
- Conversación (Speaking): Strategy: Using the "quick questions: techniques to meet new people
- En pantalla (on the Screen): Explicar un concepto técnico de una manera creativa. (Explain a technical concept in a creative way). "Café para llevar" Coffee to go.

- Flash Cultura (Culture Flash): Las relaciones personales. (personal relationships)

Lección 2/Lesson 2: Las Diversiones/Fun activities

By the end of this unit, students will be able to plan leisure time activities and talk about places to hang out and exercise. Students will also be able to discuss likes and dislikes. In addition, students will talk about their daily routine and daily care.

Contextos (Vocabulary topics):

- La música y el teatro: Music and theater
- Los lugares de recreo: Recreational places
- Los deportes / las diversiones: Sports and fun activities

El mundo hispano (lectura y cultura): The hispanic world (reading & culture)

Students will learn about different forms of entertainment around Latin America with special focus on bullfighting and cinema.

- “El toreo: cultura o tortura” (Bullfighting: culture or torture)
- “El nuevo cine mexicano” (mexican cinema)
- Mexican actor: Gael Garcia Bernal

Estructura /Structure:

- Object pronouns
- Gustar (to like) and similar verbs
- Reflexive verbs

Lecturas y videos (reading & videos):

- Lectura (Reading): Strategy: Identify the use of verb forms.
- Escritura (Writing): Strategy: Writing an informal email.
- Conversación (Speaking): Strategy: Students will plan an oral presentation.
- En pantalla (on the Screen): Discutir los detalles de un cortometraje sobre un concurso de pesca. (Discuss the details in a short film about fishing). “El dorado de Ford”
- Flash Cultura (Culture Flash): Reconocer instituciones y algunos personajes importantes de la industria cinematográfica mexicanas. (Recognize institutions and important characters of the Mexican Cinematic Industry) “El cine mexicano”

Lección 3/Lesson 3: La vida diaria/Daily life

During this unit, students will talk about daily chores. Describe a person’s daily activities. Describe experiences and situations in the past, as well as narrate situations providing background and referring to specific moments in the past. Students will also learn about traditional food and places in Barcelona

Contextos (Vocabulary topics):

- En casa: At home

- De compras: Shopping
- Expresiones: Expressions
- La vida diaria: Daily routine

El mundo hispano (lectura y cultura): The hispanic world (reading & culture)

Students will learn about the Spanish royal family and works of art from renowned artist Diego Velazquez.

- “El arte de la vida diaria” (Art in daily life)
- “La familia real” (the royal family)
- La Reina de España: Letizia Ortiz (The Spanish Queen)

Estructura /Structure:

- The preterite (simple past tense)
- The imperfect (complex past tense)
- The preterite vs. the imperfect

Lecturas y videos (reading & videos):

- Lectura (Reading): Strategy: Analyzing and interpreting narrative voice in poetry. Students will read the poem “Autorretrato” by author Rosario Castellanos and analyze the rhetorical figures.
- Escritura (Writing): Strategy: Writing a detailed anecdote
- Conversación (Speaking): Strategy: Preparing a presentation about a historic character from the Spanish-speaking world.
- En pantalla (on the Screen): Comentar las situaciones y eventos en un cortometraje (Comment on the situations and events in a short film). “Di algo”
- Flash Cultura (Culture Flash): Hablar de distintas tiendas de Barcelona y de productos alimenticios españoles. “De compra por Barcelona”

Lección 4/Lesson 4: La salud y el bienestar/health and wellbeing

During this unit, students will learn how to talk about health, disease and healthcare systems. Students will give advice and recommendations as well as give instructions and commands. Students will also express emotions, doubt and denial.

Contextos (Vocabulary topics):

- Los síntomas y las enfermedades (symptoms and illness)
- La salud y bienestar (health and wellbeing)
- Los médicos y el hospital (doctors and hospital)
- Las medicinas y los tratamientos (medicine and treatment)

El mundo hispano (lectura y cultura): The hispanic world (reading & culture)

Students will become familiar with different traditions from Colombia and learn how traditional medicines

are used in Spanish-speaking countries.

