



Perris Union High School District

Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Spanish for Spanish Speakers II</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>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">100121, 100122</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CREDIT TYPE EARNED:</td> <td style="border: 1px solid black; padding: 2px;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">World Language</td> <td style="border: 1px solid black; padding: 2px;">9135</td> </tr> </table>	CREDIT TYPE EARNED:	CALPADS CODE:	World Language	9135	<p>Subject Area:</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? <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>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p>Grade Level(s)</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>
CREDIT TYPE EARNED:	CALPADS CODE:					
World Language	9135					
<p>Was this course <u>previously approved by UC for PUHSD</u>?</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; padding: 2px;">E</td> <td style="border: 1px solid black; padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	E	<input type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <u>To be completed by Human Resources only.</u></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-family: cursive;">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; padding: 5px; text-align: center;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> 2/26/2024 Date </td> </tr> </table>		 Signature	2/26/2024 Date
E	<input type="checkbox"/> Pending					
 Signature	2/26/2024 Date					
<p>Submitted by: Matthew Thomas Site: Student Services Date: 02/14/24 Email: matthew.thomas@puhsd.org</p>	<p>Unit Value/Length of Course:</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>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>				
Director of Curriculum & Instruction						
Asst. Superintendent of Educational Services		3/4/24				
Governing Board						

Prerequisite(s) (REQUIRED):
Spanish for Spanish Speakers 1
Corequisite(s) (REQUIRED):
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. A 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): <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 designed to strengthen students' intermediate Spanish language skills and develop cultural competency. Using authentic short films and readings, it weaves thematic, cultural, and grammatical concepts throughout each of its lessons.
Course Outline (REQUIRED): <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>
Lesson 6: El Valor de las ideas (The Value of Ideas) In Lesson 6 students learn that a good ethical and academic training is an essential tool to guarantee respect towards human rights. Students understand that the success of a democracy therefore depends not only on its leaders, but also on the solid, informed and responsible knowledge of its citizens. Under this topic students learn, review and increase their knowledge on:

- Para empezar / To start:
 - Creencias e ideologías / Beliefs and ideologies
 - Práctica / Practice
- Cortometraje / Short film:
 - Preparación / Preparation
 - Justo por Álvaro Muñiz / Fair by Álvaro Muñiz
 - Análisis / Analysis
- Imagina / Imagine:
 - Chile
 - Galería de creadores / Creators Gallery
 - Flash Cultura: Puerto Rico: ¿nación o estado? / Culture Flash: Puerto Rico: Nation or state?
- Estructuras / Structures:
 - 6.1 The subjunctive in adverbial clauses
 - 6.2 The past subjunctive
 - 6.3 Comparatives and superlatives
 - Síntesis / Synthesis
- Cultura / Culture:
 - Preparación / Preparation
 - Chile: dictadura y democracia / Chile: dictatorship and democracy
 - Análisis / Analysis
- Literatura / Literature:
 - Preparación / Preparation
 - Caso Gaspar por Elsa Bornemann / Gaspar Case by Elsa Bornemann
 - Análisis / Analysis
- Vocabulario / Vocabulary: Creencias e ideologías / Beliefs and ideologies
 - Las leyes y los derechos / The laws and the rights
 - La política / Politics
 - La gente / People
 - La seguridad y la amenaza / Security and threat
 - Cortometraje / Short film
 - Cultura / Culture
 - Literatura / Literature

Lección 6: El valor de las ideas assignments

- **Lectura/Reading:** Students will read “Caso de Gaspar” by Argentinien writer Elsa Bornemann in which she describes what happens when a youngman decides to be different. Students will also read articles about Chile, “Rompecabezas de Maravillas” and “¡Visitemos Chile!” and “Chile: Dictadura y

democracia”

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the subjunctive in adverbial clauses, the past subjunctive, comparatives and superlatives and vocabulary components, El valor de las ideas, of the unit. In addition, students will write about the following topics:
 - Chile: Dictadura y Democracia (Chile: Dictatorship and Democracy) and will research another dictatorship and compare it with Pinochet’s Chile.
 - Short Story: Caso Gaspar by Elsa Bornemann where they will have to write a historical academic Article.

