


Perris Union High School District Course of Study

A. COURSE INFORMATION

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|--|--|---|-----------|------|
| Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Spanish for Spanish Speakers I</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised | Subject Area: <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 | Grade Level <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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 | | |
| Transcript Title/Abbreviation: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Spanish SS I</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 | | | |
| Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">100111/100112</div> (To be assigned by Educational Services) | | | | |
| Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Credential Required to teach this course: <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p style="text-align: center;"><i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></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 | | | |
| Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services) | Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | | | |
| Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Unit Value/Length of Course: <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: | | | |
| Submitted by: Hilda Avalos, Sandra Flores, Nancy Saucedo, Andres Tapia, Jose Topete, Charles Tippie, Gregory Wise (revised 3/5/20) Site: PVHS, HHS, PHS, SSC, PHS Date: 4/27/16 (revised 3/5/20) | | | | |
| Approvals | Name/Signature | Date | | |
| Director of Curriculum & Instruction |  | 3/6/20 | | |
| Asst. Sup. of Educational Services | | | | |
| PUHSD Board | | | | |

Prerequisite(s) (REQUIRED):

A score of Basic on the district Spanish for Spanish Speakers Assessment.

Corequisite(s) (REQUIRED):

None

Brief Course Description (REQUIRED):

Spanish for Spanish Speakers, who are deficient in Spanish reading and writing skills, is a basic course for students fluent in everyday conversational Spanish. Heavy emphasis is placed on basic reading and writing skills. Reading is developed by class reading and analyzing short stories and poetry. Writing skills are developed by the use of activities in conjunction with reading assignments including graphic organizers, written responses to literary works, essays, and projects. Additionally, grammar and vocabulary exercises are used to refine language skills. Students' verbal skills are enhanced through small group and whole-class discussion.

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. Increase their vocabulary through readings.
5. Discuss the life and customs of Spanish speaking cultures and their contributions to world society.
6. Demonstrate proficiency in reading comprehension skills through reading Spanish literature.
7. Write an essay on selected topics.

COURSE OBJECTIVES

After satisfactory completion of this course:

1. Demonstrate an acceptable use and pronunciation of the Spanish language at an intermediate level.

Using the communicative approach the Communications goal is an integral part of this course. Diverse formats (discussion topics, role-plays, interviews, oral presentations, and so forth) promote authentic communicative exchange in which the student will provide, obtain, and interpret information, as well as express emotions and/or opinions recording their activities or by interacting online and in class with their classmates and/or the instructor.

2. Synthesize grammatical, cultural, and thematic material to expand their communicative abilities through interactive activities.

In addition to oral skills, written communicative skills are strengthened through a wide array of practical and creative tasks. New vocabulary is introduced by providing comprehensible input in the form of a description, narration or short reading.

3. Develop further insight into the nature of language through comparisons.

The student will compare and contrast grammatical structures of their own language with clear, comprehensive grammar explanations presented in this course. Exercises can be done orally as class, pair, or group activities or may be assigned as written homework, and they can report the results to the class. Compelling discussion topics throughout the course encourage the students to compare and contrast new information with their own familiar concepts and ideas.

4. Acquire cultural knowledge, and recognize distinctive viewpoints.

Through connections with multiple disciplines such as film, literature, and art, the students will be exposed to various cultural practices and perspectives of the Spanish-speaking world. Before viewing the film (reading, literature, art), the students scan the comprehension questions, and then compare the plot, characters, and endings to their earlier predictions, and/or recent movies, books, art work.

5. Expand the use of language beyond the classroom setting and participate in broader, richer Spanish-speaking communities.

Outside projects, multimedia resources, online information and activities provide access to a wealth of opportunities for the students to expand the use of Spanish outside the classroom.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples.

