

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Spanish 4

Curriculum Writing Committee: Gary Cotroneo

Grade Level(s): 11-12

Date of Board Approval: _____ 2023 _____

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Planned Instruction

Grade Distribution:

Speaking Assessments (3-5 per MP)	30%
Writing Assessments (3-4 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: This is an advanced level course intended to prepare students for the rigor of upper language usage and learning by challenging them to develop critical thinking and problem-solving skills in all areas of Spanish. This instruction and content are directed almost entirely in Spanish. The review and study of grammar is continued, but emphasis is placed on listening, reading, speaking, and writing. Students will have the opportunity to use a variety of learning methods to attain the mastery of the skills, concepts, and vocabulary necessary for success. These methodologies include communication, both personal and interpersonal, direct instruction, and guided inquiry. An overview of the most famous Spanish artists is also presented. A command of the language through writing and oral presentations focusing on the themes of global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and esthetics will be an integral part of the course. Technology is integrated whenever appropriate to support and enhance learning.

Time/Credit for the Course: Full Year, 180 days, meeting one period per day

Curriculum Map

Goals:

Lección Preliminar (15 days of MP 1)

Understanding of:

- Construction and use of past participle as an adjective
- Present perfect and pluperfect tenses
- Future and conditional tenses
- Future perfect and conditional perfect tenses
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 1 (30 days of MP 1)

Understanding of:

- Gender and agreement of nouns and articles
- Present tense
- Distinction between uses of ser v. estar
- Gender and agreement of adjectives
- Present Progressive Tense
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 2 (30 days of MP 2)

Understanding of:

- Prepositional, direct, and indirect object pronouns
- Gustar and other verbs like it
- Unintentional events
- Reflexive and reciprocal verbs
- Impersonal se
- Possessive adjectives and pronouns
- Demonstrative adjectives and pronouns
- Ordinal Numbers
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

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Unit 3 (25 days - 15 days of MP 2 and 10 of MP 3)

Understanding of:

- Preterite and imperfect tenses and verbs with special meaning in the preterite vs. the imperfect
- The differences of preterite and imperfect tenses using context clues
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 4 (35 days of MP 3)

Understanding of:

- Present subjunctive according to context clues
- Present perfect subjunctive according to context clues
- Formal and informal commands
- Para v. Por
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 5 (25 days of MP 4)

Understanding of:

- Relative pronouns using context clues
- Passive voice with ser
- Indefinite and Negative words
- Pero, sino, and sino que
- Various forms of comparison and superlative phrases
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 6 (20 days of MP 4)

Understanding of:

- Past subjunctive according to context clues
- Past subjunctive in “if, then” clauses
- Past perfect subjunctive
- Verbs that require prepositions
- Adverbs
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

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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:

- 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?

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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).

Big Idea #5: Participate in Multilingual Communities at Home and Around the World

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.

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Textbook and Supplemental Resources:

Senderos Level 4

Textbook ISBN #: 978-0-547-87201-8

Textbook Publisher & Year of Publication: Vista Higher Learning, 2023

PRINT AND NON-PRINT RESOURCES

- Senderos 4 audio program
- AP Spanish Language and Culture Exam Preparation
- AP Spanish Language and Culture Exam Preparation online component
- CollegeBoard released AP exams and audio prompts
- El Sol magazine

SUGGESTED INTERNET SITES:

- a. www.cnn.espanol.cnn.com
- b. <https://www.audio-lingua.eu/?lang=en>
- c. www.studyspanish.com
- d. www.spanishdict.com
- e. www.uni.edu/becker/Spanish3.html#grammar
- f. www.conjuguemos.com
- g. www.collegeboard.org/ap
- h. www.digital.scholastic.com/teacher
- i. <https://streema.com/radios/genre/Spanish>
- j. www.telemundo.com

Curriculum Plan

Unit: Lección Preliminar

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: Students will be able to read an article about food and nutrition, listen to a report on cities in the 21st century, communicate with a potential employer, discuss current events in the news, and talk about plans for vacation.

