

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

AP Spanish Language and Culture

Curriculum Writing Committee: Gary Cotroneo

Grade Level: 12

Date of Board Approval: _____ 2023 _____

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Planned Instruction

Title of Planned Instruction: AP Spanish Language and Culture

Subject Area: World Language

Grade: 12

Grade Distribution:

Speaking Assessments (3-5 per MP)	30%
Writing Assessments (4-5 per MP)	25%
Listening and Reading Assessments (5-6 per MP)	20%
Knowledge-Based Assessments (varies per MP)	15%
Class Participation/Classwork (varies per MP)	10%

Course Description:

Advanced Placement Spanish Language and Culture is a course intended for those students who have successfully completed Spanish 4. The class is conducted almost entirely in Spanish and students are encouraged to practice Spanish on a consistent basis with both teachers and peers. At the advanced placement level, students will review and refine grammatical constructions and learn and apply new vocabulary that will emphasize both written and oral communication so students may increase their levels of proficiency in each of the language skills: listening, speaking, reading, writing and culture. As students work through the three modes of communication – Interpersonal, Interpretive and Presentational students will become more proficient in their ability to read and understand various literary genres, participate in conversations, understand directed questions, read newspapers, magazines, and Internet articles, and deliver oral and written presentations in a logical and convincing manner utilizing appropriate vocabulary and grammatical constructions. Those students who elect to pursue AP Spanish Language and Culture should have had a strong foundation in grammar as well as being competent in the areas of reading, listening comprehension, speaking, and writing. Students must also be open to the exploration and understanding of different cultures in relevant and fascinating contexts. Students should be directed toward an understanding of the culture of the target language in relationship to their own viewpoint and should be able to use the target language in real life settings (Families in Different Societies, The Influence of Language and Culture on Identity, Influences of Beauty and Art, How Science and Technology Affect our Lives, Factors that Impact the Quality of Life, and Environmental, Political, and Societal Challenges). The ultimate goal is that students will be able to communicate, read, and write in a natural and accurate manner.

Time/Credit for the Course: Full Year

Curriculum Writing Committee: Gary Cotroneo

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Curriculum Map

Marking Period One – Overview with time range in days:

Breakdown of AP exam sections and expectations – 5 days

What constitutes a family in different societies? – 15 days

How does one's identity develop over time? – 25 days

Marking Period One – Goals:

Understanding of:

- Education communities
- Family structure
- Global citizenship
- Human geography
- Social networking
- Population and demographics
- Social welfare
- Social conscience
- Alienation and assimilation
- Heroes and historical figures
- National and ethnic identities
- Personal Beliefs
- Personal Interests
- Self-Image
- Usage of present tense and reflexive verbs
- Use of gustar and other verbs like gustar
- Usage of preterite v. imperfect
- Usage of future and conditional
- Construction and use of past participle
- Usage of the perfect tenses
- Thematic vocabulary usage – Family, Sports, Challenges and Difficulties, Personalities, and Idioms
- Cultural differences

Marking Period Two – Overview with time range in days:

Practice Exam 1 – 5 days

How are perceptions of beauty and creativity established? – 20 days

How do developments in science and technology affect our lives? – 20 days

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Marking Period Two – Goals:

Understanding of:

- Architecture
- Beauty
- Creativity
- Fashion and design
- Language and literature
- Visual and performing arts
- Comprehension of gender and agreement of nouns and adjectives
- Usage of possessive adjectives and pronouns
- Usage of demonstrative adjectives and pronouns
- Using context clues to distinguish between the usage of para vs. por
- Indefinite and negative words usage
- Thematic vocabulary usage – The home (regarding architecture), Sports, and Idioms
- Cultural differences

Marking Period Three – Overview with time range in days:

Practice Test 2 – 5 days

What role does ethics play in scientific advancement? – 10 days

How do societies and individuals define quality of life? – 15 days

How is contemporary life influenced by cultural products, practices, and - perspectives? – 15 days

Marking Period Three – Goals

Understanding of:

