



# Perris Union High School District

## Course of Study

### A: COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Spanish I</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><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">100010, 100011, 100012</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED:    <b>CALPADS CODE:</b></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;">9130</td> </tr> </table>		9130	<p><b>Subject Area:</b></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><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>Grade Level(s)</b></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>		
	9130					
<p><b>Was this course <u>previously approved by UC for PUHSD?</u></b></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;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-size: small;">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;">  Signature         </td> <td style="border: 1px solid black; width: 30%; text-align: center;"> <p style="font-size: small;">2/26/2024</p>Date         </td> </tr> </table>		 Signature	<p style="font-size: small;">2/26/2024</p> Date
E	<input type="checkbox"/> Pending					
 Signature	<p style="font-size: small;">2/26/2024</p> Date					
<p><b>Submitted by:</b> Julie Harris  <b>Site:</b> SSC  <b>Date:</b> 02/14/24  <b>Email:</b> julie.harris@puhsd.org</p>	<p><b>Unit Value/Length of Course:</b></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>					
<p><b>Approvals</b></p>	<p><b>Name/Signature</b></p>	<p><b>Date</b></p>				
Director of Curriculum & Instruction						
Asst. Superintendent of Educational Services		3/7/24				
Governing Board						

<b>Prerequisite(s) (REQUIRED):</b>
n/a
<b>Corequisite(s) (REQUIRED):</b>
n/a
<b>Brief Course Description (REQUIRED):</b>
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 cultures studied. Emphasis is placed on preparing students to take Spanish II.

## 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>
Students will develop and demonstrate proficiency in Spanish in the four language skills; reading, writing, listening, and speaking. This course will guide students on a successful pathway to earn the state Seal of Biliteracy. Students will acquire and apply the basic principles of Spanish grammar to composition. This course will allow students to discuss and appreciate the life and customs of Spanish speaking cultures. After taking this course students will increase literacy and reading comprehension through Spanish literature. Students will also be able to write sentences/paragraphs on selected topics.
<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>
<b>Preliminary Unit (Lección Preliminar)</b>
<b>Unit Description:</b>

By the end of this unit, students will be able to ask their classmates where they are from. They will be able to interview classmates and find out basic information about them, including age and school classes. In addition, students will ask and answer questions about objects in the classroom, class schedules and talk about their school schedule, classes, and teachers.

**Context:**

¿Cómo te llamas? (What is your name?)  
El alfabeto (The Alphabet)  
¿De dónde eres? (Where are you from?)  
¿Cuántos años tienes? (How old are you?)  
Classroom vocabulary

**Preview:**

El salón de clases (The Classroom)  
Las materias (The subject)  
Los días de la semana (The days of the weeks)

**Culture:**

En detalle: Aquí se habla español “We speak Spanish”  
Perfil: Los salvadoreños de Washington, D.C. (The salvadorans of Washington, D.C.)

**Structure:**

Síntesis (Synthesis)

**Vocabulary:**

Saludos (greetings)  
Despedidas (leavings)  
¿Cómo estás? (How are you?)  
Expresiones de cortesía (courtesy expressions)  
Presentaciones (Introductions)  
¿De dónde es? (Where are you from?)  
Palabras adicionales “Países” (additional words, “countries”)  
Sustantivos “Classroom items” (Nouns)

**Unit 1/Lección 1: Hola, ¿Qué tal? (Hello, What’s Happening?)**

During this lesson students will be able to greet new acquaintances, introduce themselves, say goodbye, name familiar objects and people, use numbers to say how many there are of something, tell time, understand simple descriptions of classmates and classroom objects. They will also interview their Spanish teacher to find out basic information about him/ her/they. In addition, they will learn about greetings and personal space in Spanish-speaking countries, the importance of plazas in Spanish-speaking countries and about the Hispanic community in the U.S.

**Context:**

- Greetings and goodbyes.
- Identifying yourself and others.
- Courtesy expressions.

