

Perris Union High School District

Course of Study

A. COURSE INFORMATION				
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Spanish Speaker 2</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 SS2</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;">100121/100122</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; margin: 0;"><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 <u>previously approved by UC</u> 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):

Completion of Spanish for Spanish Speakers I with a grade of C or better or a score of Proficient or Advanced on the District Test D placement assessment.

Corequisite(s) (REQUIRED):

None

Brief Course Description (REQUIRED):

This class reinforces and expands on the knowledge and skills represented in the first year, specifically reading, writing, as well as listening, speaking and culture. Emphasis is placed on preparing students to take the Advanced Placement Spanish IV class and exam.

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. Show examples of how the text is incorporated into the topics covered.

<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 fim.
<i>Galería de Creadores:</i>	Profiles import 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)	
Textbook #1	
Title: Imagina	Edition: 3rd
Author: Jose A. Blanco, C. Cecilia Tocaimaza-Hatch	ISBN:ISBN-10: 1618578812 ISBN-13: 978-1618578815
Publisher: Vista Higher Learning	Publication Date:2015
Usage: <ul style="list-style-type: none"> ✓ Primary Text ✓ Read in entirety or near 	

Textbook #2	
Title: Intrigas	Edition:2nd Edition
Author: James C. Courtad, Kathryn Everly, Martín Gaspar	ISBN:
Publisher:Vista Higher Learning	Publication Date:2014
Usage: Primary Text ✓ 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. http://www.newsela.com	
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: \$5,580	Description of Additional Costs: Intrigas 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:	\$9,900

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 Grammar quizzes Lesson Tests Each assignment reflects the topics covered in each lesson.
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

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
Weeks 1-6 Days 1-30	6.1 The Subjunctive and Adverbial Clauses 6.2 The Past Subjunctive 6.3 Comparative & Superlatives 6.4 Adverbs 6.5 Diminutives and augmentatives	<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> <p>3.0 Students use knowledge of text structure to understand topics related to the external</p>	Lección 1	Pages 194-231

		<p>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 7-13 Days 31-60</p>	<p>7.1 The present perfect 7.2 The present perfect subjunctive 7.3 Uses of se 7.4 Past participles used as adjectives 7.5 Time expressions with hacer.</p>	<p>Content: 1.0</p> <p>Communication: 1.0, 2.0, 3.0, 4.0</p> <p>Cultures:1.0, 2.0, 3.0, 4.0</p> <p>Settings: 1.0, 2.0, 3.0, 4.0</p>	Lección 7	<p>Pages 232-267</p>
<p>Weeks 14-20 Days 61-90</p>	<p>8.1 The past perfect 8.2 The past perfect subjunctive 8.3 Uses of the infinitive 8.4 Prepositions; a, hacia and con</p>	<p>Content: 1.0</p> <p>Communication: 1.0, 2.0, 3.0, 4.0</p> <p>Cultures:1.0, 2.0, 3.0, 4.0</p>	Lección 8	<p>Pages 268-301</p>

		Settings: 1.0, 2.0, 3.0, 4.0		
Weeks 21-26 Days 91-120	9.1 The future perfect 9.2 The conditional perfect 9.3 Si clauses 9.4 Transitional expressions	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	Lección 9	Pages 302-335
Weeks 27-33 Days 121-150	10.1 The passive voice 10.2 Negative and affirmative expressions 10.3 Summary of the Indicative And the subjunctive 10.4 Pero vs. sino	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	Lección 10	Pages 336-373

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)

