



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 I</div> <p><input type="checkbox"/> New <input 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;">100111,100112</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; width: 150px; height: 20px;"></div> <div style="border: 1px solid black; padding: 2px;">9134</div> </div>	<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?</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>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>
<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> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px;">E</div> <div style="border: 1px solid black; padding: 2px;"><input type="checkbox"/> Pending</div> </div>	<p style="text-align: center;">Credential Required to teach this course: To be completed by Human Resources only.</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> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 150px; height: 40px; text-align: center;"> Signature </div> <div style="border: 1px solid black; padding: 2px; width: 100px; height: 20px; text-align: center;"> 2/26/2024 Date </div> </div>	
<p>Submitted by: Matthew Thomas Site: SSC 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>
<p>Director of Curriculum & Instruction</p>	<p></p>	<p></p>
<p>Asst. Superintendent of Educational Services</p>	<p></p>	<p>3/4/24</p>
<p>Governing Board</p>	<p></p>	<p></p>

Prerequisite(s) (REQUIRED):
None
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. 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 1: Sentir y Vivir (To feel and to Live) In Lesson 1 students learn that the desire to live and the survival instinct are reasons enough to move on and keep going and this is one of the qualities that human beings share regardless of our circumstances, our dreams or our goals. Through this theme students learn, review and increase their knowledge of: <ul style="list-style-type: none"> ● Para empezar (To start):

- Nuestro mundo/ Our World
- Práctica / Practice
- Cortometraje / Short film:
 - Preparación / Preparation
 - Eclipse por Santi Planet / Eclipse by Santi Planet
 - Análisis / Analysis
- Imagina / Imagine:
 - Estados Unidos / The United States of America
 - Galería de creadores / Creators Gallery
 - Flash Cultura / Flash Culture: Las Relaciones Personales / Personal Relationships
- Estructuras / Structures:
 - 1.1 The present Tense
 - 1.2 Ser and Estar / The verb to be
 - 1.3 Gustar and Similar verbs / Verb to like and like terms
 - Síntesis / Synthesis
- Cultura / Culture:
 - Preparación / Preparation
 - Corriente latina / Latin Current
 - Análisis / Analysis
- Literatura / Literature:
 - Preparación / Preparation
 - Poema 20 por Pablo Neruda / Poem 20 by Pablo Neruda
 - Análisis / Analysis
- Vocabulario / Vocabulary: En la Ciudad / In the city
 - Lugares / Places
 - Indicaciones / Indications
 - Gente / People
 - Actividades / Activities
 - Para describir / To describe
 - Cortometraje / Short film
 - Cultura / Culture
 - Literatura / Literature

Lección 1: Sentir y Vivir Assignments

- **Lectura:** In Lectura students will read Poema 20 by Pablo Neruda. Students will also read articles on the United States “¡El español está de moda!”, “Latinos en los Estados Unidos”. Students will also read about culture through the article “Corriente Latina”.

- **Estructura/ Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the present tense, *ser* and *estar* and *gustar* and like verbs and vocabulary components, Las relaciones personales (Personal relationships), of the unit. In addition, students will write about the following topics:
 - Hispanos e inmigración en los Estados Unidos (Hispanics and immigration in the United States of America)
 - Poetry: Poema 20 by Pablo Neruda where they will have to write a letter expressing what they feel for him/her/they.