**Video Story/Fotonovela:**

- Amigos de todas partes (Friends in all parts)
- Pronunciación (Pronunciation)
- The Spanish alphabet

**Pronunciation/Pronunciación:**

The Spanish alphabet

**Culture:**

En detalle: Los saludos y el espacio personal (Greetings and personal space)

Perfil: La plaza principal (The main town square)

**Structure:**

1.1 Nouns and articles

1.2 Numbers 0-30

1.3 Present tense of ser (to be)

1.4 Telling time

Recapitulación (Review)

**Forward/Adelante:**

- Lectura (reading): Recognizing cognates
- Escritura (writing): Writing in Spanish
- Escuchar (listening): Listening to words you know
- En pantalla (on the Screen): Anuncio para los latinos (Announcement for latinos)
- Flash Cultura (Culture Flash): Encuentros en la plaza (Find us in the town square)
- Panorama: Estados Unidos y Canadá. (The United States and Canada)

**Vocabulary:**

- Saludos, despedidas y presentaciones (greetings, leavings and presentations)
- Introducciones (introductions)
- Expresiones de cortesía (courtesy expressions)
- Sustantivos (nouns)
- Países (countries)

## **Unit 2/Lección 2: En la Clase (In Class)**

During this lesson students will be able to meet a new student in school, find out basic information about him/her/they, ask and answer simple questions about academic life, talk about their daily activities and their activity preferences. They will be able to explain where objects and people are located. They will also learn about the culture and people in Mexico such as their schools and school life.

### **Context:**

- The classroom and school life
- Fields of study and school subjects.
- Days of the week
- Class schedules

### **Video Story/Fotonovela:**

- ¿Te gustan los lunes? (Do you like Mondays?)
- Pronunciación (Pronunciation)
- Spanish vowels

### **Pronunciation/Pronunciación:**

- Spanish vowels

### **Culture:**

- En detalle: La escuela secundaria en México. (Middle School in Mexico)
- Perfil: Escuela21. Educación innovadora. (Innovative School)

### **Structure:**

- 2.1 Present tense of -ar verbs
- 2.2 Forming questions in Spanish
- 2.3 Present tense of estar (to be)
- 2.4 Numbers 31 and higher

### **Forward/Adelante:**

- Lectura (Reading): Predicting content through formats
- Escritura (Writing): Brainstorming
- Escuchar (Listening): Listening for cognates
- En pantalla (on the Screen): Calendarios (Calendars)
- Flash Cultura (Culture Flash): Los estudios (Studies)
- Panorama: Ecuador

### **Vocabulary:**

- La clase (the class)

- Las materias (the materials/supplies)
- Preposiciones y adverbios (prepositions and adverbs)
- -ar verbs
- Los días de la semana (days of the week)

### **Unit 3/Lección 3: La familia (Family)**

During this unit, students will learn how to talk about family members and their relationships to each other and introduce their family to a friend. This includes describing the members of their extended family, including how they are related to each other. Students will also describe activities on a typical day and talk about things they have to do. Students will also learn about various family traditions in Spanish-speaking countries.

#### **Context:**

- The family
- Identifying people
- professions and occupations

#### **Video Story/Fotonovela:**

- *Una Visita Inesperada (An Unexpected Visit)*

#### **Pronunciation/Pronunciación:**

- Diphthongs and linking

#### **Culture:**

- **En detalle:** Tradiciones familiares (Family Traditions)
- **Perfil:** La familia real española (The Spanish Royal Family)

#### **Structure:**

- **3.1** Descriptive Adjectives
- **3.2** Possessive Adjectives
- **3.3** Present Tense **-er** and **-ir** verbs
- **3.4** Present Tense of **Tener (to have)** and **Venir (to come)**

#### **Forward/Adelante:**

- Lectura (Reading): Guessing meaning from context
- Escritura (Writing): Using idea maps
- Escuchar (Listening): Asking for repetition/Replaying and recording
- En pantalla (on the Screen): Diminutivos
- Flash Cultura (Culture Flash): La familia
- Panorama: Ecuador

**Vocabulary:**

- La familia (the family)
- Otras personas (other persons)
- Adjetivos (adjectives)
- Profesiones (professions)
- Colores (colors)
- Nacionalidades (nationalities)
- -er and -ir verbs

**Unit 4/Lección 4: Los Pasatiempos (Hobbies)**

During this unit, students will talk about favorite pastimes and make plans to do them. They will learn how to make vacation plans. Students will learn how to discuss favorite TV sports and describe their favorite movies. Students will compare popular sports from their native countries to Spanish-speaking countries. Students will learn about important sports figures.

**Context:**

- Pastimes
- Sports
- Places in the city

**Video Story/Fotonovela:**

- ¿Dónde están las entradas? (Where are the tickets?)