- Innovations
- Natural phenomena
- Science and ethics
- Access to technology
- Effects of technology on self and society
- Health care and medicine
- Education and careers
- Lifestyles
- Relationships
- Customs and values
- Social customs and values
- Volunteerism
- Identification and application of formal and informal commands
- Usage of the subjunctive according to context clues
- Relative pronoun usage
- Thematic vocabulary usage –Health, Education, Tourism, Entertainment, and Idioms
- Cultural differences

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Marking Period Four – Overview with time range in days:

Practice Test 3 – 5 days

What are the origins of environmental, political, and social issues throughout the and what are some solutions? 40 days

Marking Period Four – Goals:

Understanding of:

- Economic issues
- Environmental issues
- Philosophical thought and religion
- Recall, recognize, and construct phrases using prepositional, direct, and indirect object pronouns.
- Review of passive voice
- Thematic vocabulary usage – The environment and Idioms
- The role of a woman in past Hispanic society and what was acceptable and not acceptable in regard to dating and marriage
- The struggle and stereotyping of Hispanics in the United States

*Students will also be completing the AP Spanish Language and Culture exam during this quarter.

BIG IDEAS USED IN ALL UNITS

Big Idea # 1: Communicate in Languages other than English

Essential Questions:

- How can we use the second language we know to exchange information from another person?

Concepts:

- Language (vocabulary, grammar, sound system) to exchange information about school, activities, friends.
- Vocabulary and cultural knowledge to “survive” in the language.
- Strategies to keep a conversation going beyond simple Question/Answer.

Competencies:

- Initiate, sustain, and close a conversation about a person or event.
- Ask and answer questions about their daily lives.
- Share personal reactions to ideas in authentic texts.

Big Idea #2: Gain Knowledge and Understanding of Other Cultures

Essential Questions:

- How can learning about the practices of another culture give us insights into the perspectives of the people of that culture?

Concepts:

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- Social interactions, practices, and perspectives Students know abstract practices of the culture such as economic or political dispositions.
- Social interactions, practices, and perspectives Students know how to scan authentic materials (newspapers, articles, websites, magazines, TV) for practices and perspectives of the culture.

Competencies:

- Select and analyze a piece of literature or other art form from the culture.
- Research and discuss how the target culture views social relationships based upon age, education, social status.
- Obtain information (through interviews with native speakers, texts, films, and websites) and demonstrate the similarities and differences found.

Big Idea #3: Connect with other disciplines and Acquire information

Essential Questions:

- How does second language learning reinforce and expand interdisciplinary studies?
- What print and non-print resources are available to help us connect with another language and culture?

Concepts:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Competencies:

- Authentic materials with visual support accompanied by language text in subject areas of interest and recent study.

Big Idea #4: Develop Insight into the nature of Language and culture

Essential Questions:

- How does comparing and contrasting the target language with our own language help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand their own culture?

Concepts:

- Expanded vocabulary and basic grammatical structures to compare with how they are similar or different from English.
- Cultural topics that deal with society, community norms to compare with one's own.

Competencies:

- Enhance reading / listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context, expanding vocabulary.
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions).

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Big Idea #5: Connect with other disciplines and Acquire information

Essential Questions:

- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?

Concepts:

- Community events, performances, exhibits that relate to the target culture.
- Careers where language and cultural competence are important.

Competencies:

- Name local, national, and global opportunities where language skills are used.
- Interview in person or electronically native speakers about school life, social and political issues.