- **Research:** Students choose a topic and research all the information they need in the library or on the internet to prepare a promotional brochure. In their brochure they focus on the use of the present tense, *ser* and *estar*, and *gustar* and similar verbs. Write the information that you consider most important and include pictures. Present your brochure to the class and explain why you choose that topic
 - A Latino community
 - A Hispanic celebration
 - A place for Latin American art and culture

Lesson 2: Vivir en la Ciudad /Living in the city

In Lesson 2 students learn that the elements that define life in the big city where space is limited, and people have to be flexible and tolerant are movement, communication and coexistence. Students are invited to know the history, culture and diverse cultures that give life to Mexico, the largest Spanish-speaking country in the world. With this theme students learn, review and increase their knowledge on:

- Para empezar / To start:
 - En la ciudad / In the city
 - Práctica / Practice

- Cortometraje / Short film:
 - Preparación / Preparation
 - *Adiós mamá* (video) / Goodbye mom (video); by Director Ariel Gordon
 - Análisis / Analysis

- Imagina / Imagine:
 - México
 - Galería de creadores / Creators Gallery
 - Flash cultura / Culture Flash: El metro del D.F.

- Estructuras / Structures:
 - 2.1 The preterite
 - 2.2 The imperfect
 - 2.3 The preterite vs the imperfect
 - Síntesis / Synthesize

- **Cultura / Culture:**
 - Preparación / Preparation
 - Juchitán: La ciudad de las mujeres / Juchitan: The city of women
 - Análisis / Analysis

- **Literatura / Literature:**
 - Preparación / Preparation
 - Una lucha muy personal por Mercé Sarrias / A personal battle by Mercé Sarrias
 - Análisis / Analysis

- **Vocabulario / Vocabulary:**
 - Lugares / Places
 - Indicaciones / Indications
 - Gente / People
 - Actividades / Activities
 - Para describir / To describe
 - Cortometraje / Short Film
 - Cultura / Culture
 - Literatura / Literature

Lección 2: Vivir en la ciudad Assignments

- **Lectura/Reading:** Students will read an article about the country of Mexico. They will also read another cultural article about the women in the town of Juchitan in the state of Oaxaca, Mexico. At the end of the chapter they will read the screenplay “Una lucha muy personal” (“A personal struggle) by Mercè Sarrias.

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the preterite tense, the imperfect and the preterite vs. the imperfect, vocabulary components, En la ciudad, of the unit. In addition, students will write about the following topics:
 - i. Matriarchal societies and compare them with Juchitán.
 - ii. Write a play, describing the scenery and the reactions of characters.

- Students will imagine that they are going to make a trip to Mexico. Students will research all the information needed on the internet. Then they will prepare their trip according to the following points:
 - Select places you want to visit and collect photos
 - Draw a map to show your itinerary
 - Present your travel plan to your classmates and explain why you chose the places you will visit. (Use preterite and imperfect as well as vocabulary from the lesson)

Lesson 3: Un Mundo Conectado / A Connected World

During this lesson, students will learn that traditional media competes with social networks and blogs.

Students become aware that the internet provides information and influences public opinion and our interpretation of reality. With this theme students learn, review and increase their knowledge on:

- Para empezar / To start:
 - Los medios de comunicación/ the media
 - Práctica/ practice

- Cortometraje / Short film:
 - Preparación/preparation
 - Desconexió Producción por Yecid Benavides / Disconnect Produced by Yecid Benavides
 - Análisis/Analysis

- *Imagina / Imagine:*
 - El Caribe: Cuba, Puerto Rico y la República Dominicana
 - Galería de creadores/Creators Gallery
 - Flash Cultura/ Culture Flash: El Cine Mexicano

- Estructuras / Structures:
 - 3.1 The subjunctive in noun clauses
 - 3.2 Object pronouns
 - 3.3 Commands
 - Síntesis/ Synthesize

- Cultura / Culture:
 - Preparación/Preparation
 - Ritmos del Caribe/ Caribbean Rhythms
 - Análisis/ Analysis

- Literatura / Literature:
 - Preparación/Preparation
 - La desesperación de letras por Ginés S. Cutillas / The Desperation of letters by Ginés S. Cutillas
 - Análisis/ Analysis

- Vocabulario / Vocabulary:
 - Los medios/The media
 - Profesionales de los medios/Media Professions
 - El cine y la televisión/ film and television
 - La prensa/ the press
 - Cortometraje/ Short Film
 - Cultura/ Culture
 - Literatura/ literature

