



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 1A</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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	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; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
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)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject: Credential: Foreign Language - Spanish</i> <i>To be completed by Human Resources only.</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Spichols Dalton Mayle, 2019</i> <div style="display: flex; justify-content: space-between;"> Signature Date </div> </div>	
Meets "AP" Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Brenda Nieves Site: PMS Date: 5/6/19	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:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		5/7/19
Asst. Superintendent of Educational Services		5/14/19
Governing Board		

Prerequisite(s) (REQUIRED):

N/A

Corequisite(s) (REQUIRED):

N/A

Brief Course Description (REQUIRED):

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 cultural studied. Emphasis is placed on preparing students to take Spanish 1B

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. Discuss and appreciate the life and customs of Spanish speaking cultures.
5. Increase literacy and reading comprehension through Spanish literature.
6. Write sentences/paragraphs on selected topics

COURSE OBJECTIVES

After satisfactory completion of this course:

- Review and expand their study of common vocabulary topics, including professional context such as ,Beauty and Aesthetic, Science and Technology, and shopping, and families and communities.
- Gain an understanding of wide range of grammar patterns, including present,
- Analyze and compare cultural practices, products, and perspectives of various Spanish -speaking countries.
- Participate in expanded conversations and respond appropriate to variety of conversational prompts.
- Communicate more meaningfully using correct vocabulary and grammatical structures.
- Read,write, speak, and listen for meaning in Spanish.
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries.
- Regularly assess progress in proficiency through quizzes, tests, and speaking /writing submissions.

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.

Contextos:	Listen to audio key vocabulary and Tutorials
Fotonovela:	See characters use the vocabulary in real context.
Pronunciación	Improving spoken accent by listening to native speakers
Cultura:	Explore cultural topics through the Conexion Internet activity or reading Mas cultura selection
Estructura:	Watch animated Tutorials and then answer el profesor's questions to assess comprehension
Adelante:	Listen along with the reading and pre recorded audio from Escuchar, watch En pantalla

Vocabulario:	Review vocabulary with audio . Practice vocabulary with Flashcards in My Vocabulary . Have students complete the Diagnostic Recapitulación to see what they still need to study
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Writing Assignments (REQUIRED):

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

Students will respond to statements and/or questions in Spanish. Students will actively participate in the process of writing by generating short compositions on selected topics, which incorporate description, detail, and accurate grammar structures.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Descubre 1	Edition: 2016
Author: José A. Blanco	ISBN: Student ISBN: 978-I-68004-319-8 Teacher ISBN: 978-I-68004-324-2
Publisher: Vista Higher Learning	Publication Date: 2017
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 *Please include online, and open source resources if any.*

Vista Learning Supersite Internet Resources

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: \$ 5,040	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
Key assignments will address World Language Standards and include the following: Vocabulary and Grammar quizzes Lesson and Unit Assessments Group and Individual Presentation
Instructional Methods and/or Strategies (REQUIRED):
Please list specific instructional methods that will be use.
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 the assigned, Descubre 1, watch Fotonovela and other cultural video clips scripts for comprehension, and write and record exercises
A.Basic reading skills <ul style="list-style-type: none"> 1. Teacher input and demonstrations 2. Teacher directed reading 3. Students oral reading 4. Group reading 5. Class work and group work
B.Basic writing skills <ul style="list-style-type: none"> 1. Teacher modeling 2. Teacher input and demonstration 3. Individual, paired and group work 4. Graphic organizers 5. Pre-writing,draft,revision,editing activities

- C. Speaking /Listening skills
 1. Teacher modeling
 2. Teacher input and demonstrations
 3. Individual, paired and group work
- D. Cultural Skills
 1. Teacher input and demonstration
 2. Reading, research
 3. Media presentation
 4. Music, culinary arts, 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/Activities
- D. Student presentations
- E. Quizzes and Tests
- F. Writing Assessments
- G. Projects (including Artifacts, Written and Oral Assessments)

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
Semester 1 Weeks 1-6 Days 1-30	1.1 : Nouns and articles 1.2 : Numbers 0-30	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Lección 1	Descubre p.1-38
Weeks 7-12 Days 31-60	1.3 : Present tense of “ser” 1.4 : Telling time	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Lección 1	Descubre p.1-38

Weeks 13-18 Days 61-80	2.1 : Present Tense of -ar verbs 2.2 : Forming questions in Spanish	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Lección 2	Descubre p.39-76
Semester 2 Weeks 1-6 Days 86-115	2.3 : Present Tense of estar 2.4 : Numbers 31 and higher	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Leccion 2	Descubre p.39-76
Weeks 7-12 Days 116-145	3.1 : Descriptive adjectives 3.2 : Possessive adjectives	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Leccion 3	Descubre p.77-114
Weeks 13-18 Days 146-175	3.3 : Present tense or -er and -ir verbs 3.4 : Present tense of tener and venir	Communication 1.1,1.2 Comparison 4.1, 4.2 Cultures 2.1, 2.2 Connections 3.1, 3.2	Leccion 3	Descubre p.77-114

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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