

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Spanish 1**

**Curriculum Writing Committee:** Lindsey Strapec with input from Ryan Loughren and Michele Rojas

**Grade Level(s): 8-12**

**Date of Board Approval:** \_\_\_\_\_ 2023 \_\_\_\_\_

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## Planned Instruction

### Grade Distribution (MS):

Speaking assessments (3-5 per MP)	30%
Writing assessments (3-4 per MP)	30%
Listening and Reading assessments (5-6 per MP)	25%
Skills based assessments (varies per MP)	15%

### Grade Distribution (HS):

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

**Course Description:** This course introduces the fundamental elements of the Spanish language within a cultural context. Students will begin to develop their skills in listening, reading, speaking, and writing in the Spanish language. Students will be introduced to basic skills needed to communicate within the context of authentic scenarios. This course is designed to introduce a variety of essential vocabulary and foundational grammatical structures. Instruction is given in the target language as appropriate for the Novice Mid Proficiency level and utilizes technology where appropriate to enhance the second language learning.

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

## DELAWARE VALLEY SCHOOL DISTRICT

# Curriculum Map

### Goals:

#### Lección Preliminar (25 days of MP 1)

##### Understanding of:

- **Culture**
  1. The Spanish language in the United States.
  2. Common names in the Spanish language.
  3. The Salvadoran community of Washington D.C.
- **Vocabulary**
  1. The alphabet
  2. Spanish countries and capitals.
  3. Numbers 1-30
  4. Classroom objects
  5. Days of the week
  6. Cognates
- **Grammar**
  1. The verb ser
  2. The verb tener
  3. Using expressions to communicate in the learning environment.
- **Communication (Oral and Written)**
  1. Spell words in Spanish.
  2. Ask a classmate their name and where they are from.
  3. Ask and answer questions about objects in the classroom and school schedule.
  4. Present information about my school schedule, classes, and teachers.

#### Lección 1 (20 days of MP 1 and 10 days of MP2)

##### Understanding of:

- **Culture**
  1. Greetings and person space in Spanish-speaking countries
  2. The importance of plazas in Spanish-speaking countries
  3. The Hispanic community in the U.S.
- **Vocabulary**
  1. Greetings and farewells
  2. The word hay
  3. Question words
  4. Expressions of courtesy
  5. A variety of useful cognates
- **Grammar**
  1. Nouns and articles
  2. Making words plural
  3. Definite and indefinite articles
  4. Review of the verb ser

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5. Subject pronouns
6. Telling time
- **Communication (Oral and Written)**
  1. Present yourself to the class.
  2. Have a conversation with a partner to exchange personal information.
  3. Talk about your schedule.

### Lección 2 (30 days of MP2)

#### Understanding of:

- **Culture**
  1. High school studies in Mexico
  2. Spain's geography and culture
- **Vocabulary**
  1. Classroom objects
  2. Places in a school
  3. School subjects
  4. Prepositions of place and adverbs
  5. Numbers 31- 1,000,000
- **Grammar**
  1. Present indicative ar verb conjugation
  2. The verb gustar
  3. Forming questions
  4. The verb estar
  5. Differentiating between ser and estar
- **Communication (Oral and Written)**
  1. Compare class schedules with a peer.
  2. Talk about what you like to do inside and outside of school.
  3. Give a tour of your school.
  4. Interview a classmate.

### Lección 3 (5 days of MP 2 and 25 days of MP 3)

#### Understanding of:

- **Culture**
  1. Various family traditions in Spanish-speaking countries
  2. Spain's Royal Family
  3. Ecuador's geography and culture
- **Vocabulary**
  1. Family members and relationships
  2. Select professions
  3. Adjectives
  4. Nationalities
  5. Colors
  6. Select verbs

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- **Grammar**
  1. Adjective agreement with the verb ser.
  2. Possessive adjectives
  3. Present indicative er and ir verb conjugation
  4. Irregular verbs tener and venir
  5. Expressions with the verb tener
- **Communication (Oral and Written)**
  1. Talk about family members and their relationships to each other.
  2. Introduce your family.
  3. Make a social media post
  4. Describe daily activities.
  5. Discuss things you have to do.