Objectives:

1. 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. Determine the who, what, when, where, why of selected reading selections (DOK level 1) and describe how it affects the interpretation of a reading selection as well as to make connections to real-life situations. (DOK level 3, DOK level 4)
3. Support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. List activities of what they have done on vacations and discuss family's activities on vacation using present and past perfect tenses and vacation-related vocabulary. (DOK levels 1, 2 and 3)
5. Make travel plans using future and conditional tenses. (DOK levels 2, 3, and 4)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Thematic vocabulary and complete the activities that follow (Senderos 4, p. 3, 5, 9, and 11).
3. Recall formation of the past participle and the present and past perfect tenses (Senderos 4, p. 2 & 4, teacher notes and teacher-made student practice activities).
4. Recall future and conditional tenses (Senderos 4, p. 8, 240-243, teacher notes, and teacher-made student practice activities).
5. Recall formation of the past participle, the present and past perfect tenses, and the future and conditional tenses to form the future and conditional perfect tenses (teacher notes and teacher-made student practice activities).
6. Analyze selected reading passages (Senderos 4, p. 3)
 - a. Small group/independent reading, collaborative learning
7. Use context clues to comprehend and respond to a listening activity (Senderos 4, p. 5).
 - a. Compare and contrast cultures and make observations Senderos 4, p. 6-7, El Sol, and www.digital.scholastic.com/teacher).

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, El Sol article discussions

Summative: Informal writing assignments (emails), formal writing assignment (Essay based on various sources), listening and reading assessments, performance-based assessments (simulated conversations and projects)

Curriculum Plan

Unit: 1

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: Students will be able to talk about feelings and relationships, describe people's personalities, talk about how I and other people feel, talk about people, states, and situations in the present, and say what people are doing at specific times.

Objectives:

1. 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. Determine the who, what, when, where, why of selected reading selections (DOK level 1) and describe how it affects the interpretation of a reading selection as well as to make connections to real-life situations. (DOK level 3, DOK level 4)
3. Support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Use the "quick question" technique to meet new people. (DOK levels 2, 3 and 4)
5. Describe people using ser v. estar. (DOK level 2)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Thematic vocabulary and complete the activities that follow (Senderos 4, p. 16-19, p. 55, and teacher-made student practice activities).
3. Connect background knowledge of gender of nouns and articles (Senderos 4, p. A7-A8, teacher notes and teacher-made and student practice activities).
4. Recall present tense (Senderos 4, p. 28-31, teacher notes, and teacher-made and student practice activities).
5. Distinguish between ser and estar using context clues and complete the activities that follow (Senderos 4, p. 32-35, teacher notes, and teacher-made student practice activities).
6. Recall formation of the present participle and the progressive tenses (Senderos 4, p. 36-39, teacher notes and teacher-made student practice activities).
7. Connect background knowledge of gender and plurals of adjectives (Senderos 4, p. A9-A10, teacher notes and teacher-made student practice activities).
8. Analyze selected reading passages (Senderos 4, Unit 1 and AP Spanish Language and Culture Exam Preparation).
 - a. Small group/independent reading, collaborative learning
9. Apply concepts and vocabulary to create a formal writing assignment.
 - a. Mi autobiografía/ ¿Quién soy yo?
 - b. ¿Es beneficioso para una compañía permitir que los empleados trabajen de casa?
10. Use context clues to comprehend and respond to various listening activities (Senderos 4, Unit 1 and AP Spanish Language and Culture Exam Preparation).
11. Synthesize and use context clues to respond to real-life writing and speaking prompts (AP Spanish Language and Culture Exam Preparation and CollegeBoard).
12. Compare and contrast cultures and make observations Senderos 4, p. 24-27, 40-43, and 49-53, El Sol, and www.digital.scholastic.com/teacher).
13. Performance based assessment - students will participate in a mock interview.

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, El Sol article discussions

Summative: Informal writing assignments (emails), formal writing assignment (Essay based on various sources), listening and reading assessments, performance-based assessments (simulated conversations and projects)

Curriculum Plan

Unit: 2

Time Range in Days: 30

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

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

Overview: Students will be able to plan leisure time activities, talk about places to hang out and exercise, say who does something and when, discuss likes and dislikes, and talk about daily routines and personal care.