- Students will imagine that they are a famous architect and have a contract to build a new and very important building in Spain. Research all the necessary information on the internet. Then organize your task as follows:
 - Decide what type of building you would like to build and in which Spanish city it would be located.
 - Collect photos of different buildings and important structures in various places in Spain.
 - Look for a map of Spain, or draw your own, and indicate where these structures are located.
 - Present your research to your classmates and prepare a sketch of your own building incorporating various characteristics of the structures you found.
 - Remember to use the passive voice and negative and affirmative expressions in your writing.

Lesson 7: Perspectivas laborales (Labor Perspectives)

Students will understand and use vocabulary related to the workforce, finance and economy. Students will then be able to analyze and answer the following questions in class discussions and review the following grammar:

- Para empezar / To start:
 - El trabajo y las finanzas/ Work and finances
 - Práctica/ Practice

- Cortometraje / Short film:
 - Preparación/Preparation
 - La jaula cortometraje por Nacho Solana/ The cage a short film by Nacho Solana
 - Análisis/ Analysis

- Imagina / Imagine:
 - Bolivia y Paraguay
 - Galeria de Creadores/ Creators Gallery
 - Flash Culture: El mundo del trabajo/ Culture Flash: The working world

- Estructuras / Structures:
 - 7.1 The present perfect
 - 7.2 The present perfect subjunctive
 - 7.3 Uses of se
 - Síntesis

- **Cultura / Culture:**
 - Preparación/ Preparation
 - Recursos naturales: una salida al mundo / Natural Resources: a trip around the world
 - Análisis/ Analysis

- **Literatura / Literature:**
 - Preparación/ Preparation
 - El Carretillero por Nila López/ The wheelbarrow by Nila López
 - Análisis

- **Vocabulario / Vocabulario:**
 - El mundo laboral/ The laboring world
 - La economía/ the economy
 - La gente en el trabajo/ The working people
 - Cortometraje/ Short Film
 - Cultura/ Culture
 - Literatura/Literature

Lección 7: Perspectivas laborales assignments

- **Lectura/Reading:** Students will read an article about the South American countries Bolivia and Paraguay. They will also read the article “Recursos naturales: una salida al mundo” (“Natural resources: A travel around the world”). At the end of the chapter, students will read the short story “El carretillero” (“The wheelbarrow”) by Nila López.

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the present perfect, the present perfect subjunctive and vocabulary components, El trabajo y la finanzas (Work and finances), of the unit. In addition, students will write about the following topics:
 - Students will research the negative effects of the exploitation of natural resources in Bolivia and Paraguay and will write a short report.
 - Students will write an editorial about the situation of the ex-combatants from the example given in the reading by the author Anastasio Pereira using information from the text to support their opinions about what should be done.

- Students will choose a realm of work they are interested in and prepare questions for a work interview they will be giving. They will come up with the 12 most important questions for gathering the necessary information. Once the questions are completed, students will partner up and interview one another. Students will learn to ask and answer work related questions, talk about workplace communications and describe an ideal employee. They will learn the proper use of the present perfect and the present perfect subjunctive as well as the use of “se” by using the grammar in the interview process.

Lesson 8: Ciencia y tecnología (Science and Technology)

In Lesson 8 students learn that now a day's science and technology advance in giant steps compared to other times. Students understand that humanity has traveled a long way since the wheel was invented more than 5000 years ago. Students are asked if they believe that all scientific and technological advances are beneficial. As they analyze the topic students learn, review and increase their knowledge on:

- Para empezar / To start:
 - La tecnología y la ciencia / Technology and science
 - Práctica / Practice

- Cortometraje / Short film:
 - Preparación / Preparation
 - El clón por Mateo Ramirez-Loquit / The clone by Mateo Ramirez-Loquit
 - Análisis / Analysis

- Imagina / Imagine:
 - Perú
 - Galería de creadores / Creators Gallery
 - Flash Cultura: Inventos argentinos / Culture flash: Argentinian inventions

- Estructuras / Structures:
 - 8.1 The past perfect
 - 8.2 The past perfect subjunctive
 - 8.3 Uses of the infinitive
 - Síntesis / Synthesis

- Cultura / Culture:
 - Preparación / Preparation
 - Delicias peruanas / Peruvian delicacies
 - Análisis / Analysis

- Literatura / Literature:
 - Preparación / Preparation
 - La intrusa por Pedro Orgambide / The intruder by Pedro Orgambide
 - Análisis / Analysis

