

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Spanish 1

Curriculum Writing Committee: Lindsey Strapec

Grade Level(s): 8-12

Date of Board Approval: _____ 2021 _____

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Planned Instruction

Grade Distribution:

Speaking Assessments (3 per MP)	30%
Writing Assessments (3 per MP)	30%
Listening and Reading Assessments (4-5 per MP)	25%
Knowledge-Based Assessments (6 per MP)	15%

Course Description: This course introduces the fundamental elements of the Spanish language within a cultural context. Units are developed around focus questions with goals and objectives that motivate students to develop listening, speaking, reading, and writing skills. An emphasis is placed on Interpretive, Interpersonal and Presentational modes of communication in order to prepare students to use the language in real-life situations and to begin developing language proficiency in level I. The interwoven elements of the “5C’s”; Communication, Culture, Comparisons, Communities and Connections are ever present in order to meet the needs of all students taking the course. Most students will be expected to reach Novice Mid Proficiency level.

Time/Credit for the Course: Full Year, 180 days, meeting 1 period per day

Curriculum Map

Goals: Preliminary Unit (15 days MP 1)

Understanding of:

- Greetings
- Leave-taking phrases
- Stating how one is
- Introductions
- Exchanging phone numbers
- Origin
- Numbers 1-10
- Addressing people formally vs. informally
- Spanish alphabet and pronunciation
- Date and weather
- Cultural differences and similarities

Unit 1 (45 days, 30 of MP 1 and 15 of MP 2)

Understanding of:

- Subject pronouns
- Present simple use of the verb ser
- Present simple use of the verb gustar
- Yes or no questions
- Likes and dislikes of pastimes.
- Appropriate vocabulary to enhance listening, reading, speaking, and writing.
- Cultural differences and similarities
- Definite and indefinite articles
- Agreement of nouns and adjectives
- Nouns to identify people
- Adjectives to describe characteristics and physical description
- Basic transitions
- Ask and answer questions to describe people

Unit 2 (45 days, 30 days of MP 2 and 15 of MP 3)

Understanding of:

- Telling time and time phrases
- Daily schedules
- Words of frequency
- School subjects

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- Classroom activities
- Adverbs
- Present simple form of the verb TENER
- Present simple form of AR verb
- Tener que + infinitive
- Use of adjectives to describe school
- Use of adjectives to describe feelings
- Classroom objects
- Prepositions of location
- Select questions
- Present simple form of the verb ESTAR
- Present simple form of the verb IR
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 3 (45 days, 30 of MP 3 and 15 of MP 4)

Understanding of:

- Meals and common foods
- Asking and answering questions with target question words
- Describing food with select adjectives
- Gustar with nouns
- Present simple ER verb conjugation
- Present simple IR verb conjugation
- Discuss likes and dislikes about food
- Possessive adjectives
- Comparatives and superlatives
- TENER expressions
- Family and pets
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 4 (30 days of MP 4)

Understanding of:

- Seasons and weather
- Clothing descriptions
- TENER expressions
- Stores and places
- Discuss purchases

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- Present simple E to IE stem changing verbs
- Use of direct object pronouns
- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills
- Cultural differences and similarities

Unit 5 (Supplemental, if time permits)

Understanding of:

- House description, household items, household chores, and party planning
- Ser v. estar
- Ordinal vs. Cardinal numbers
- Irregular verb conjugations of dar, decir, and venir
- Affirmative tú commands
- Acabar de + infinitive to describe something that just happened
- 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?

Concepts:

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

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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:

iAvancemos! Level 1

Textbook ISBN #: 978-0-547-87191-2

Textbook Publisher & Year of Publication: Holt McDougal, 2013

PRINT AND NON-PRINT RESOURCES

- iAvancemos! 1 Cuaderno and audio program
- @hometutor

SUGGESTED INTERNET SITES:

- a. www.classzone.com
- b. www.studyspanish.com
- c. www.spanishdict.com
- d. www.conjuguemos.com

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Curriculum Plan

Unit: Preliminary

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;

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

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

Overview: Getting to know others and exchanging personal information in the target language provides an opportunity to interact with native-speakers and further one's language abilities and skills.