Objectives:

1. 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. Determine the who, what, when, where, why of selected reading selections (DOK level 1) and describe how it affects the interpretation of a reading selection as well as to make connections to real-life situations. (DOK level 3, DOK level 4)
3. Support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Talk about indoor and outdoor sports and activity. (DOK 2)
5. Discuss ways that volunteers can help others in their own communities and how they have volunteered already. (DOK level 2)
6. Analyze productive language samples and provide shortened responses using object pronouns. (DOK Level 3 and 4)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Thematic vocabulary and complete the activities that follow (Senderos 4, p. 58-61, p. 97, and teacher-made student practice activities).
3. Recall, recognize, and construct phrases using prepositional, direct, and indirect object pronouns and complete the activities that follow (Senderos 4, p. 70-73, teacher notes and teacher-made student practice activities).
4. Recall use of gustar and other verbs like gustar (Senderos 4, p. 74-77, teacher notes and teacher-made student practice activities).
5. Connect background knowledge of reflexive verbs to describe oneself, one's daily routine, and life and complete the activities that follow (Senderos 4, p. 78-81, teacher notes, and teacher-made student practice activities).
6. Recall and distinguish between demonstrative adjectives and pronouns using teacher notes and teacher-made student practice activities (Senderos 4, p. A14-A15, teacher notes and teacher-made student practice activities).
7. Recall and distinguish between possessive adjectives and pronouns using teacher notes and teacher-made student practice activities (Senderos 4, p. A16-A17, teacher notes and teacher-made student practice activities).
8. Analyze selected reading passages (Senderos 4, Unit 2 and AP Spanish Language and Culture Exam Preparation).
 - a. Small group/independent reading, collaborative learning
9. Apply concepts and vocabulary to create a formal writing assignment.
 - a. ¿Es mejor participar en las redes sociales? (www.collegeboard.org)
10. Use context clues to comprehend and respond to various listening activities (Senderos 4, Unit 2 and AP Spanish Language and Culture Examination).
11. Synthesize and use context clues to respond to real-life writing and speaking prompts (AP Spanish Language and Culture Examination and www.collegeboard.org).
12. Compare and contrast cultures and make observations (Senderos 4, p. 66—69, p. 91-95) y El Sol, and www.digital.scholastic.com/teacher).
13. Performance based assessment – students will choose a renowned Hispanic and compare him/her to someone similar in the U.S. or locally.

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, El Sol article discussions

Summative: Informal writing assignments (emails), formal writing assignment (Essay based on various sources), listening and reading assessments, performance-based assessments (simulated conversations and projects)

Curriculum Plan

Unit: 3

Time Range in Days: 25

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: Students will be able to talk about house chores, describe a person's daily activities, describe experiences or situations in the past, narrate situations providing background and referring to specific moments in the past.

Objectives:

1. 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. Determine the who, what, when, where, why of selected reading selections (DOK level 1) and describe how it affects the interpretation of a reading selection as well as to make connections to real-life situations. (DOK level 3, DOK level 4)
3. Support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Construct past tense narrations. (DOK level 3)
5. Students will be able identify many famous Spanish artists, authors, and musicians and their works. (DOK levels 1 and 2)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Thematic vocabulary and complete the activities that follow (Senderos 4, p. 100-103, p. 139, and teacher-made student practice activities).
3. Connect background knowledge of preterite and imperfect to form and distinguish between the two (Senderos 4, p. 112-123, teacher notes and teacher-made student practice activities).
4. Analyze selected reading passages (Senderos 4, Unit 3 and AP Spanish Language and Culture Exam Preparation).
 - a. Small group/independent reading, collaborative learning
5. Apply concepts and vocabulary to create a formal writing assignment.
 - a. ¿Es beneficioso el aumento de la popularidad de los libros electrónicos? (www.collegeboard.org)
6. Use context clues to comprehend and respond to various listening activities (Senderos 4, Unit 3 and AP Spanish Language and Culture Exam Preparation).
7. Synthesize and use context clues to respond to real-life writing and speaking prompts (AP Spanish Language and Culture Exam Preparation and www.collegeboard.org).
8. Recognize and analyze famous Spanish art and artists (Galería de Arte y Vida, p. 2-17, Abriendo Paso: Lectura, p. 313-321).
 - a. Seis estrellas de la pintura hispana incluso Diego Rivera
 - b. Botero: El espejo convexo
9. Compare and contrast cultures and make observations (Senderos 4, p. 108-111, 128-138, El Sol, and www.digital.scholastic.com/teacher).
10. Performance based assessment – Students will narrate an event (sporting, musical, etc.) recap using preterite v. imperfect.