### Lección 4 (20 days of MP 3 and 10 days of MP 4)

#### Understanding of:

- **Culture**
  1. Sports rivalries in my own and other cultures
  2. Sports figures Miguel Cabrera and Paola Milagros Espinosa Sánchez
  3. The culture of soccer in Spanish speaking countries
  4. Mexico's geography and culture
- **Vocabulary**
  1. Pastimes
  2. Sports
  3. Places to go
  4. Select verbs
- **Grammar**
  1. The irregular verbs ir, ver, and oír
  2. Present indicative stem-changing verb conjugation
  3. Verbs with irregular first-person singular forms ("go verbs")
- **Communication (Oral and Written)**
  1. Talk about favorite pastimes.
  2. Make plans with a friend.
  3. Talk about favorite sports and sports shows.
  4. Present plans for an outing with a Spanish speaking visitor.
  5. Talk about movies and describe a favorite.

### Lección 5 (35 days)

#### Understanding of:

- **Culture**
  1. Popular tourist destinations in Spanish-speaking countries
  2. Machu Pichu as a tourist destination
  3. Puerto Rico's geography and culture
- **Vocabulary**
  1. Traveling and vacationing
  2. Hotel

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3. Ordinal numbers
4. Adjectives
- **Grammar**
  1. Estar with conditions and emotions
  2. The present progressive tense
  3. Ser vs. Estar
  4. Direct object nouns and pronouns
- **Communication (Oral and Written)**
  1. Participate in a conversation about planning a trip
  2. Participate in a conversation about checking in to a hotel.
  3. Describe how people feel.
  4. Say what people are doing at specific times.
  5. Describe people and places.

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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 a second language 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.

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### 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 philosophies, social and political issues, food traditions).

### 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 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:

Senderos: Level 1

Textbook ISBN #: 978-1-54335-793-6

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

#### PRINT AND NON-PRINT RESOURCES

- Senderos 1 audio program
- Digital image bank
- Middle school activity pack

#### SUGGESTED INTERNET SITES:

- a. [www.studyspanish.com](http://www.studyspanish.com)
- b. [www.spanishdict.com](http://www.spanishdict.com)
- c. [www.wordreference.com](http://www.wordreference.com)
- d. [www.conjuguemos.com](http://www.conjuguemos.com)



# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: Lección Preliminar**

**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;

<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 ask people their names, spell their name and other common words, ask people where they are from, say where they and other people are from, interview a classmate and find out basic information about him/her, including age and school classes, ask and answer questions about objects in their classroom and class schedules, identify a few classroom expressions in Spanish, and talk about their school schedule, classes, and teachers.

**Objectives:**

1. Students will be able to ask people their names. (DOK Level 1, DOK Level 4)
2. Students will be able to spell their name and other common words. (DOK Level 1, DOK Level 2, DOK Level 3)
3. Students will be able to interview a classmate to find out basic personal information. (DOK Level 1, DOK Level 2).
4. Students will be able to compare class schedules with another student. (DOK Level 1, DOK Level 2)
5. Students will be able to discuss where people are from. (DOK Level 3, DOK Level 4)
6. Students will ask and answer questions about classes and teachers. (DOK level,
7. Students will explore the history of the Spanish language and cultures in the United States. (DOK Level 1, 2, 3, 4)

**Core Activities and Corresponding Instructional Methods:**

- **Vocabulario:**
  - Libro: p. 4 and additional teacher notes
  - Libro: p. 8 and additional teacher notes
  - Libro: p. 12 and additional teacher notes
  - Libro: p. 18 and additional teacher notes
  - Libro: p. 20 and additional teacher notes
  - Libro: p. 22 and additional teacher notes
- **Gramática:**
  - Libro: p. 8 (The verb ser)