- Vocabulario / Vocabulario: La tecnología y la ciencia / Technology and science
 - La tecnología / Technology
 - Los inventos y la ciencia / Inventions and science
 - El universo y la astronomía / The universe and astronomy
 - Los científicos / The scientists
 - Cortometraje / Short film
 - Cultura / Culture

- Literatura / Literature

Lección 8: Ciencia y tecnología assignments

- **Lectura/Reading:** Students will read an article about Peru. They will also read a cultural article about “Delicias Peruanas” (Peruvian Delicacies). At the end of the chapter, students will read the short story “La Intrusa”
- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the past perfect, the past perfect subjunctive, uses of the infinitive and vocabulary components, La tecnología y la ciencia, of the unit. In addition, students will write about the following topics:
 - Chifa: students will write a report on the fusion of Chinese and Peruvian cuisine.
 - Campaña publicitaria: students will write an advertisement campaign. Students will describe the brand and the characteristics of an item. They will also create a slogan for the product.
- Students will imagine that they are anthropologists and are going to make a presentation about the Nazca lines. Students will research all information on the internet.
 - Collect photos of the Nazca lines
 - Write a summary of the history of the Nazca lines, describe the theories you find and invent your own theory on the origin of the Nazca lines
 - Make your presentation in front of the class and explain your theory of the origin of the Nazca lines
 - Remember to use the past perfect, the past perfect subjunctive and the infinitive

Lesson 9: Escapar y divertirse (Escape and Travel Adventures)

In Lesson 9 students become aware that there are people for whom life has no meaning without routine and there are people for whom routine destroys the essence of their life. Students understand that resting and getting out of the daily routine is so important for physical and mental health. As students analyze their daily lives, they learn, review and increase their knowledge on:

- Para empezar / To start:
 - La diversiones / Entertainment
 - Práctica/ Practice
- Cortometraje / Short film:
 - Preparación/ Preparation
 - No me ama by Martín Piroyaski/ She doesn't love me by Martín Piroyaski
 - Análisis/ Analysis
- Imagina / Imagine:
 - Argentina y Uruguay
 - Galería de Creadores/ Creators Gallery
- Estructuras / Structures:

- 9. 1 The future perfect
- 9. 2 The conditional perfect
- 9. 3 Si clauses/ Yes clauses

- **Cultura / Culture:**
 - Preparación/ Preparation
 - Fin de Semana en Buenos Aires/ A weekend in Buenos Aires

- **Literatura / Literature:**
 - Preparación/ Preparation
 - La mancha de humedad by Juana de Ibarbourou/ The humidity Stain by Juana de Ibarbourou
 - Análisis

- **Vocabulario / Vocabulario:**
 - Los deportes/ Sports
 - El tiempo libre/ Free time
 - Cortometraje/ Short Story
 - Cultura/ Culture
 - Literatura/ Literature

Lesson 9: Escapar y divertirse assignments:

- **Lectura/Reading:** Students will read an article about the South American countries Argentina and Uruguay. They will also read another article about the “Fin de semana en Buenos Aires” (Weekends in Buenos Aires).

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the future perfect, the conditional perfect and Si clauses and vocabulary components, El valor de las ideas, of the unit. In addition, students will write about the following topics:
 - Fin de Semana en Buenos Aires (Weekend in Buenos Aires) Students will research other cities in Argentina and Uruguay, they will write a travel article entitled “Fin de semana en...” (Weekend in...).
 - Short Story: La Mancha de Humedad by Juana de Ibarbourou where they will write an epilogue.

- Students will imagine that this summer they are going on a student exchange to Argentina or Uruguay. Their main objective will be to improve their Spanish and immerse themselves in the culture. But students will also want to have fun and eat well. Students have to decide where they prefer to go and enjoy their vacations. Students will research all the information on the Argentine or Uruguayan culture in the internet and include the following information:
 - Choose between a city, a beach, the country, the desert or the mountains.
 - Look for photos and information about the activities that the place offers.
 - Search information about the typical food of that place.
 - Explain to the class where you would do your exchange and why.

- Include the use of the future perfect, the conditional perfect and the si clauses.