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, El Sol article discussions

Summative: Informal writing assignments (emails), formal writing assignment (Essay based on various sources), listening and reading assessments, performance-based assessments (simulated conversations and projects)

Curriculum Plan

Unit: 4

Time Range in Days: 35

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: Students will be able to talk about health, disease, and healthcare systems, give advice and recommendations, express emotions, doubt, and denial, give instructions and commands, and describe a situation with specific details.

Objectives:

1. 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. Determine the who, what, when, where, why of selected reading selections (DOK level 1) and describe how it affects the interpretation of a reading selection as well as to make connections to real-life situations. (DOK level 3, DOK level 4)
3. Support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Discuss science, technology, and ethics and how they can be improved using new and previously learned vocabulary. (DOK levels 1 and 2)
5. Make requests, recommendations, and suggestions using present subjunctive in noun, adjective, and adverbial clauses. (DOK levels 3 and 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Thematic vocabulary and complete the activities that follow (Senderos 4, p. 142-145, p. 183, and teacher-made student practice activities).

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3. Connect background knowledge of commands to identify and construct present subjunctive phrases (Senderos 4, p. 154-159, teacher notes and teacher-made student practice activities).
4. Recall formation of present perfect tense and certain subjunctive phrases to identify and construct present perfect subjunctive (teacher notes and teacher-made student practice activities).
5. Recognize and recite formal and informal commands using context clues (Senderos 4, p. 160-163, teacher notes, and teacher-made student practice activities).
6. Differentiate between para vs. por using context clues (Senderos 4, p. 164-167, teacher notes, and teacher-made student practice activities).
7. Analyze selected reading passages (Senderos 4, Unit 4 and AP Spanish Language and Culture Exam Preparation).
 - a. Small group/independent reading, collaborative learning
8. Apply concepts and vocabulary to create a formal writing assignment.
 - a. ¿Serán relevantes las bibliotecas tradicionales en el futuro?
(www.collegeboard.org)
9. Use context clues to comprehend and respond to various listening activities (Senderos 4, Unit 4 and AP Spanish Language and Culture Exam Preparation).
10. Synthesize and use context clues to respond to real-life writing and speaking prompts (AP Spanish Language and Culture Exam Preparation and www.collegeboard.org).
11. Compare and contrast cultures and make observations (Senderos 4, p. 150-153, p. 178-181, El Sol, and www.digital.scholastic.com/teacher).
12. Performance based assessment – students will create a product and try to sell it using the premise of the tv show *Shark Tank*.

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, El Sol article discussions

Summative: Informal writing assignments (emails), formal writing assignment (Essay based on various sources), listening and reading assessments, performance-based assessments (simulated conversations and projects)

Curriculum Plan

Unit: 5

Time Range in Days: 25

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: Students will be able to talk about trips, lodging, and excursions, compare characteristics, people, objects, and actions, express negative and indefinite sentences, and describe objects or people that are needed or wanted.