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- Libro: p. 19 (hay and indefinite articles)
- Libro: p. 24 (The verb tener)
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar:
    - a. Libro: Actividad 3, p.7
    - b. Libro: Actividad 1, p. 1
    - c. Libro: Fotonovela, p. 14
    - d. Libro: Actividad 1, p. 19
    - e. Libro: Actividad 2, p. 23
    - f. Libro: Actividad 1, p. 24
  - Leer:
    - a. Libro: Actividad 1, p. 8
    - b. Libro: Actividad 8, p. 10
    - c. Libro: Actividad 3, p. 11
    - d. Libro: Actividades 1 y 2, p. 15
    - e. Libro: Cultura, p. 16-17
    - f. Libro: Actividad 21, p. 23
  - Hablar:
    - a. Libro: Actividad 4, p. 1
    - b. Libro: Actividad 10, p. 6
    - c. Libro: Actividad 11, p. 7
    - d. Libro: Actividad 1, p. 10
    - e. Libro: Actividad 2, p. 11
    - f. Libro: Actividad 4, p. 13
    - g. Libro: Sintesis, p. 25
  - Escribir:
    - a. Libro: Actividad 1, p. 23
    - b. Libro: Actividad 4, p. 25

### Assessments:

#### Diagnostic:

- Class discussions, oral questions, Think/Pair/Share, graphic organizers

#### Formative:

- Vocabulario:
  - Teacher chosen from the Teacher's Resource Package
- Gramática:
  - Teacher chosen from the Teacher's Resource Package
- Escuchar:
  - Teacher chosen from the Teacher's Resource Package
- Escribir:
  - Teacher chosen from the Teacher's Resource Package
- Leer:
  - Teacher chosen from the Teacher's Resource Package
- Hablar:
  - Teacher chosen from the Teacher's Resource Package

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### **Summative:**

- Escuchar
  - Lección preliminar examen de escuchar
- Escribir
  - Lección preliminar examen de escribir
- Leer
  - Lección preliminar examen de leer
- Hablar
  - Teacher designed interpersonal speaking assessment

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

### Unit: 1

Time Range in Days: 35

**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;

<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 greet new acquaintances, introduce themselves, and say good-bye, names familiar objects and people, use numbers to say how many there are of something, and tell time, understand simple descriptions of classmates and classroom objects, and interview a new Spanish teacher and find out basic information about him/her.

#### **Objectives:**

1. Students will be able to greet new acquaintances, introduce themselves, and say good-bye. (DOK level 1, DOK level 2)
2. Students will be able to name familiar objects and people. (DOK level 1)
3. Students will be able to ask and answer simple questions utilizing numbers. (DOK level 1, DOK level 2)
4. Students will be able to create and understand simple descriptions of people and places. (DOK level 1, DOK level 2)
5. Students will be able to ask and answer questions about time of day. (DOK level 1,2,3)
6. Students will be able to interview a person to find out basic personal information. (DOK level 3, DOK level 4)
7. Students will be able to understand an authentic comic. (DOK level 1, DOK level 2)
8. Students will be able to recognize how language differences relate to cultural differences. (DOK level 1)
9. Students will be able to understand information presented in various forms of media. (DOK level 1, DOK level 2)
10. Students will be able to create a television ad. (DOK level 1,2,3,4)
11. Students will be able to compare aspects of Hispanic Culture to their own (DOK Level 3, DOK Level 4)

#### **Core Activities and Corresponding Instructional Methods:**

- **Vocabulario:**
  - Libro: p. 28 and additional teacher notes
  - Libro: p. 42 and additional teacher notes

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- **Gramática:**
  - Libro: p. 38-39 (gender of nouns)
  - Libro: p. 40 (definite and indefinite articles)
  - Libro: p. 45 (present tense of ser)
  - Libro: p. 50 (telling time)
  
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar:
    - a. Libro: Actividades 1 y 2, p. 29
    - b. Libro: Fotonovela, p. 32-33
    - c. Libro: Actividad 4, p. 53
    - d. Libro: Escuchar, p. 59
  - Leer:
    - a. Libro: Actividad 8, p. 71
    - b. Libro: Cultura, p. 36-37
    - c. Libro: Lectura, p. 56-57
    - d. Libro: Panorama, p. 62-63
  - Hablar:
    - a. Libro: Actividad 4, p. 34
    - b. Libro: Actividad 5, p. 44
    - c. Libro: Actividad 5, p. 49
    - d. Libro: Actividad 3, p. 52
    - e. Libro: Actividad 7, p. 53
    - f. Libro: En Pantalla, p. 60
  - Escribir:
    - a. Libro: Actividad 6, p. 23
    - b. Libro: Actividad 6, p. 63
    - c. Libro: Actividad 5, p. 55
    - d. Libro: Escritura, p. 58