Objectives:

1. Compare and contrast culturally appropriate ways of greeting one another in the United States and Spanish-speaking countries. (DOK level 3)
2. Utilize and apply concepts in order to exchange information needed in order to learn basic information about others. (DOK 1, 2, 3 and 4)
 - Greet people and say goodbye
 - Introduce yourself and others
 - Ask and say how to spell names
 - Say where you are from
 - Exchange phone numbers
 - State and ask ages
3. Develop cultural awareness about Hispanic teens in the United States. (DOK Level 4)
4. Compare English grammar and Spanish grammar (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Identify basic use of the verb ser to discuss origin ([¡Avancemos!](#) 1 teacher notes, and teacher-made student practice activities).

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3. Apply knowledge of numbers and basic understanding of the verb tener to discuss age and personal information (iAvancemos! 1 teacher notes, and teacher-made student practice activities).
4. Analyze selected reading passages (iAvancemos! 1).
 - a. Small group/independent reading, collaborative learning
5. Thematic vocabulary and complete the activities that follow (iAvancemos! 1 corresponding workbook activities, and teacher-made student practice activities).
6. Apply concepts and vocabulary to compose formal writing assignments.
7. Use context clues to comprehend and respond to various listening activities (iAvancemos! 1).
8. Synthesize and use context clues to respond to real-life writing and speaking prompts (iAvancemos! 1).
9. Compare and contrast cultures and make observations.

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

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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Unit: 1

Time Range in Days: 45

Standard(s):

PA Core State 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;

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

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

Overview:

Students will be able to demonstrate the answers to the following questions:

- How do I talk about my likes and dislikes?
- How do I discuss the likes and dislikes of others?
- How do I state my personal preferences?
- How are my pastimes similar and different to Spanish-speaking teen's?
- How does culture affect pastimes and hobbies?
- How do typical American snacks differ from the Spanish-speaking community?
- How does popular culture of Spanish-speaking countries compare to that of the United States?
- How do I discuss the likes and dislikes of others?
- How do you describe yourself and others?
- How does appearance affect identity?
- What factors contribute to one's identity?

Objectives:

1. Respond to and ask yes/no and either/or questions. (DOK Level 1)
2. Ask and answer questions about what I like or dislike. (DOK LEVEL 1)
3. State my favorite free-time activities, sports, and food and those I don't like using words, phrases, and memorized expressions. (DOK Level 1)
4. Compare and contrast likes and dislikes. (DOK Level 3)
5. Discuss and summarize others' likes and dislikes. (DOK Levels 1 and 2)
6. Discuss and summarize others' free-time activities. (DOK Levels 1 and 2)
7. Recognize the difference between a question and a statement. (DOK Level 1)
8. Discuss likes and dislikes of others. (DOK Level 1)
9. Discuss themselves and others. (DOK Level 1)
10. Analyze how appearance affects identity. (DOK Level 4)
11. Analyze factors that contribute to one's identity. (DOK Level 4)

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12. Describe physical and personality traits. (DOK Level 1)
13. Identify people and things. (DOK Level 1)
14. Identify and describe famous Spanish-speakers. (DOK Level 1)
15. Compare and contrast English grammar with Spanish grammar. (DOK level 3)
16. Analyze and apply grammatical structures. (DOK Level 4)
17. Use context clues to make inferences and draw conclusions. (DOK Level 3)
18. Apply concepts to exchange information with others. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Identify and apply subject pronouns to conjugate ser in the present tense (iAvancemos! 1 37-39) corresponding workbook activities, and teacher-made student practice activities.
3. Apply basic knowledge of gustar to discuss pastimes (iAvancemos! 1, p. 42-44).
4. Identify and apply the use of gustar and other verbs like gustar using teacher notes and teacher-made student practice activities.
5. Identify and apply the present tense using teacher notes and teacher-made and student practice activities.
6. Connect concept of agreement to distinguish between definite and indefinite articles (iAvancemos! 1, p. 61-63, teacher notes, teacher-made student practice activities).
7. Connect concept of agreement to distinguish between gender and number in descriptions (iAvancemos! 1, p. 66-68).
8. Analyze selected reading passages (iAvancemos! 1).
 - a. Small group/independent reading, collaborative learning
9. Small group/independent reading, collaborative learning.
10. Thematic vocabulary and complete the activities that follow (iAvancemos! 1, p. 33-35 and p. 56-58) corresponding workbook activities, and teacher-made student practice activities).
11. Apply concepts and vocabulary to compose formal writing assignments.
12. Use context clues to comprehend and respond to various listening activities (iAvancemos! 1).
13. Synthesize and use context clues to respond to real-life writing and speaking prompts (iAvancemos! 1).
14. Compare and contrast cultures and make observations.