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 selected reading selections (DOK level 1) and describe how it affects the interpretation of a reading selection as well as to make connections to real-life situations. (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 able to prepare for and take a trip using new and previously learned vocabulary. (DOK level 2)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Thematic vocabulary and complete the activities that follow (Senderos 4, p. 186-89, p. 225, and teacher-made student practice activities).
3. Recall, recognize, and construct the various forms of comparison and superlative phrases (Senderos 4, p. 198-201, teacher notes and teacher-made student practice activities).
4. Recall use of indefinite and negative words using context clues (Senderos 4, p. 202-205, teacher notes, and teacher-made student practice activities).
5. Understand difference between and use of pero, sino, and sino que using context clues (Senderos 4, p. A31-A32, teacher notes, and teacher-made student practice activities).
6. Apply relative pronouns using context clues (teacher notes and teacher-made student practice activities).
7. Analyze selected reading passages (Senderos 4, Unit 5 and AP Spanish Language and Culture Exam Preparation).
 - a. Small group/independent reading, collaborative learning
8. Apply concepts and vocabulary to create a formal writing assignment.
 - a. ¿Quién se beneficia más, las personas que hacen el trabajo voluntario o las que reciben la ayuda? (www.collegeboard.org)
9. Use context clues to comprehend and respond to various listening activities (Senderos 4, Unit 5 and AP Spanish Language and Culture Exam Preparation)
10. Synthesize and use context clues to respond to real-life writing and speaking prompts (AP Spanish Language and Culture Exam Preparation and www.collegeboard.org).
11. Compare and contrast cultures and make observations (Senderos 4, p. 194-197, p. 220-223, El Sol, and www.digital.scholastic.com/teacher).
12. Performance based assessment – students will plan a trip which will include itineraries, hotels, restaurants, and other travel-related expenses.

Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, El Sol article discussions

Summative: Informal writing assignments (emails), formal writing assignment (Essay based on various sources), listening and reading assessments, performance-based assessments (simulated conversations and projects)

Curriculum Plan

Unit: 6

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

<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: Students will be able to talk about the environment, natural resources, and natural phenomena, talk about actions and events that will happen in the future, express purpose, condition, or intent and ask and answer questions about environmental protection.

Objectives:

1. 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. Determine the who, what, when, where, why of selected reading selections (DOK level 1) and describe how it affects the interpretation of a reading selection as well as to make connections to real-life situations. (DOK level 3, DOK level 4)
3. Support ideas with details and examples and relate them to concepts of the thematic unit. (DOK level 3)
4. Discuss social and world challenges, in particular the environment, and how they can be improved using new and previously learned vocabulary. (DOK levels 1 and 2)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Thematic vocabulary and complete the activities that follow (Senderos 4, p. 228-231, p. 267, and teacher-made student practice activities).
3. Connect background knowledge of preterite and present subjunctive to identify and construct past subjunctive phrases (teacher notes and teacher-made student practice activities).
4. Recall formation of present perfect subjunctive and certain subjunctive phrases to identify and construct past perfect subjunctive (teacher notes and teacher-made student practice activities).
5. Connect background knowledge of verbs that require prepositions to form logical phrases and complete the activities that follow (Senderos 4, p. 248-251, teacher notes and teacher-made student practice activities).
6. Recall formation of adverbs (Senderos 4, p. A36-A37, teacher notes, and teacher-made student practice activities).
7. Analyze selected reading passages (Senderos 4, Unit 6 and AP Spanish Language and Culture Exam Preparation).
 - a. Small group/independent reading, collaborative learning
8. Apply concepts and vocabulary to create a formal writing assignment.
 - a. ¿Los gobiernos deberían implementar programas de reciclaje obligatorio? (AP Spanish Language and Culture Exam Preparation)
9. Use context clues to comprehend and respond to various listening activities (Senderos 4, Unit 6 and AP Spanish Language and Culture Exam Preparation).
10. Synthesize and use context clues to respond to real-life writing and speaking prompts (AP Spanish Language and Culture Exam Preparation and www.collegeboard.org).
11. Compare and contrast cultures and make observations (Senderos 4, p. 236-239, p. 262-266, El Sol, and www.digital.scholastic.com/teacher).
12. Build background knowledge of the role of Hispanic immigrants and their difficulties upon entering and surviving in America.
 - a. *A Walk in the Clouds*
13. Build background knowledge of the role, discrimination, and difficulties of women in Hispanic society and compare it to American society.
 - a. *Evita*
 - b. *In the Time of the Butterflies*
14. Performance based assessment – students will choose a world problem and compare and contrast it in both a Spanish-speaking country and the United States.

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Assessments:

Diagnostic: Oral questions and observations, guiding questions, graphic organizers

Formative: Short readings, think/pair/share and group activities, guiding questions, vocabulary and grammar quizzes, El Sol article discussions

Summative: Informal writing assignments (emails), formal writing assignment (Essay based on various sources), listening and reading assessments, performance-based assessments (simulated conversations and projects)