### Assessments:

#### Diagnostic:

- Class discussions, oral questions, Think/Pair/Share, graphic organizers

#### Formative:

- Vocabulario:
  - Teacher chosen from the Teacher's Resource Package
- Gramática:
  - Teacher chosen from the Teacher's Resource Package
- Escuchar:
  - Teacher chosen from the Teacher's Resource Package
- Escribir:
  - Teacher chosen from the Teacher's Resource Package
- Leer:

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- Teacher chosen from the Teacher's Resource Package
- Hablar:
  - Teacher chosen from the Teacher's Resource Package

### **Summative:**

- Vocabulario
  - Lección 1 prueba de vocabulario
- Gramática
  - Nouns and articles quiz
  - Ser and time quiz
- Escuchar
  - Lección 1 prueba de escuchar
  - Lección 1 examen de escuchar
- Escribir
  - Teacher designed writing project
  - Lección 1 examen de escribir
- Leer
  - Lección 1 prueba de leer
  - Lección 1 examen de leer
- Hablar
  - Teacher designed interpersonal speaking assessment
  - Teacher designed presentational speaking assessment

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: 2**

**Time Range in Days: 35**

**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;

<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 meet a new student in school and find out basic information about him/her, ask and answer simple questions about academic life, talk about their daily activities and activity preferences, explain where objects and people are located and solve math problems and say the years of important events in Spanish.

**Objectives:**

1. Students will be able to explain where people and objects are located. (DOK level 1, DOK level 2)
2. Students will be able to ask and answer questions about academic life. (DOK Level 1, DOK Level 2)
3. Students will be able to write an article about school life in their own community. (DOK level 2, DOK level 3)
4. Students will be able to interview a new classmate to find out basic personal information. (DOK level 2, DOK level 3)
5. Students will be able to engage in conversation about daily activities and preferences. (DOK Level 2, DOK Level 3).
6. Students will be able to utilize numbers to solve math problems and talk about dates of important events (DOK level 1, DOK level 2)
7. Students will be able to describe things they like and dislike. (DOK level 2, DOK level 3)
8. Students will analyze a text in the target language. (DOK level,4)
9. Students will be able to identify the meaning of unknown words through context clues. (DOK level 1, DOK level 2)
10. Students will be able to compare aspects of Hispanic Culture to their own (DOK Level 3, DOK Level 4)
11. Students will explore the cultural differences between schools in Spanish-speaking countries and their own (DOK Level 1, 2, 3, 4)

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### Core Activities and Corresponding Instructional Methods:

- **Vocabulario:**
  - Libro: p. 68 and additional teacher notes
  - Libro: p. 79 and additional teacher notes
  - Libro: p. 88 and additional teacher notes
  - Libro: p. 91 and additional teacher notes
- **Gramática:**
  - Libro: p. 78-79 (present tense conjugation of -ar verbs)
  - Libro: p. 80 (present tense use of gustar)
  - Libro: p. 83 (forming questions)
  - Libro: p. 87 (present tense conjugation of estar)
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar:
    - a. Libro: Actividades 1 y 2, p. 69
    - b. Libro: Fotonovela, p. 72-73
    - c. Libro: Actividad 4, p. 86
    - d. Libro: Actividad 1, p. 59
    - e. Libro: Escuchar, p. 99
  - Leer:
    - a. Libro: Actividad 8, p. 71
    - b. Libro: Cultura, p. 76-77
    - c. Libro: Actividad 4, p. 90
    - d. Libro: Lectura, p. 96
    - e. Libro: Panorama, p. 102-103
  - Hablar:
    - a. Libro: Actividad 4, p. 74
    - b. Libro: Actividad 4, p. 81
    - c. Libro: Actividades 3-5, p. 82
    - d. Libro: Actividad 3, p. 89
    - e. Libro: Actividad 6, p. 90
    - f. Libro: En Pantalla, p. 100
  - Escribir:
    - a. Libro: Actividad 3, p. 81
    - b. Libro: Actividad 1 y 3, p. 85
    - c. Libro: Actividad 7, p. 86
    - d. Libro: Escritura, p. 98