Textbook and Supplemental Resources:

Temas: AP Spanish Language and Culture

Textbook ISBN #: 978-1-54338-274-7

Textbook Publisher & Year of Publication: Vista Higher Learning, 2024

PRINT AND NON-PRINT RESOURCES

- Temas: AP Spanish Language and Culture
- Abriendo Paso: Gramática,
- Triángulo: Cuarta edición,
- AP Spanish Language and Culture Exam Preparation
- Temas: AP Spanish Language and Culture online component
- AP Spanish Language and Culture Exam Preparation online component
- Abriendo Paso: Lectura
- Abriendo Paso: Gramática and CD
- CollegeBoard released AP exams and audio prompts
- El Sol magazine
- *La casa en Mango Street*,
- *La casa de Bernarda Alba*
- *La casa de Bernarda Alba* DVD
- *West Side Story* DVD
- *Selena* DVD

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SUGGESTED INTERNET SITES:

- a. www.cnn.com/espanol
- b. www.bbc.com/mundo
- c. www.elpais.com
- d. www.elmundo.es
- e. www.abc.es
- f. www.diariodemexico.com
- g. www.rtve.es/radio
- h. www.univision.com
- i. www.telemundo.com
- j. www.antena3.com
- k. www.conjuguemos.com
- l. www.studyspanish.com
- m. www.spanishdict.com
- n. www.digital.scholastic.com/teacher

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Curriculum Plan

Unit: 1

Time Range in Days: 15

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview: Las familias y las comunidades

Goals: Students will be able to differentiate the roles that families and communities assume in societies around the world and how they contribute to their overall well-being.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)

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Core Activities and Corresponding Instructional Methods:

1. Discussion of parts of the AP Spanish Language and Culture exam.
2. Discussion of summer work.
3. Integrate academic and content grammar and vocabulary activities.
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities.
4. Recall indicative tenses (Abriendo Paso: Gramática, p. 116-132, 30-44, 44-45, 203-205, and 233-235).
5. Recall formation of the past participle and the perfect tenses (Abriendo Paso: Gramática, p. 46, 48, 205-206, and 235-236).
6. Analyze literature (Temas: AP Spanish Language and Culture).
Small group/independent reading, collaborative learning
 - a. Contexto 1 – Las comunidades educativas
 - *Los clubes de ciencia Columbia*, p. 5-8
 - b. Contexto 2 – Las redes sociales
 - *Abuelas chilenas en internet, “influencers” a la tercera edad*, p. 19-22
7. Apply concepts and vocabulary to create a formal writing assignment.
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompt will be chosen from AP Spanish Language and Culture Exam Preparation previously released AP exams from CollegeBoard
 - ¿Cómo influye la cultura en el cambio de modelos de familia en una sociedad?
8. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
9. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
10. Compare cultures through in-class and out-of-class activities.
 - Discussion/debate on current topic chosen
 - Presentation on Hispanic cultural celebrations

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, performance-based assessments

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Curriculum Plan

Unit: 2

Time Range in Days: 25

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview: Las identidades personales y públicas

Goals: Students will be able to describe how aspects of identity are expressed in various situations and how they “fit in” this world and how one’s identity develops over time.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author’s purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.

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- a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall and distinguish between possessive adjectives and pronouns (Abriendo Paso: Gramática, p. 80-89).
3. Recall and distinguish between demonstrative adjectives and pronouns (Abriendo Paso: Gramática, p. 80-89).
4. Recall, recognize, and construct phrases using indefinite and negative words (Abriendo Paso: Gramática, p. 298-301).
5. Analyze literature (Temas: AP Spanish Language and Literature).
Small group/independent reading, collaborative learning
 - a. Contexto 2 – La autoestima
 - *El impacto de filtros en la autoestima*, p. 90-94
 - b. Contexto 4 – Los intereses personales
 - *El barrilete es geometría, es historia, es aritmética*, p. 124-128
6. Apply concepts and vocabulary to create a formal writing assignment.
 - Thematic vocabulary will come from Triángulo: Cuarta edición.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard.
 - ¿Las plataformas de streaming reemplazarán al cine?
7. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard.
8. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard.
9. Compare cultures through in-class and out-of-class activities.
 - Discussion/Debate on current topic chosen.
 - Mini presentation on an influential Hispanic.