Lesson 10: Herencia y destino / Inheritance and Destiny

In Lesson 10 students learn that in a world marked by diversity and multiculturalism it becomes difficult to avoid conflicts derived from different ways of thinking and interpreting the world. Students analyze the values of their ancestors and meditate on which values we must preserve in this society and the world. As they discuss this topic students learn, review and increase their knowledge on:

- Para empezar / To start:
 - Nuestro future/ Our future
 - Practica/ Practice
- Cortometraje / Short film:
 - Preparación / Preparation
 - La boda / The wedding short film by Marina Seresesky
 - Análisis / Analysis
- Imagina / Imagine:
 - España / Spain
 - Galería de creadores / Gallery of Creators
 - Flash Cultura- Machu Picchu
- Estructuras / Structures:
 - 10.1 The passive voice / la voz pasiva
 - 10. 2 Negative and affirmative expressions
 - Summary and of the indicative and the subjunctive
- Cultura / Culture:
 - Preparación / Preparation
 - España: Emigracion e inmigracion / Spain: migration and immigration
 - Análisis / Analysis
- Literatura / Literature:
 - Preparación / Preparation
 - Algo muy grave va a suceder en este pueblo por Gabriel Garcia Marquez / (Something serious will happen in this town) by Gabriel Garcia Marquez
 - Análisis / Analysis
- Vocabulario / Vocabulario: Nuestro futuro / Our future
 - Las tendencias / Tendencias
 - Problemas y soluciones / Problems and Solutions
 - Los Cambios / Changes
 - Cortometraje / Short film
 - Cultura / Culture
 - Literatura / Literature

Lección 10: Herencia y destino assignments

- **Lectura/Reading :** In Lectura students will read Algo muy grave va a suceder en este pueblo por Gabriel Garcia Marquez. Students will also read articles on the España (Spain) “¡Confluencia de civilizaciones!”, “Emigración e inmigración”/Spanish: migration and immigration.
- **Estructura/ Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the passive voice, negative and affirmative expressions, summary of the indicative and the subjunctive, as well as vocabulary components, Nuestro futuro (Our future), of the unit. In addition, students will write about the following topics:
 - Students will write about how cultural diversity is reflected through various aspects in their lives such as their classmates, the languages they speak, the products they consume, the restaurants in their community, their friends and family, their neighbors.
 - Students will compare and contrast a time when the public has gotten swept up in a panic and how the media influenced the public's perspective to the events that took place in the short story “Algo grave va a suceder en este pueblo” (“Something serious will happen in this town”) by Gabriel Garcia Marquez.
- Students will imagine that they are a famous architect and have a contract to build a new and very important building in Spain. Research all the necessary information on the internet. Then organize your task as follows:
 - Decide what type of building you would like to build and in which Spanish city it would be located.
 - Collect photos of different buildings and important structures in various places in Spain.
 - Look for a map of Spain, or draw your own, and indicate where these structures are located.
 - Present your research to your classmates and prepare a sketch of your own building incorporating various characteristics of the structures you found.
 - Remember to use the passive voice and negative and affirmative expressions in your writing.

Writing Assignments (REQUIRED):

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

Lección 6: El valor de las ideas writing assignment

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the subjunctive in adverbial clauses, the past subjunctive, comparatives and superlatives and vocabulary components, El valor de las ideas, of the unit. In addition, students will write about the following topics:
 - Chile: Dictadura y Democracia (Chile: Dictatorship and Democracy) and will research another dictatorship and compare it with Pinochet's Chile.
 - Short Story: Caso Gaspar by Elsa Bornemann where they will have to write a historical academic article.

Lección 7: Perspectivas laborales writing assignment

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the present perfect, the present perfect subjunctive and vocabulary components, El trabajo y la finanzas (Work and finances), of the unit. In addition, students will write about the following topics:
 - Students will research the negative effects of the exploitation of natural resources in Bolivia and Paraguay and will write a short report.
 - Students will write an editorial about the situation of the ex-combatants from the example given in the reading by the author Anastasio Pereira using information from the text to support their opinions about what should be done.

Lección 8: Ciencia y tecnología writing assignment

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the past perfect, the past perfect subjunctive, uses of the infinitive and vocabulary components, La tecnología y la ciencia, of the unit. In addition, students will write about the following topics:
 - Chifa: students will write a report on the fusion of Chinese and Peruvian cuisine.
 - Campaña publicitaria: students will write an advertisement campaign. Students will describe the brand and the characteristics of an item. They will also create a slogan for the product.

Lección 9: Escapar y divertirse writing assignment

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the future perfect, the conditional perfect and Si clauses and vocabulary components, El valor de las ideas, of the unit. In addition, students will write about the following topics:
 - Fin de Semana en Buenos Aires (Weekend in Buenos Aires) Students will research other cities in Argentina and Uruguay, they will write a travel article entitled “Fin de semana en...” (Weekend in...).
 - Short Story: La Mancha de Humedad by Juana de Ibarbourou where they will write an epilogue.