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| <i>Show examples of how the text is incorporated into the topics covered.</i> | |
| <i>Contenido:</i> | Outlines the content and themes of each lesson. |
| <i>Para Empezar:</i> | Practices the lesson vocabulary with thematic activities. |
| <i>Cortometraje:</i> | Features award-winning short films by contemporary Hispanic filmmakers. |
| <i>Preparación and Análisis:</i> | Provide pre and post-viewing support for each film. |
| <i>Galería de Creadores:</i> | Profiles important cultural and artistic figures from the region. |
| <i>Imagina:</i> | Simulates a voyage to the featured country or region. |
| <i>Estructuras:</i> | Presents key intermediate grammar topic with detailed visual support. |
| <i>Estructuras:</i> | Progresses from directed to communicative practice. |
| <i>Síntesis:</i> | Brings together the lesson grammar and vocabulary themes. |
| <i>Cultura:</i> | Features a dynamic cultural reading |
| <i>Literatura:</i> | Showcases literary readings by well-known writers from across the Spanish-speaking world. |
| <i>Preparación and Análisis:</i> | Activities provide in-depth pre- and post-reading support for each selection in Literatura and Cultura . |
| <i>Vocabulario:</i> | Summarizes the active vocabulary in each lesson. |

INSTRUCTIONAL MATERIALS (REQUIRED)

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| Textbook #1 | |
| Title: Imagina | Edition: 3rd |
| Author: José A. Blanco | ISBN-10: 1618578812 ISBN-13: 978-1618578815 |
| Publisher: Vista Higher Learning | Publication Date: 2015 |

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| Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near | |
| Textbook #2 | |
| Title: Revistas | Edition: Fourth Edition |
| Author: José A. Blanco | ISBN-10: 1618570765 ISBN-13: 978-1618570765 |
| Publisher: Vista | Publication Date: 2014 |
| 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> | |
| Revistas will be used as supplemental instructional materials during classroom time only. A class set of Revistas will be purchased for each teacher teaching this course. | |
| 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 backup as applicable. | |
| Cost for class set of textbooks: \$3,960 | Description of Additional Costs: Revistas will be used only in the classroom. A class set will be purchased for each teacher for a total of \$4,320 per class of 36 students. |
| Additional costs: \$4,320 | |
| Total cost per class set of instructional materials: | \$ 8,280 |

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| 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 cover: Vocabulary quizzes and grammar quizzes Unit Assessments Individual and Group Presentations |
| Instructional Methods and/or Strategies (REQUIRED): |
| Please list specific instructional methods that will be used. |

This course is conducted primarily in Spanish. 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 assigned text, *Imagina, Cultura, Literatura*, watch *Cortometraje* scripts for comprehension, and write and record exercises.

A. Basic reading skills

1. Teacher input and demonstration
2. Teacher directed reading
3. Student oral reading
4. Group reading
5. Class and group work

B. Basic writing skills

1. Teacher input and demonstration
2. Individual, paired and group work
3. Graphic organizers
4. Pre-writing, draft, revision, editing activities

C. Speaking/Listening skills

1. Teacher modeling
2. Teacher input and demonstration
3. Individual, paired and group work
4. Note-taking skills

D. Cultural Skills

1. Teacher input and demonstration
2. Reading, research
3. Media presentations
4. Music, food, 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/Classwork

D. Student presentations

- E. Quizzes and Tests
 F. Writing Assessments
 G. Projects (including Artifact, Written and Oral Assessment)

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

| Day(s) | Objective | Standard(s) | Chapter(s) | Reference |
|---|--|---|------------|-------------------|
| Semester 1 Weeks 1-6 Days 1-30 | 1.1 : The present tense 1.2 : Ser and estar 1.3 : Gustar and similar verbs 1.4 : Nouns and Articles 1.5 : Adjectives | <p>Content</p> <p>1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines</p> <p>Communication</p> <p>Stage I</p> <p>1.0 Students use formulaic language</p> <p>Stage II</p> <p>2.0 Students use created language</p> <p>Stage III</p> <p>3.0 Students use planned language</p> <p>Stage IV</p> <p>4.0 Students use extended language</p> <p>Cultures</p> <p>Stage I</p> <p>1.0 Students use appropriate responses to rehearsed cultural situations.</p> <p>Stage II</p> <p>2.0 Students use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics.</p> <p>Stage III</p> | Lección 1 | Imagina p.4-39 |

