

# 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 Language Essentials</div> XNew <input 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
<b>Transcript Title/Abbreviation:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	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>Credential Required to teach this course:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p style="text-align: center; margin: 5px 0;"><i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;">Signature</td> <td style="width: 50%; text-align: center; border: none;">Date</td> </tr> </table>		Signature	Date
Signature	Date			
<b>Required for Graduation:</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>Meets UC/CSU Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<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>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Submitted by:</b> Site: PVHS/World Language Date: 10/7/16			
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>		
Director of Curriculum & Instruction		11/13/17		
Asst. Superintendent of Educational Services		11.17.17		
Governing Board				

<b>Prerequisite(s) (REQUIRED):</b>
This course is designed for students on an Individualized Education Program (IEP).
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
This fun, interactive course for high school students is filled with diverse, multimedia language activities. Students begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored.

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b> <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>
This course is an opportunity for students who are not on the A-G track to fulfill graduation requirements. This course will not meet prerequisite for Spanish 2.
<b>Course Outline (REQUIRED):</b> <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>
See attached Course Outline document.

**Writing Assignments (REQUIRED):**

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

- Lesson #1: Why do you want to learn a second language? Students will write two paragraphs explaining what they hope to achieve this year.
- Lesson #2: Students will write 5 sentences in Spanish saying what they like to do and 5 sentences saying what they do not like to do.
- Lesson #3: Students will write 10 sentences saying what family members they have and a description of each family member.
- Lesson #4: Students will write 10 sentences describing the weather and activities in each season.

**INSTRUCTIONAL MATERIALS (REQUIRED)****Textbook #1**

Title: Descubre 1

Edition: Second Edition

Author: Jose A. Blanco (publisher)

ISBN:978-1-68004-319-8

Publisher: Vista Higher Learning

Publication Date: 2017

Usage:

- Primary Text  
 Read in entirety or near

**Textbook #2**

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text  
 Read in entirety or near

**Supplemental Instructional Materials** *Please include online, and open source resources if any.***Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.**If more space is needed than what is provided, please attach backup as applicable.*

Cost for class set of textbooks: \$	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
<ul style="list-style-type: none"> <li>● Students will take final exams at the end of each semester.</li> <li>● Students will use technology to complete country projects. Options Prezi or power point.</li> <li>● Students will keep a journal and have specific entries on topics we are currently covering in class.</li> <li>● Students will complete one writing assessment per unit.</li> <li>● Students will complete speaking activities to measure their oral communication skills.</li> </ul>
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be use.
<ul style="list-style-type: none"> <li>● Direct instruction</li> <li>● Checking for understanding</li> <li>● Bell Work</li> <li>● Total Physical Response</li> <li>● Visual Aids</li> <li>● Power Point presentations (for grammatical concepts)</li> <li>● Kinesthetic activities (our of your seat activities)</li> <li>● Partner Work/Group work</li> <li>● Speaking and Writing activities</li> <li>● Listening and Comprehension Activities</li> </ul>
<b>Assessment Methods and/or Tools (REQUIRED):</b>
Please list different methods of assessments that will be used.
<ul style="list-style-type: none"> <li>● Tests / Benchmarks</li> <li>● Quizzes</li> <li>● Journal Writing</li> <li>● Projects</li> <li>● Webquest Activities</li> <li>● Oral Presentations</li> </ul>

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

<b>Day(s)</b>	<b>Objective</b>	<b>Standard(s)</b>	<b>Chapter(s)</b>	<b>Reference</b>
Week (1-9)	<p><b><u>Vocabulary</u></b>                      -Greetings                      -Alphabet                      -#s 0-30                      -Colors                      -Countries and nationalities pg.114</p> <p><b><u>Grammar</u></b>                      -Subject pronouns                      -Tú vs. Usted                      -Nouns (gender/quantity)                      -Articles (def/indef)                      -Ser verb</p> <p><b><u>Culture</u></b>                      -Mexico                      -History                      -Geography                      -Food                      -Traditions: Day of the Dead</p> <p><b><u>Pronunciation</u></b>                      -Alphabet pg 9</p>	See World Language Standards	Lesson #1	Online Resources
Week (10-18)	<p><b><u>Vocabulary</u></b>                      -School                      -Days, months                      -#s 30-100                      -Colors pg.114                      -Interrogative words</p> <p><b><u>Grammar</u></b>                      -/Gustar/ Verb                      -Adjectives                      -Telling time/date                      -Forming questions                      -/Estar/ Verb</p> <p><b><u>Culture</u></b>                      -Spain (pg.74)                      -History</p>	See World Language Standards	Lesson #2	Online Resources

	<ul style="list-style-type: none"> <li>-Geography</li> <li>-Food</li> <li>-Festivals: La Tomatina</li> <li>-The Running of the Bulls</li> </ul> <p><b><u>Pronunciation</u></b></p> <ul style="list-style-type: none"> <li>-Vowels pg 47</li> </ul>			
Semester 2 Week (19-28)	<p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-Common /-ar/ verbs</li> <li>-Family</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Conjugating regular /-ar/verbs</li> <li>-Possession using “de”</li> <li>-Possessive adjectives</li> <li>-The verb tener</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>-Central America Countries (Maps, Flags, Cities etc.)</li> <li>Spanish last names (pg 86)</li> </ul> <p><b><u>Pronunciation</u></b></p> <ul style="list-style-type: none"> <li>-Syllables</li> <li>-Diphthongs (pg 85)</li> </ul>	See World Language Standards	Lesson #3	Online Resources
Weeks (30-38)	<p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>-Food</li> <li>-Seasons</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Conjugating regular er/ir verbs</li> <li>-Hacer/weather</li> </ul> <p><b><u>Culture</u></b></p> <ul style="list-style-type: none"> <li>-South American Countries (Maps, Flags, Cities etc)</li> </ul> <p><b><u>Pronunciation</u></b></p> <ul style="list-style-type: none"> <li>-Consonants</li> <li>B-V (pg.161)</li> </ul>	See World Language Standards	Lesson #4	Online Resources

**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)**