Lección 10: Herencia y destino writing assignment

- **Estructura/ Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the passive voice, negative and affirmative expressions, summary of the indicative and the subjunctive, as well as vocabulary components, Nuestro futuro (Our future), of the unit. In addition, students will write about the following topics:
 - Students will write about how cultural diversity is reflected through various aspects in their lives such as their classmates, the languages they speak, the products they consume, the restaurants in their community, their friends and family, their neighbors.
 - Students will compare and contrast a time when the public has gotten swept up in a panic and how the media influenced the public's perspective to the events that took place in the short story “Algo grave va a suceder en este pueblo” (“Something serious will happen in this town”) by Gabriel Garcia Marquez.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1	
Title: Imagina	Edition: Fifth Edition
Author: José A. Blanco, Cecilia Tocaimaza-Hatch, Martin Gaspar	ISBN: Instructor Edition: ISBN-13: 978-1-54335-764-6
Publisher: Vista Higher Learning	Publication Date: 2023
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 <i>Please include online, and open source resources if any.</i>

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 a backup as applicable.	
Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

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

Lesson 6: El Valor de las ideas / The Value of Ideas

Students will create a 15-day vacation itinerary in Chile. They will research the information needed on the internet.

- Start in the north of the country and end in the south
- Select the places you want to visit combining the mountains, the sea and the cities.
- Mention the appropriate clothing you would wear in each stage of your trip
- Present your itinerary to the class with photos and a map
- Make sure to include the subjunctive in adverbial clauses, the past subjunctive, as well as comparatives and superlatives.

Lesson 7: Perspectivas laborales (Labor Perspectives)

- Students will choose a realm of work they are interested in and prepare questions for a work interview they will be giving. They will come up with the 12 most important questions for gathering the necessary information. Once the questions are completed, students will partner up and interview one another. Students will learn to ask and answer work related questions, talk about workplace communications and describe an ideal employee. They will learn the proper use of the present perfect and the present perfect subjunctive as well as the use of “se” by using the grammar in the interview process.

Lesson 8: Ciencia y tecnología (Science and Technology)

Students will imagine that they are anthropologists and are going to make a presentation about the Nazca lines. Students will research all information on the internet.

- Collect photos of the Nazca lines
- Write a summary of the history of the Nazca lines, describe the theories you find and invent your own theory on the origin of the Nazca lines
- Make your presentation in front of the class and explain your theory of the origin of the Nazca lines
- Remember to use the past perfect, the past perfect subjunctive and the infinitive

Lesson 9: Escapar y divertirse (Escape and Travel Adventures)

Students will imagine that this summer they are going on a student exchange to Argentina or Uruguay. Their main objective will be to improve their Spanish and immerse themselves in the culture. But students will also want to have fun and eat well. Students have to decide where they prefer to go and enjoy their vacations. Students will research all the information on the Argentine or Uruguayan culture in the internet and include the following information:

- Choose between a city, a beach, the country, the desert or the mountains.
- Look for photos and information about the activities that the place offers.
- Search information about the typical food of that place.
- Explain to the class where you would do your exchange and why.
- Include the use of the future perfect, the conditional perfect and the si clauses.

Lesson 10: Herencia y destino (Inheritance and Destiny)

Students will imagine that they are a famous architect and have a contract to build a new and very important building in Spain. Research all the necessary information on the internet. Then organize your task as follows:

- Decide what type of building you would like to build and in which Spanish city it would be located.
- Collect photos of different buildings and important structures in various places in Spain.
- Look for a map of Spain, or draw your own, and indicate where these structures are located.
- Present your research to your classmates and prepare a sketch of your own building incorporating various characteristics of the structures you found.
- Remember to use the passive voice and negative and affirmative expressions in your writing.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- 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 Quiz for each Lesson
 - multiple choice,
 - fill in the blank,
 - short answer responses exams
- Grammar Quiz for each Lesson
 - multiple choice,
 - fill in the blank,
 - short answer responses exams
- Writing assessments
 - Chapter projects
 - Oral Presentations
- End of semester finals
 - First Semester (Unit 1-3)
 - Second Semester (Unit 4-6)

- TPRS (Teaching Proficiency through Reading and Storytelling)