Lección 3 Un mundo conectado Assignments:

- **Lectura:** Students will read an article about exploring “El Caribe” (The Caribbean). They will also be reading a cultural article about the “Ritmos del Caribe”, Rhythms of the Caribbean. At the end of the chapter they will read a short story “La Desesperación de las Letras” (The desperation of the Letters) by Ginés S. Cutillas.
- **Estructura/ Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the subjunctive in noun clauses, Objective pronouns, Commands and vocabulary components, Un mundo conectado, of the unit. In addition, students will write about the following topics:
 - Comparing and Contrast the music and rhythm between the music in the United States versus Latin American countries (Caribbean genres).
 - Short Story: La Desesperación de las Letras by Ginés S. Cutillas; Students will write an email to the local newspaper denouncing the death of books due to technology.
- Students imagine that they are explorers or pirates of the XVI century in the Caribbean. Research the information you need on the internet to write an entry in your diary explaining what happened during the past month. Invent your adventures and add all the details.
 - What places did you visit?
 - What problems did you have?
 - What dangers did you encounter?
 - Draw a map with this month’s route
 - Write the entry in your journal and present it to the class
 - Make sure to use the subjunctive in noun clauses, object pronouns and command

Lesson 4: Generaciones en movimiento / Generations in Movement

During this lesson, students learn that the passage of time is an inevitable reality that affects us all. That the evolution of cultures and the succession of new generations depend on this constant process of renewal. Students understand that their new ideas give strength to the tradition and culture our parents transmit to us. Throughout this topic students learn, review and increase their knowledge on:

- Para empezar / To start:
 - En familia / In family
 - Práctica / Practice
- Cortometraje / Short film:
 - Preparación / Preparation
 - Sin palabras por Bel Armenteros / Without words por Bel Armenteros
 - Análisis / Analysis
- Imagina / Imagine:
 - Centroamérica / Central America
 - Galería de creadores / Creators gallery
 - Flash cultura: De compras en Barcelona / Culture Flash: Shopping in Barcelona
- Estructuras / Structures:
 - 4.1 The subjunctive in adjective clauses

- 4.2 Reflexive verbs
- 4.3 Por and Para
- Síntesis / Synthesize
- Cultura / Culture:
 - Preparación / Preparation
 - Sonia Sotomayor: la niña que soñaba / Sonia Sotomayor: The girl who dreamed
 - Análisis / Analysis
- Literatura / Literatura:
 - Preparación / Preparation
 - Las fiebres de la memoria por Gioconda Belli / The fevers of memory by Gioconda Belli
 - Análisis / Analysis
- Vocabulario / Vocabulary (En familia / In family):
 - Los parientes / Family members
 - La vida familiar / Familiar life
 - La personalidad / Personality
 - Las etapas de la vida / Life stages
 - Las generaciones / Generations
 - Cortometraje / Short film
 - Cultura / Culture
 - Literatura / Literature

Lección 4 Generaciones en Movimiento Assignments:

- **Lectura/Reading:** Students will read a article about “Centro América: La Panamericana” (Central America: The Panamericana). They will also be reading a cultural article about “Sonia Sotomayor: la niña que soñaba.” At the end of the chapter they will read a short story about “Las Fiebres de la Memoria” (The Fevers of Memory) by Gioconda Belli.
- **Estructura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the subjunctive in adjective clauses, reflexive verbs and *por* (for) and *para* (for) and vocabulary components, En familia, of the unit. In addition, students will write about the following topics:
 - Sonia Sotomayor: La niña que soñaba (Sonia Sotomayor: The girl who would dream) and will write about a person who they admire. They will explain their personality, their history and why they are important to them.
 - Las fiebres de la memoria (Fevers of the memory) by Gioconda Belli and write a story that occurred in their family using the reflexive verbs and *por* and *para*.
- Students will organize a journey through the six Central American capitals following the Panamericana. To start the trip students will investigate all the information they need in the internet. Make sure to use the subjunctive in adjective clauses, reflexive verbs and *por* y *para* in the following points:

- Explore an important attraction due to its historical, cultural or natural value in each capital.
- Write a journal entry for the attraction that you explore in each capital.
- Narrate your adventure to your classmates. Explain what you saw and learned, tell them your impressions and show them photos of the places you visited.