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| | | <p>3.0 Students use knowledge of text structure to understand topics related to the external environment.</p> <p>Stage IV</p> <p>4.0 Students use knowledge of extended discourse to understand abstract and academic topics.</p> <p>Settings</p> <p>Stage I</p> <p>1.0 Students use language in highly predictable common daily settings.</p> <p>Stage II</p> <p>2.0 Students use language in interpersonal settings.</p> <p>Stage III</p> <p>3.0 Students use language in informal and some formal settings.</p> <p>Stage IV</p> <p>4.0 Students use language in informal and formal settings</p> | | |
| <p>Weeks 7-12 Days 31-60</p> | <p>2.1 : The preterite 2.2 : The imperfect 2.3 : The preterite vs the imperfect 2.4 : Progressive forms 2.5 : Telling time</p> | <p>Content: 1.0 Communication: 1.0, 2.0, 3.0, 4.0 Cultures:1.0, 2.0, 3.0, 4.0 Settings: 1.0, 2.0, 3.0, 4.0</p> | <p>Lección 2</p> | <p>Imagina p.42-77</p> |
| <p>Weeks 13-16 Days 61-75</p> | <p>3.1 : Subjunctive and noun clauses 3.2 : Objective pronouns</p> | <p>Content: 1.0 Communication: 1.0, 2.0, 3.0, 4.0</p> | <p>First half of Lección 3</p> | <p>Imagina p.80-103</p> |

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| | | Cultures:1.0, 2.0, 3.0, 4.0 Settings: 1.0, 2.0, 3.0, 4.0 | | |
| Week 17 Days 76-80 | Review previously covered material in preparation for the final exam | Content: 1.0 Communication: 1.0, 2.0, 3.0, 4.0 Cultures:1.0, 2.0, 3.0, 4.0 Settings: 1.0, 2.0, 3.0, 4.0 | | |
| Week 18 Days 81-85 | Final exam | | | |
| Semester 2 Weeks 1-3 Days 86-100 | 3.3 Commands 3.4 Possessive adjectives 3.5 Demonstrative adjectives and pronouns | Content: 1.0 Communication: 1.0, 2.0, 3.0, 4.0 Cultures:1.0, 2.0, 3.0, 4.0 Settings: 1.0, 2.0, 3.0, 4.0 | Second half of Lección 3 | Imagina p.104-117 |
| Weeks 4-9 Days 101-130 | 4.1 The subjunctive in noun clauses. 4.2 Reflexive verbs. 4.3 Por and para . 4.4 to become: hacerse, ponerse, volverse, and llegar a ser. | Content: 1.0 Communication: 1.0, 2.0, 3.0, 4.0 Cultures:1.0, 2.0, 3.0, 4.0 Settings: 1.0, 2.0, 3.0, 4.0 | Leccion 4 | Imagina p.120-155 |
| Weeks 10-15 Days 131-160 | 5.1 The future 5.2 The conditional 5.3 Relative pronouns 5.4 Qué vs cuál 5.5 The neuter lo | Content: 1.0 Communication: 1.0, 2.0, 3.0, 4.0 Cultures:1.0, 2.0, 3.0, 4.0 Settings: 1.0, 2.0, 3.0, 4.0 | Leccion 5 | Imagina p.158-193 |
| Week 16 Days 161-165 | Culturally significant project | Content: 1.0 Communication: 1.0, 2.0, 3.0, 4.0 Cultures:1.0, 2.0, 3.0, 4.0 | | |

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| | | Settings: 1.0, 2.0, 3.0, 4.0 | | |
| Week 17 166-170 | Review previously covered material and preparation for the final exam | Content: 1.0 Communication: 1.0, 2.0, 3.0, 4.0 Cultures:1.0, 2.0, 3.0, 4.0 Settings: 1.0, 2.0, 3.0, 4.0 | | |
| Week 18 Days 171-175 | Final exam | | | |

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| C. HONORS COURSES ONLY |
| Indicate how much this honors course is different from the standard course. |
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| D. BACKGROUND INFORMATION |
| Context for course (optional) |
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| History of Course Development (optional) |
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