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, performance-based assessments, practice AP test

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Curriculum Plan

Unit: 3

Time Range in Days: 20

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

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ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

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Overview: La belleza y la estética

Goals: Students will be able to explain how the arts both challenge and reflect cultural perspectives.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Connect background knowledge of gender of nouns and adjectives and articles in order to perfect grammatical structures in writing assignments (Abriendo Paso: Gramática, p. 73-79, and 237-257).
3. Differentiate between para vs. por using context clues (Abriendo Paso: Gramática, p. 309-311).
4. Analyze literature (Temas: AP Spanish Language and Culture).
Small group/independent reading, collaborative learning
 - a. Contexto 2 – La moda y el diseño
 - *Sobre las tiendas de segunda mano en Puerto Rico*, p. 156-159
 - b. Contexto 3 – El lenguaje y la literatura
 - *Como la vida misma*, Rosa Montero, p. 177-181
5. Analyze poetry (Abriendo Paso: Lectura, p. 255-259 and 262-268)
Small group/independent reading, collaborative learning
 - a. Selecciones de *Versos sencillos*
 - b. *Canción de otoño en primavera*
6. Apply concepts and vocabulary to create a formal writing assignment.
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompt will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard.
 - ¿Es la cirugía plástica la mejor manera para lograr el éxito social?
7. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
8. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
9. Compare cultures through in-class and out-of-class activities.
 - Debate on current topic chosen
 - Food competition graded on presentation, taste, and texture

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Informal writing assignment, formal writing assignment, listening and reading assessments, performance-based assessments.

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Curriculum Plan

Unit: 4

Time Range in Days: 30

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

[Downloads/PACore%20ELA%206-12_March%202014%20\(2\).pdf](#)

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/WorldReadinessStandardsforLearningLanguages.pdf>

Overview: La ciencia y la tecnología

Goals: Students will be able to compare and contrast how science and technology has advanced from when they were younger until now and what role ethics plays in scientific advancement.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities

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2. Recognize and recite formal and informal commands (Abriendo Paso: Gramática, p. 154-165).
3. Connect background knowledge of present tense, preterite, and commands in order to identify and construct present and past subjunctive phrases (Abriendo Paso: Gramática, p. 166-173 and 228-233).
4. Recall, recognize, and construct phrases using relative pronouns (Abriendo Paso: Gramática, p. 274-284).
5. Analyze literature (Temas: AP Spanish Language and Culture).
Small group/independent reading, collaborative learning
 - a. Contexto 1 – Tecnología, individuo, y sociedad
 - *Nosotros, No*, José Bernardo Adolph, p. 214-219
 - b. Contexto 2 – Los fenómenos naturales
 - *Día de la Tierra, Semáforo ambiental de Argentina*, p. 254-257
6. Apply concepts and vocabulary to create a formal writing assignment.
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompt will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
 - ¿Son los videojuegos beneficios para los niños?
7. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
8. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
9. Compare cultures through in-class and out-of-class activities.
 - Discussion/Debate on current topic chosen
 - Advertisement that depicts a product to keep one looking and/or feeling young
 - or recreate the tv show “Shark Tank” by creating a technological advancement and try to get the others to invest in it.

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, performance-based assessments, Practice AP Test

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Curriculum Plan

Unit: 5

Time Range in Days: 30

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview: La vida contemporánea

Goals: Students will be able to decipher society's and individual's definition of quality of life, its challenges, and how it is influenced on a daily basis.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.

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- a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities
2. Recall, recognize, and construct phrases using prepositional, direct, and indirect object pronouns (Abriendo Paso: Gramática, p. 258-273).
3. Recall, recognize, and construct forms of the passive voice.
4. Analyze literature (Temas: AP Spanish Language and Culture).
Small group/independent reading, collaborative learning
 - a. Contexto 2 – El entretenimiento y la diversión
 - o *Los <<gamers>> de los eSports*, p. 294-297
 - b. Contexto 4 – Las relaciones personales
 - o *Cartas de mamá*, Julio Cortázar, p. 330-333
5. Apply concepts and vocabulary to create a formal writing assignment.
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompt will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
 - ¿Se deben usar los uniformes en la escuela o no?
6. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
7. Synthesize and use context clues to be able to respond to oral prompts and conversations.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
8. Compare cultures through in-class and out-of-class activities.
 - Discussion/Debate on current topic chosen
 - Mini presentation on music
 - Mini presentation on contemporary life themes