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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

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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Unit: 2

Time Range in Days: 45

Standard(s):

PA Core State 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;

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

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

Overview:

Students will be able to demonstrate the answers to the following questions:

- What classes do students in target cultures have?
- What are student and school schedules like in the target cultures?
- What must you and other students do to succeed in their classes?
- What are classes like in target cultures?
- How do you and other students feel about school and classes?
- How do you and other students feel while in specific situations within the school setting?
- Where are some places in your school located?
- What items are generally needed when starting the school year?

Objectives:

1. Compare and contrast school customs in Spanish-speaking countries and the United States. (DOK level 3)
2. Utilize and apply concepts to exchange information needed in order to discuss a typical school day. (DOK 1, 2, 3 and 4)
 - a. Talk about daily schedules
 - b. Ask and tell time
 - c. Say what you have and have to do
 - d. Say what you do and how often you do things
3. Develop cultural awareness about Hispanic teens in the United States. (DOK Level 4)
4. Compare English grammar and Spanish grammar. (DOK Level 3)
5. Compare and contrast English grammar with Spanish grammar. (DOK level 3)
6. Analyze and apply grammatical structures. (DOK Level 4)
7. Use context clues to make inferences and draw conclusions. (DOK Level 3)
8. Apply concepts to exchange information with others. (DOK Level 4)

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9. Compare and contrast school customs in Spanish-speaking countries and the United States. (DOK level 3)
10. Utilize and apply concepts to exchange information needed in order to discuss schools and classroom settings. (DOK 1, 2, 3 and 4)
 - a. Items needed at the beginning of the school year
 - b. How students feel while in the school setting
 - c. Where places are located within schools
 - d. Describe schools

Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Recall, recognize, and construct phrases using the verb ser to discuss time (iAvancemos! 1, p. 90)
3. Identify and utilize numbers 1-100 to tell time in the target language. (iAvancemos! 1, p. 90)
4. Identify and distinguish between expressions of frequency to discuss daily activities. (iAvancemos! 1, p. 93)
5. Identify patterns in the conjugations of the verb tener. (iAvancemos! 1, p. 91-93)
6. Distinguish between use of tener vs. tener que to discuss what one has or has to do (iAvancemos! 1 p. 91-93)
7. Identify and interpret the regular present tense conjugation of AR verbs. (iAvancemos! 1, p. 96-98)
8. Recall, recognize, and construct phrases using the verb estar to discuss locations and emotions. (iAvancemos! 1, p. 115-117)
9. Use the irregular present tense conjugations of the verb IR to tell where one must go. (iAvancemos! 1, p. 120-122)
10. Analyze selected reading passages. (iAvancemos! 1, Unit 2).
 - a. Small group/independent reading, collaborative learning
11. Thematic vocabulary and complete the activities that follow. (iAvancemos! 1, p.86-88 and p. 110-112, corresponding workbook activities, and teacher-made student practice activities).
12. Apply concepts and vocabulary to create formal writing assignments.
13. Use context clues to comprehend and respond to various listening activities (iAvancemos! 1).
14. Synthesize and use context clues to respond to real-life writing and speaking prompts. (iAvancemos! 1)
15. Compare and contrast cultures and make observations.