- “Colombia gana la guerra a una vieja enfermedad” Colombia wins the war against a disease.
- “Los abuelos y chamanes” (Grandparents and spirituals healers)
- “La ciclovía de Bogotá” (The new bike lanes in Bogotá)

Estructura /Structure:

- The subjunctive in noun clauses
- Commands
- Por and para

Lecturas y videos (reading & videos):

- Lectura (Reading): Strategy: recognizing similes in literary readings.
- Escritura (Writing): Strategy: Writing an advice sheet to promote a healthier life.
- Comunicación (Speaking): Strategy: discussing healthy foods
- En pantalla (on the Screen): Analizar algunos aspectos de la salud y la enfermedad en diferentes etapas de la vida.(Analyze some aspects of health and illness during different stages of life)
“Ayúdame a Recordar” Help me remember
- Flash Cultura (Culture Flash): Comparar los lugares de venta de medicamentos de mi estado con los de algunos países de Latinoamérica (Compare the places where medicines are sold in my state with those of some countries in latin america) “Las farmacias”

Lección 5/Lesson 5: Los viajes/travel

During this unit, students will talk about health, disease and healthcare systems. Students will give advice and recommendations as well as give instructions and commands. Students will also express emotions, doubt and denial.

Contextos (Vocabulary topics):

- De viaje (on a trip)
- El alojamiento (accommodations)
- La seguridad y los accidentes (security and accidents)
- Las excursiones (outings)

El mundo hispano (lectura y cultura): The hispanic world (reading & culture)

Students will learn about the Mayan and coffee cultural tourist routes.

- “La ruta maya” (The Maya route)
- “El canal de Panamá” (The Panama channel)
- “La ruta del café” (The coffee route)

Estructura /Structure:

- Comparatives and superlatives
- Negative, affirmative, and indefinite expressions
- The subjunctive in adjective clauses

Lecturas y videos (reading & videos):

- Lectura (Reading): Strategy: recognizing characteristics of realismo mágico /magical realism.
- Escritura (Writing): Strategy: Writing a guide for travelers, making an excursion
- Conversación (Speaking): Strategy: talking about trips and vacations
- En pantalla (on the Screen): Analizar las reacciones de los personajes de un corto y expresar cuál sería mi reacción.(Analyze the reactions to characters in the short film and express what my reaction would be) “La autoridad”.
- Flash Cultura (Culture Flash): Identificar actividades y requisitos necesarios para viajar a Costa Rica.(Identify activities and necessary requirements for travel in Costa Rica. “Viajar y gozar” /Travel and Enjoy

Lección 6/Lesson 6: La naturaleza /Nature

During this unit, students will talk about the environment, natural resources, and natural phenomena. Students will talk about actions and events that will happen in the future. They will also express purpose, condition, or intent and ask and answer questions about environmental protection.

Contextos (Vocabulary topics):

- La naturaleza (nature)
- Los animales (animals)
- Los fenómenos naturales (natural phenomenon)
- El medio ambiente (the environment)

El mundo hispano (lectura y cultura): The hispanic world (reading & culture)

Students will discuss the variety of natural reserves in central and south America.

- “La conservación de Vieques” (Conservation in Vieques)
- “Parque Nacional Submarino La Caleta” (National Submarine park La Caleta”
- “Los bosques del mar” (The forests in the sea).