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, vocabulary and grammar quizzes, current event discussions

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, performance-based assessments

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Curriculum Plan

Unit: 6

Time Range in Days: 45

Standard(s): PA Common Core Standards, ACTFL Standards

Standards Addressed:

PACCS: CC.1.2.A; CC.1.2.B; CC.1.2.C; CC.1.2.D; CC.1.2.F; CC.1.2.G; CC.1.2.H; CC.1.2.I; CC.1.3.E; CC.1.3.K; CC.1.4.A; CC.1.4.B; CC.1.4.I; CC.1.4.M; CC.1.4.S; CC.1.4.T; CC.1.4.U; CC.1.4.V; CC.1.4.W; CC.1.4.X; CC.1.5.A; CC.1.5.B; CC.1.5.C; CC.1.5.D; CC.1.5.E&G; CC.1.5.F; CC.15.4.12.A; CC.15.4.12.G; CC.15.4.12.K

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20ELA%206-12%20March%202014.pdf>

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

Overview: Los desafíos mundiales

Goals: Students will be able to identify world challenges and create solutions to them.

Objectives:

1. Students will be able to use context clues to identify the meaning of unfamiliar words in order to acquire and use academic and content vocabulary. (DOK level 1, DOK level 2)
2. Students will be able to determine the who, what, when, where, why of the reading selection, determine the author's purpose, describe how it affects the interpretation of a reading selection as well as to make connections between literary texts and real-life situations. (DOK level 1, DOK level 3, DOK level 4)
3. Students will be able to support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Students will be to use grammar and vocabulary concepts to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)
5. Students will be prepared to take the AP Spanish Language and Culture Exam given by CollegeBoard.

Core Activities and Corresponding Instructional Methods:

1. Integrate academic and content grammar and vocabulary activities.
 - a. Direct instruction and practice, small group/collaborative learning, graphic organizers, visualizations using Smartboard, speaking, listening, reading, and writing activities

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2. Recall, recognize, and construct phrases using *gustar* and other verbs like *gustar* (Abriendo Paso: Gramática, p. 302-304).
3. Recall, recognize, and construct phrases using indefinite and negative phrases (Abriendo Paso: Gramática, p. 302-304).
4. Recall, recognize, and construct phrases using relative pronouns (Abriendo Paso: Gramática, p. 302-304).
6. Analyze literature (Temas: AP Spanish Language and Culture).
Small group/independent reading, collaborative learning
 - a. Contexto 1 – Los temas económicos
 - *El décimo*, Emilia Pardo Bazán, p. 351-354
 - b. Contexto 4 – El bienestar social
 - *¿Por qué Costa Rica es el país más feliz de América Latina?*, p. 399-403
7. Analyze literature
Small group/independent reading, collaborative learning
 - a. *La casa en Mango Street*
 - b. *La casa de Bernarda Alba*
 - c. *La casa de Bernarda Alba DVD*
2. Apply concepts and vocabulary to create a formal writing assignment.
 - Thematic vocabulary will come from Triángulo: Cuarta edición
 - Prompt will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
 - ¿Es el ecoturismo una buena manera de concientizar al público sobre los problemas ambientales de nuestro mundo?
3. Use context clues to respond to real-life situation writing prompts.
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
4. Synthesize and use context clues to be able to respond to oral prompts and conversations
 - Prompts will be chosen from AP Spanish Language and Culture Exam Preparation or previously released AP exams from CollegeBoard
5. Compare cultures through in-class and out-of-class activities
 - Presentation on world problems in the Spanish-speaking world
 - View *West Side Story* and/or *Selena*

Assessments:

Diagnostic: Oral questions, think/pair/share, guiding questions, graphic organizers

Formative: Short readings, guiding questions, vocabulary, and grammar quizzes, current event discussions

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, performance-based assessments, practice AP test, Spanish Language and Culture Exam given by the CollegeBoard