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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

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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Unit: 3

Time Range in Days: 45

Standard(s):

PA Core State 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;

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

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

Overview:

Students will be able to demonstrate the answers to the following questions:

- How does food define culture?
- How do I exchange information about meals in Spanish?
- How do I express opinions about food and drink?
- How does economy, culture and geography affect food?
- Who is in my family?
- How do I describe my family?
- How is my family different/similar to a target culture's family?
- How does my family celebrate different celebrations compared to target culture families?

Objectives:

1. List and Identify food and drink preferences. (DOK Level 1)
2. Identify some target culture traditional or typical foods. (DOK Level 1)
3. Utilize and apply concepts to exchange information needed in order to discuss food preferences and menu items. (DOK Levels 1, 2, 3 and 4)
 - a. Typical menu items
 - b. Mealtimes
 - c. Food preferences and why
4. Compare and contrast meals and mealtimes between target culture and student's own. (DOK Level 3)
5. Compare English grammar and Spanish grammar. (DOK Level 3)
6. Utilize and apply concepts to exchange information needed in order to discuss family. (DOK Levels 1, 2, 3 and 4)
 - a. Identify family members and relationships.
 - b. Ask and talk about family members and characteristics.
 - c. Give basic biographical information about family members.

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- d. Discuss family members, ages, birthdates, likes and dislikes.
 - e. Make comparisons between families and family members.
 - f. Recognize dates.
7. Compare and contrast family structures between target culture and student's own. (DOK Level 3)
 8. Analyze and apply grammatical structures. (DOK Level 4)
 9. Use context clues to make inferences and draw conclusions. (DOK Level 3)
 10. Apply concepts to exchange information with others. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Recall, recognize, and construct phrases using regular AR conjugations to use gustar with nouns (iAvancemos! 1 p. 145-147).
3. Recall regular present tense conjugations to identify patterns of er and ir verbs to construct phrases (iAvancemos! 1 p. 150-152).
4. Recall, recognize, and construct phrases using dates and numbers to discuss age (iAvancemos! 1 p. 164-166).
5. Identify and use in context possessive adjectives and DE to discuss possession and family relationships (iAvancemos! 1 p. 169-171).
6. Recall adjectives and the verb ser to utilize comparative phrases (iAvancemos! 1 p. 174-176).
7. Analyze selected reading passages. (iAvancemos! 1, Unit 3).
 - a. Small group/independent reading, collaborative learning
8. Thematic vocabulary and complete the activities that follow. (iAvancemos! 1 p.140-142 and p. 164-166, corresponding workbook activities, and teacher-made student practice activities).
9. Apply concepts and vocabulary to create formal writing assignments.
10. Use context clues to comprehend and respond to various listening activities. (iAvancemos! 1).
11. Synthesize and use context clues to respond to real-life writing and speaking prompts (iAvancemos! 1).
12. Compare and contrast cultures and make observations.

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

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

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Unit: 4

Time Range in Days: 30

Standard(s):

PA Core State 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;

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

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

Objectives:

Students will be able to:

1. Utilize and apply concepts to exchange information needed in order to discuss clothing, weather, and shopping. (DOK Levels 1, 2, 3 and 4)
 - a. Identify clothing.
 - b. Describe clothing.
 - c. Explain why you would make a clothing choice based on geography and weather.
 - d. Recognize and respond to questions about weather, clothing, and shopping.
 - e. Discuss shopping options in Spanish-speaking countries.
 - f. Recognize and respond to prices.
2. Compare and contrast clothing choices between your own and a target culture. (DOK Level 3)
3. Compare English grammar and Spanish grammar. (DOK Level 3)
4. Analyze and apply grammatical structures. (DOK Level 4)
5. Use context clues to make inferences and draw conclusions. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Recall, recognize, and construct phrases using the verb tener to use selected expressions ([iAvancemos!](#) 1 p. 198).
3. Recall, recognize, and construct phrases using regular er verb conjugations to use the verb ver in context ([iAvancemos!](#) 1 p. 220).
4. Recall, recognize, and construct phrases using adjectives to describe clothing, clothing preferences, and places in a town ([iAvancemos!](#) Unit 4)