Estructura /Structure:

- The Future tense
- The subjunctive in adverbial clauses
- Prepositions: a, hacia, and con

Lecturas y videos (reading & videos):

- Lectura (Reading): Strategy: flash fiction in Spanish.
- Escritura (Writing): Strategy: Writing an article about a World Heritage Site
- Conversación (Conversation): Strategy: talking about pets and wild animals
- En pantalla (on the Screen): Analizar un documental sobre la naturaleza y el significado de unas expresiones usadas en el video.(Analyze a documentary about nature and the significance of the expressions used in the video) “Playa del Carmen: Tiburón Toro”/Playa del Carmen: Bull sharks
- Flash Cultura (Culture Flash): Hablar sobre la biodiversidad de los bosques tropicales (Speak about

the biodiversity of the tropical rain forests) “Un bosque tropical”/A tropical forest

Writing Assignments (REQUIRED):

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

Unit 1: Las relaciones personales/Personal relationships:

Students will incorporate: the present tense, the progressive tense and correct uses of the verbs ser and estar and apply vocabulary from the unit to describe themselves and others in their writing.

Examples:

- Students write a short biographical paragraph, “All about me”.
- Students research, write and present orally a notable person for Hispanic Heritage Month.

Unit 2: Las diversiones/fun activities:

Students will incorporate: the object pronouns, verbs like gustar (to like) and reflexive verbs into their writing and oral presentations.

Examples:

- Students will write a storyboard about their daily routine with at least 6 scenes.
- Students will create a google slides presentation discussing their likes and dislikes with verbs similar to gustar and present to their classmates.
- Students will create a video in which they speak about their likes and dislikes about their fun activities
- Students will write an informal email to their friends about their pastimes

Unit 3: La vida diaria/daily life:

Students will incorporate: the preterite, the imperfect and the preterite vs. the imperfect into their writing and speaking presentations.

Examples:

- Students will write an anecdote about their past summer using preterite and imperfect.
- Students will prepare a presentation about a historic character from the Spanish-speaking world to be incorporated into the Day of the Dead celebration
- Students will write a biography of memorable events in their childhood-Cuando era niño/When I was a child, to demonstrate mastery of the differences between both past tenses (preterite vs. imperfect). Students will also present to classmates.

Unit 4: La salud y el bienestar/health and well-being:

Students will incorporate: the subjunctive in noun clauses, commands, and por and para

Examples:

- Students (in pairs) will create a poster promoting a healthy lifestyle.
- Students will create an “infomercial” telling the public to buy healthy foods.
- prepare a presentation about a historic character from the Spanish-speaking world to be incorporated into the Day of the Dead celebration
- Students will read a literary piece and recognize the similes. Then, in groups, students will come up with a list of similes they create on their own in the target language. Students will write a Haiku using the similes they came up with.

Unit 5: Los viajes/travel:

Students will incorporate: the subjunctive in adjective clauses, comparatives and superlatives and negative, affirmative and indefinite expressions.

Examples:

- Students (in pairs) will create a travel itinerary.
- Students will create an informative video to make travel suggestions and itinerary
- Students will read, “La luz es como el agua” by Gabriel García Márquez and learn about the elements that form the magical realism genre and identify the examples in the story provided.

Unit 6: La naturaleza/nature:

Students will incorporate: the future tense, subjunctive in adverbial clauses and prepositions.

Examples:

- Students will research, write and present about a World Heritage Site in the Spanish-speaking world
- Students will create an informative video to inform classmates of wild animals in central and south america.
- Students will write a blog/respond to a post regarding a classmate’s video using flash fiction technique.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Senderos 4- Spanish for a Connected World	Edition:
Author:	ISBN: 978-1-54335-819-3
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 *Please include online, and open source resources if any.*

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Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
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

Key assignments will address World Language Standards and include the following:

- Vocabulary Assessments
 - Multiple choice, matching, labeling, illustrate/demonstrate
- Grammar Assessments
 - Fill-in the blank,
 - incorporated through writing assessments
 - Oral presentations
- Lesson Assessments
 - Common assessments
- Unit/Chapter Assessments
 - Benchmarks that include speaking, listening, reading and writing
- Individual Presentations
 - Create videos to show understanding of concepts taught
 - Present grammar based songs
- Group Presentations
 - Skits imitating real-life scenarios of daily life situations
 - Research several cultural themes
 - Compare and contrast (US to Spanish-speaking countries)
- Cumulative Semester Finals
 - Cumulative Assessment of the following: speaking, listening, reading and writing

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

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)