Lesson 5: Las Riquezas Naturales / The Natural Riches

During this lesson, students learn that human life depends on nature being in balance and that the destruction of natural resources affects us all regardless of our geographical, economic, political or social situation. As students analyze the consequences the human species must face students will learn, review and increase their knowledge on:

- Para empezar / To start:
 - Nuestro mundo/ Our World
 - Práctica / Practice
- Cortometraje / Short film:
 - Preparación / Preparation
 - Eclipse por Santi Planet / Eclipse by Santi Planet
 - Análisis / Analysis
- Imagina / Imagine:
 - Los Andes / The Andes
 - Galería de creadores / Gallery of Creators
 - Flash Cultura- El bosque tropical/ The Tropical Rainforest
- Estructuras / Structures:
 - 5.1 The Future
 - 5.2 The Conditional
 - 5.3 Relative pronouns
 - Síntesis
- Cultura / Culture:
 - Preparación / Preparation
 - La selva amazónica / The Amazon Rainforest
- Literatura / Literature:
 - Preparación / Preparation
 - La Luna por Jaime Sabines / The Moon by Jaime Sabines
 - Análisis
- Vocabulario / Vocabulary: Nuestro Mundo / Our World
 - La naturaleza / Nature
 - Los animales / The animal
 - Los fenómenos / naturales

- La ecología / The Eco System
- Cultura / Culture
- Literatura / Literature

Lección 5 Las riquezas naturales Assignments:

- **Lectura/Reading:** Students will read an article about Los Andes (The Andes) including the countries of Colombia, Ecuador, Venezuela. They will also read about La selva amazónica (The Amazon Rainforest). At the end of the chapter, they will read the poem “La luna” (“The moon”) by Jaime Sabines.
- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the future, the conditional and relative pronouns and vocabulary components, Nuestro Mundo, of the unit. In addition, students will write about the following topics:
 - The Amazon: the importance of protecting the biodiversity and the indigenous cultures of the amazon.
 - Happiness: students will write ten attitudes towards life deemed necessary to be happy.
- Students will imagine that they are photographers and work for an ecotourism magazine. Their boss has asked them to take photos for a report on the Andes mountain range in Colombia, Ecuador and Venezuela. Students will research the following information on the internet.
 - Investigate 3 natural wonders or animals of Los Andes.
 - Choose photographs that reflect its magnitude and beauty.
 - Describe each photograph to the class and explain why you chose it.

Writing Assignments (REQUIRED):

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

Lesson 1: Sentir y Vivir (To feel and to Live)

- **Estructura/ Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the present tense, *ser* and *estar* and *gustar* and like verbs and vocabulary components, Las relaciones personales (Personal relationships), of the unit. In addition, students will write about the following topics:
 - Hispanos e inmigración en los Estados Unidos (Hispanics and immigration in the United States of America)
 - Poetry: Poema 20 by Pablo Neruda where they will have to write a letter expressing what they feel for him/her/they.

Lesson 2: Vivir en la Ciudad /Living in the city

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the preterite tense, the imperfect and the preterite vs. the imperfect, vocabulary components, En la ciudad, of the unit. In addition, students will write about the following

topics:

- i. Matriarchal societies and compare them with Juchitán.
- ii. Write a play, describing the scenery and the reactions of characters.