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5. Identify seasons and recall weather expressions and to construct phrases and sentences with the target vocabulary (iAvancemos! 1 Unit 4)
6. Recall, recognize, and utilize the verb ir in expressions using ir + a + infinitive (iAvancemos! 1, p. 222).
7. Recall regular present tense conjugations to identify patterns of e - ie, o - ue, and e – i stem changing verbs (iAvancemos! 1 p. 199-201 and p. 223-229).
8. Recall, recognize, and construct phrases using dates and numbers to discuss prices and shopping (iAvancemos! 1 Unit 4 Lesson 1).
9. Identify and use direct object pronouns in context (iAvancemos! 1, p. 204-206)
10. Analyze selected reading passages (iAvancemos! 1, Unit 4).
 - a. Small group/independent reading, collaborative learning
11. Thematic vocabulary and complete the activities that follow (iAvancemos! 1, p.194-196 and p. 218-220, corresponding workbook activities, and teacher-made student practice activities).
12. Apply concepts and vocabulary to create formal writing assignments.
13. Use context clues to comprehend and respond to various listening activities (iAvancemos! 1).
14. Synthesize and use context clues to respond to real-life writing and speaking prompts (iAvancemos! 1).
15. Compare and contrast cultures and make observations.

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

Summative: Informal writing assignments, formal writing assignment, listening and reading assessments, Interpersonal and Presentational speaking assessments

DELAWARE VALLEY SCHOOL DISTRICT

Unit: 5

Time Range in Days: Supplemental

Standard(s):

PA Core State 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;

[Downloads/PACore%20ELA%206-12_March%202014%20\(2\).pdf](https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf)

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

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

Overview:

Students will be able to demonstrate the answers to the following questions:

- How do I give and take commands in Spanish?
- How do I discuss home life and household responsibilities in Spanish?
- How does economy, culture and geography affect home life?
- How do I order things and events in the target language?
- How do I describe my home?
- How do I describe a party?
- How is my home life different to a target culture's?
- How does a country's location make it unique?
- How can landscapes reflect the way of life in a community?
- How do people show pride for their community?

Objectives:

1. Utilize and apply concepts to exchange information needed in order to discuss home life, household items and responsibilities, and parties. (DOK Levels 1, 2, 3 and 4)
 - a. Identify household vocabulary.
 - b. Describe things in a series.
 - c. Describe your house and how it is designed.
 - d. Recognize and respond to commands about chores and responsibilities.
 - e. Recognize and respond to questions about locations, origins, and descriptions.
2. Compare and contrast your home and a target culture's. (DOK Level 3)
3. Compare English grammar and Spanish grammar. (DOK Level 3)
4. Analyze and apply grammatical structures. (DOK Level 4)
5. Use context clues to make inferences and draw conclusions. (DOK Level 3)

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Core Activities and Corresponding Instructional Methods:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities.
2. Recall, recognize, and construct phrases using the stem changing verbs.
3. Differentiate between the verbs ser and estar to use them in context (jAvancemos! 1, p. 253-255).
4. Identify ordinal numbers and utilize them to describe places and events (jAvancemos! 1, p. 258-300).
5. Recall, recognize, and utilize ar verb conjugation and infinitives to discuss events that just happened using the expression acabar de + infinitive (jAvancemos! 1, p. 284).
6. Identify affirmative commands of regular and irregular verbs (jAvancemos! 1, p. 282-284).
7. Recall, recognize, and construct phrases using direct object pronouns to give affirmative commands (jAvancemos! 1, p. 282).
8. Identify and use irregular verbs in context (jAvancemos! 1, p. 277-279)
9. Analyze selected reading passages (jAvancemos! 1, Unit 5).
 - a. Small group/independent reading, collaborative learning
10. Thematic vocabulary and complete the activities that follow (jAvancemos! 1, p. 248-250 and p. 272-274, corresponding workbook activities, and teacher-made student practice activities).
11. Apply concepts and vocabulary to create formal writing assignments.
12. Use context clues to comprehend and respond to various listening activities (jAvancemos! 1).
13. Synthesize and use context clues to respond to real-life writing and speaking prompts (jAvancemos! 1).
14. Compare and contrast cultures and make observations.

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