**Pronunciation/Pronunciación:**

- Word stress and accent marks

**Culture:**

- **En detalle (In detail):** La pasión por el fútbol (The passion for soccer)
- **Perfil (Profile):** Miguel Cabrera y Paola Espinosa

**Structure:**

- 4.1 Present tense of *ir*
- 4.2 Stem-changing verbs: **e:ie, o:ue**
- 4.3 Stem-changing verbs: **e:i**
- 4.4 Verbs with irregular *yo* forms

**Forward/Adelante:**

- Lectura (Reading): Predicting content from visuals
- Escritura (Writing): Using a dictionary
- Escuchar (Listening): Listening for the gist
- En pantalla (On the Screen): Ejes
- Flash Cultura (Culture Flash): ¡Fútbol en España!
- Panorama: México

**Vocabulary:**

- Pasatiempos (hobbies)
- Deportes (sports)
- Lugares (places)
- Adjetivos (adjectives)
- Stem-changing verbs

**Unit 5/Lección 5: Las Vacaciones (Vacations)**

During this unit, students will participate in a conversation about planning a trip and checking into a hotel. They will learn about popular tourist destinations in Spanish-speaking countries. They will learn how to share what people are doing at specific times. Students will be able to describe people and places and describe how people feel.

**Context:**

- Travel and vacation
- Months of the years
- Seasons and weather
- Ordinal numbers

**Video Story/Fotonovela:**

- De viaje en Toledo (Traveling in Toledo)

**Pronunciation/Pronunciación:**

- Spanish b and v

**Culture:**

- **En detalle (In detail):** Destinos turísticos latinoamericanos (Touristic destinations in latin america)
- **Perfil (Profile):** Punta del Este (Point in the East)

**Structure:**



- 5.1 *Estar* (to be) with conditions and emotions
- 5.2 The present progressive
- 5.3 *Ser* (to be) and *Estar* (to be)
- 5.4 Direct object nouns and pronouns

**Forward/Adelante:**

- Lectura (Reading): Scanning
- Escritura (Writing): Making an outline
- Escuchar (Listening): Listening for keywords
- En pantalla (On the Screen): El arte de viajar
- Flash Cultura (Culture Flash): ¡Vacaciones en Perú!
- Panorama: Puerto Rico

**Vocabulary:**

- Los viajes y las vacaciones (trips and vacations)
- El hotel (the hotel)
- Adjetivos (adjectives)
- Los números ordinales (orden numerals)
- Palabras adicionales (additional words)

**Unit 6/Lección 6: ¡De compras! (Shopping)**

During this lesson, students will talk about shopping and clothing preferences. They will discuss clothing, fit, price and how to make a purchase. They will perform as if they are in an open-air market and negotiate a price. Students will talk about people, things and places they know.

**Context:**

- Clothing and shopping
- Negotiating a price and buying
- Colors
- More adjectives

**Video Story/Fotonovela:**

- ¡Eso sí es una ganga! (Yes, that's a deal!)

**Pronunciation/Pronunciación:**

- The consonants d and t

**Culture:**

- En detalle (In detail): Los mercados al aire libre (Farmers markets)
- Perfil (Profile): Francisco Cancino

**Structure:**

- 6.1 *Saber (to know)* and *conocer (to know)*
- 6.2 Indirect object pronouns
- 6.3 Preterite tense of regular verbs
- 6.4 Demonstrative adjectives and pronouns

**Forward/Adelante:**

- Lectura (Reading): Identifying the elements of a story
- Escritura (Writing): How to report an interview
- Escuchar (Listening): Listening for linguistic cues
- En pantalla (On the Screen): El País de siempre jugar (The country that is always playing)
- Flash Cultura (Culture Flash): Comprar en los mercados (Shopping in Markets)
- Panorama: Cuba

**Vocabulary:**

- La ropa (clothing)
- Ir de compras (to go shopping)
- Adjetivos (adjectives)
- Más verbos (more verbs)
- Palabras que indican el pretérito (words that indicate the simple past tense)

**Writing Assignments (REQUIRED):**

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

**Lección Preliminar:** Students will learn to ask people their names, spell their name in Spanish and use other common words, say and write where people from and learn and express what day it is.

- a. Greeting
- b. Spanish Alphabet
- c. Numbers
- d. Common classroom vocabulary
- e. Spanish Speaking Countries

**Lección 1: Hola, ¿Qué tal? (Hello, What's Happening?)**

A. **Lectura:** In Lectura students will learn to recognize cognates and use prefixes and suffixes to

recognize cognates through different reading selections.