Lesson 3: Un Mundo Conectado / A Connected World

- **Estructura/ Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the subjunctive in noun clauses, Objective pronouns, Commands and vocabulary components, Un mundo conectado, of the unit. In addition, students will write about the following topics:
 - Comparing and Contrast the music and rhythm between the music in the United States versus Latin American countries (Caribbean genres).
 - Short Story: La Desesperación de las Letras by Ginés S. Cutillas; Students will write an email to the local newspaper denouncing the death of books due to technology.

Lesson 4: Generaciones en movimiento / Generations in Movement

- **Estructura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the subjunctive in adjective clauses, reflexive verbs and *por* (for) and *para* (for) and vocabulary components, En familia, of the unit. In addition, students will write about the following topics:
 - Sonia Sotomayor: La niña que soñaba (Sonia Sotomayor: The girl who would dream) and will write about a person who they admire. They will explain their personality, their history and why they are important to them.
 - Las fiebres de la memoria (Fievers of the memory) by Gioconda Belli and write a story that occurred in their family using the reflexive verbs and *por* and *para*.

Lesson 5: Las Riquezas Naturales / The Natural Riches

- **Escritura/Writing:** Students will complete short writing assignments to demonstrate comprehension of the grammar such as the future, the conditional and relative pronouns and vocabulary components, Nuestro Mundo, of the unit. In addition, students will write about the following topics:
 - The Amazon: the importance of protecting the biodiversity and the indigenous cultures of the amazon.
 - Happiness: students will write ten attitudes towards life deemed necessary to be happy.

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
<p>Lesson 1: Sentir y Vivir (To feel and to Live)</p> <ul style="list-style-type: none"> ● Research: Students choose a topic and research all the information they need in the library or on the internet to prepare a promotional brochure. In their brochure they focus on the use of the present tense, ser and estar, and gustar and similar verbs. Write the information that you consider most important and include pictures. Present your brochure to the class and explain why you choose that topic <ul style="list-style-type: none"> ○ A Latino community ○ A Hispanic celebration ○ A place for Latin American art and culture <p>Lesson 2: Vivir en la Ciudad /Living in the city</p>

- Students will imagine that they are going to make a trip to Mexico. Students will research all the information needed on the internet. Then they will prepare their trip according to the following points:
 - Select places you want to visit and collect photos
 - Draw a map to show your itinerary
 - Present your travel plan to your classmates and explain why you chose the places you will visit. (Use preterite and imperfect as well as vocabulary from the lesson)

Lesson 3: Un Mundo Conectado / A Connected World

- Students imagine that they are explorers or pirates of the XVI century in the Caribbean. Research the information you need on the internet to write an entry in your diary explaining what happened during the past month. Invent your adventures and add all the details.
 - What places did you visit?
 - What problems did you have?
 - What dangers did you encounter?
 - Draw a map with this month's route
 - Write the entry in your journal and present it to the class
 - Make sure to use the subjunctive in noun clauses, object pronouns and command

Lesson 4: Generaciones en movimiento / Generations in Movement

- Students will organize a journey through the six Central American capitals following the Panamericana. To start the trip students will investigate all the information they need in the internet. Make sure to use the subjunctive in adjective clauses, reflexive verbs and por y para in the following points:
 - Explore an important attraction due to its historical, cultural or natural value in each capital.
 - Write a journal entry for the attraction that you explore in each capital.
 - Narrate your adventure to your classmates. Explain what you saw and learned, tell them your impressions and show them photos of the places you visited.

Lesson 5: Las Riquezas Naturales / The Natural Riches

- Students will imagine that they are photographers and work for an ecotourism magazine. Their boss has asked them to take photos for a report on the Andes mountain range in Colombia, Ecuador and Venezuela. Students will research the following information on the internet.
 - Investigate 3 natural wonders or animals of Los Andes.
 - Choose photographs that reflect its magnitude and beauty.
 - Describe each photograph to the class and explain why you chose it.

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)

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.

D. BACKGROUND INFORMATION
Context for course (optional)
History of Course Development (optional)