

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Spanish 1B</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<b>Subject Area:</b> <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	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject Credential: Foreign Language: Spanish</i>  <i>To be completed by Human Resources only.</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <i>Stephanos D. Altan</i>            Signature         </div> <div style="text-align: center;"> <i>May 6, 2019</i>            Date         </div> </div> </div>	
<b>Meets "AP" Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Brenda Nieves</b> Site: PMS Date: 5/6/19	<b>Unit Value/Length of Course:</b> <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:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		<i>5/7/19</i>
Asst. Superintendent of Educational Services		<i>5/14/19</i>
Governing Board		

**Prerequisite(s) (REQUIRED):**

Spanish 1A

**Corequisite(s) (REQUIRED):**

N/A

**Brief Course Description (REQUIRED):**

Students will develop basic to intermediate level skills in listening, reading, writing, and speaking through a variety of instructional activities. Proficiency in reading comprehension is developed through the use of short stories and articles. Students also practice composition skills by writing short paragraphs on selected topics. Students develop cultural understanding and awareness of the people and cultural studied. Emphasis is placed on preparing students to take Spanish II in high school.

## 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.*

### Course Goals and/or Major Student Outcomes(California State Standards)

**Course goals:**

1. Develop and demonstrate proficiency in Spanish in the four language skills; reading, writing, listening, and speaking.
2. Guide students on a successful pathway to earn the state Seal of Biliteracy.
3. Acquire and apply the basic principles of Spanish grammar to composition.
4. Discuss and appreciate the life and customs of Spanish speaking cultures.
5. Increase literacy and reading comprehension through Spanish literature.
6. Write sentences/paragraphs on selected topics

## COURSE OBJECTIVES

### After satisfactory completion of this course:

- Review and expand their study of common vocabulary topics, including professional context such as ,Beauty and Aesthetic, Science and Technology, and shopping, and families and communities.
- Gain an understanding of wide range of grammar patterns, including present,
- Analyze and compare cultural practices, products, and perspectives of various Spanish -speaking countries.
- Participate in expanded conversations and respond appropriate to variety of conversational prompts.
- Communicate more meaningfully using correct vocabulary and grammatical structures.
- Read,write, speak, and listen for meaning in Spanish.
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries.
- Regularly assess progress in proficiency through quizzes, tests, and speaking /writing submissions.

### **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.*

Contextos:	Listen to audio key vocabulary and Tutorials
Fotonovela:	See characters use the vocabulary in real context.
Pronunciación	Improving spoken accent by listening to native speakers
Cultura:	Explore cultural topics through the <b>Conexion Internet</b> activity or reading <b>Mas cultura</b> selection
Estructura:	Watch animated <b>Tutorials</b> and then answer el profesor's questions to assess comprehension
Adelante:	Listen along with the reading and pre recorded audio from Escuchar, watch En pantalla

Vocabulario:	Review vocabulary with <b>audio</b> . Practice vocabulary with Flashcards in <b>My Vocabulary</b> . Have students complete the Diagnostic <b>Recapitulación</b> to see what they still need to study
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**Writing Assignments (REQUIRED):**

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

Students will respond to statements and/or questions in Spanish. Students will actively participate in the process of writing by generating short compositions on selected topics, which incorporate description, detail, and accurate grammar structures.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: Descubre 1	Edition: 2016
Author: José A. Blanco	ISBN: Student ISBN: 978-I-68004-319-8 Teacher ISBN: 978-I-68004-324-2
Publisher: Vista Higher Learning	Publication Date: 2017
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.*

Vista Learning Supersite Internet Resources

<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$ 5,040	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$

<b>Key Assignments (REQUIRED):</b>
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 and Grammar quizzes Lesson and Unit Assessments Group and Individual Presentation
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be use.
Vocabulary and grammatical structures are presented and students will be given a variety of educational tools to make their learning experience rewarding and challenging. In this communicative approach class, they will be interacting with their classmates using multimedia, lively Powerpoint presentations and class lectures, group and pair activities that will enhance their interest and participation;and most importantly , empowering the students to succeed
Outside of class ,students read the assigned, Descubre 1, watch Fotonovela and other cultural video clips scripts for comprehension, and write and record exercises
A.Basic reading skills <ul style="list-style-type: none"> <li>1. Teacher input and demonstrations</li> <li>2. Teacher directed reading</li> <li>3. Students oral reading</li> <li>4. Group reading</li> <li>5. Class work and group work</li> </ul>
B.Basic writing skills <ul style="list-style-type: none"> <li>1. Teacher modeling</li> <li>2. Teacher input and demonstration</li> <li>3. Individual, paired and group work</li> <li>4. Graphic organizers</li> <li>5. Pre-writing, draft, revision, editing activities</li> </ul>

- C. Speaking /Listening skills
  1. Teacher modeling
  2. Teacher input and demonstrations
  3. Individual, paired and group work
- D. Cultural Skills
  1. Teacher input and demonstration
  2. Reading, research
  3. Media presentation
  4. Music, culinary arts, dance

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

- A. Oral in-class Participation/Classwork/Homework
- B. Focus Activities
- C. Homework/Activities
- D. Student presentations
- E. Quizzes and Tests
- F. Writing Assessments
- G. Projects (including Artifacts, Written and Oral Assessments)

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
Semester 1 Weeks 1-6 Days 1-30	4.1 : Present tense of <b>ir</b> 4.2 : Stem-changing verbs: <b>e:ie, o:ue</b>	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Lección 4	Descubre p.115-150
Weeks 7-12 Days 31-60	4.3 : Stem-changing verbs <b>e:i</b> 4.4 : Verbs with irregular <b>yo</b> form	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Lección 4	Descubre p.115-150

Weeks 13-18 Days 61-80	5.1 : <b>Estar</b> with conditions and emotions 5.2 : The present progressive	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Lección 5	Descubre p.151-188
<b>Semester 2</b> Weeks 1-6 Days 86-115	5.3 : <b>Ser and Estar</b> 5.4 : Direct object nouns and pronouns	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Leccion 5	Descubre p.151-188
Weeks 7-12 Days 116-145	6.1 : <b>Saber and Conocer</b> 6.2 : Possessive adjectives	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Leccion 6	Descubre p.189-224
Weeks 13-18 Days 146-175	6.3 : Present tense or -er and -ir verbs 6.4 : Present tense of tener and venir	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Leccion 6	Descubre p.189-224

**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)**