- B. **Escritura/Writing:** In Escritura/writing students will write an introductory paragraph using the vocabulary and grammatical structures taught in this unit to describe where they are from and ask for information about others. The paragraph will include the following information:
- a. A welcome
  - b. Introduction
  - c. State where they are from
  - d. State their age
  - e. Ask 2 questions
  - f. Farewell

### **Lección 2: En la Clase (In Class)**

- A. **Lectura:** In Lectura students will read selections about schools in the US vs schools in Spanish Speaking countries.
- B. countries.
- C. **Escritura/Writing:** In Escritura (writing) students will brainstorm and organize their ideas for writing. They will write a paragraph in which they will talk about their daily school life and experiences. They will be able to format questions asking others what their likes or dislikes are. The paragraph will include:
- a. Speak about their school day by incorporating 3 -ar verbs and vocabulary
  - b. State what the students likes or does not likes to do
  - c. Ask 2 questions about what others like

### **Lección 3: La familia (Family)**

- A. **Lectura:** Students will learn to use context clues in reading. Read context clue-rich selections about Hispanic families.
- B. **Escritura:** Students will integrate vocabulary, adjectives and grammatical structures to describe themselves, family members and others. Students will also state people's nationalities and professions .The paragraph will include:
- a. Describe and identify family members
  - b. State profession and occupation
  - c. Incorporate: tener, venir, -er and -ir in their writing
  - d. Identifying people's nationalities

### **Lección 4: Los Pasatiempos (Hobbies)**

- A. **Lectura/Reading:** In Lectura students will learn the strategy of predicting content from visual elements in reading matter.
- B. **Escritura/Writing:** In Escritura students will write about various sports, pastimes, and hobbies that they are familiar with and participate in. This includes comparisons between sports in the US with sports in Spanish-speaking countries. Students will research and write travel plans. They will integrate recreation related vocabulary and structures by including:

- a. Talk about what they like to do.
- b. Their hobbies, pastimes and what they do in their free time.
- c. Include sports and places in the city
- e. Incorporate: present tense of ir, stem changing verbs and irregular yo forms.

### Lección 5: Las Vacaciones (Vacations)

- A. **Lectura:** Students will learn the strategy of scanning to find specific information in reading matter.
- B. **Escritura:** In Escritura students will integrate-travel related vocabulary and structure to write a paragraph about students vacation or ideal vacation to a Spanish speaking country, where they will get to experience the difference cultures and traditions:
  - a. Using estar to expressing conditions and emotions
  - b. Use the present progressive
  - c. The verbs ser and estar

### Lección 6: ¡De compras! (Shopping)

- A. **Reading:** In Lectura, students will read a reading selection for cognates and regular verbs in the preterite. Identify the elements of a short story.
- B. **Writing:** In Writing, students will write a report on an interview by integrating the vocabulary and verb tenses like *saber* and *conocer* as well as the past tense of various verbs they have learned in the lesson by using a prompt.
  - a. They will include the verbs saber and conocer
  - b. Preterite tense of regular verbs
  - c. Demonstrative adjectives and pronouns

#### INSTRUCTIONAL MATERIALS (REQUIRED)

##### Textbook #1

Title: Senderos 1: “Spanish for a Connected World”

Edition:

Author:

ISBN: 978-1-54335-793-6

Publisher: Vista Higher Learning

Publication Date: 2023

Usage:

- Primary Text
- 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	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<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 a backup as applicable.	
Cost for a 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
<p><b>Key assignments will address World Language Standards and include the following:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary Assessments <ul style="list-style-type: none"> <li>○ Multiple choice, matching, labeling, illustrate/demonstrate</li> </ul> </li> <li>● Grammar Assessments <ul style="list-style-type: none"> <li>○ Fill-in the blank,</li> <li>○ incorporated through writing assessments</li> <li>○ Oral presentations</li> </ul> </li> <li>● Lesson Assessments <ul style="list-style-type: none"> <li>○ Common assessments</li> </ul> </li> <li>● Unit/Chapter Assessments <ul style="list-style-type: none"> <li>○ Benchmarks that include speaking, listening, reading and writing</li> </ul> </li> <li>● Individual Presentations <ul style="list-style-type: none"> <li>○ Create videos to show understanding of concepts taught</li> <li>○ Present grammar based songs</li> </ul> </li> <li>● Group Presentations <ul style="list-style-type: none"> <li>○ Skits imitating real-life scenarios of daily life situations</li> <li>○ Research several cultural themes</li> <li>○ Compare and contrast (US to Spanish-speaking countries)</li> </ul> </li> </ul>

- 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 used.

- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)

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

Please list different methods of assessments that will be used.

- Vocabulary Assessments
- Grammar Assessments
- Lesson Assessments
- Unit/Chapter Assessments
- Individual Presentations
- Group Presentations
- Cumulative Semester Finals

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

Day(s)	Objective	Standard(s)	Chapter(s)	Reference


**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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