### Assessments:

#### Diagnostic:

- Class discussions, oral questions, Think/Pair/Share, graphic organizers

#### Formative:

- Vocabulario:
  - Teacher chosen from the Teacher's Resource Package



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- Gramática:
  - Teacher chosen from the Teacher's Resource Package
- Escuchar:
  - Teacher chosen from the Teacher's Resource Package
- Escribir:
  - Teacher chosen from the Teacher's Resource Package
- Leer:
  - Teacher chosen from the Teacher's Resource Package
- Hablar:
  - Teacher chosen from the Teacher's Resource Package

### **Summative:**

- Vocabulario
  - Prueba de vocabulario
- Gramática
  - Ar verbs quiz
  - Gustar quiz
  - Interrogatives quiz
  - Estar quiz
- Escuchar
  - Lección 2 Prueba de escuchar
  - Lección 2 Examen de escuchar
- Escribir
  - Teacher designed writing project
  - Lección 2 Examen de escribir
- Leer
  - Lección 2 Prueba de leer
  - Lección 2 Examen de leer
- Hablar
  - Teacher designed interpersonal speaking assessment
  - Teacher designed presentational speaking assessment

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: 3**

**Time Range in Days: 35**

**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;

<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 family members and their relationships to each other, introduce their family to friends, write a personal profile to post on social media, describe the members of their extended family, including how they are related to one another, describe their activities on a typical day, and talk about the things they have to do.

**Objectives:**

1. Students will be able to ask and answer questions about family members and the way they are related to one another. (DOK level 1, 2, and 3)
2. Students will be able to introduce family and friends to each other. (DOK level 1, DOK level 2)
3. Students will be able to describe people, places, and things. (DOK level 1, DOK level 2)
4. Students will be able to compose a personal profile to post on social media. (DOK level 2, DOK level 3)
5. Students will be able to ask and answer questions about daily activities. (DOK level 1, DOK level 2)
6. Students will be able to describe activities on a typical day. (DOK level 2, DOK level 3)
7. Students will be able to talk about things they have and have to do. (DOK level 1, DOK level 2)
8. Students will be able to compare family traditions in Spanish-speaking countries to their own. (DOK level 1,2,3,4)
9. Students will be able to write a short essay about Ecuador as an interesting country to visit. (DOK level 3, DOK level 4)

**Core Activities and Corresponding Instructional Methods:**

- **Vocabulario:**
  - Libro: p. 108 and additional teacher notes
  - Libro: p. 119 and additional teacher notes
  - Libro: p. 131 and additional teacher notes
  - Libro: p. 91 and additional teacher notes

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- **Gramática:**
  - Libro: p. 118 (Forms and agreement of adjectives)
  - Libro: p. 120 (position of adjectives)
  - Libro: p. 123 (Possessive adjectives)
  - Libro: p. 126 (present tense conjugation of -er and -ir verbs)
  - Libro: p. 130 (Present tense of irregular verbs tener and venir)
  
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar:
    - a. Libro: Actividades 1 y 2, p. 109
    - b. Libro: Fotonovela, p. 112-113
    - c. Libro: Actividad 4, p. 125
    - d. Libro: Actividad 4, p. 133
    - e. Libro: Escuchar, p. 139
  - Leer:
    - a. Libro: Actividad 8, p. 71
    - b. Libro: Cultura, p. 116-117
    - c. Libro: Actividad 4, p. 122
    - d. Libro: Lectura, p. 136
    - e. Libro: Panorama, p. 142-143
  - Hablar:
    - a. Libro: Actividad 7, p. 111
    - b. Libro: Actividad 4, p. 114
    - c. Libro: Actividad 4, p. 121
    - d. Libro: Actividad 7, p. 125
    - e. Libro: Actividades 4 y 5, p. 129
    - f. Libro: En Pantalla, p. 140
  - Escribir:
    - a. Libro: Actividad 6, p. 122
    - b. Libro: Actividad 6, p. 129
    - c. Libro: Actividad 5, p. 135
    - d. Libro: Escritura, p. 138

### Assessments:

#### Diagnostic:

- Class discussions, oral questions, Think/Pair/Share, graphic organizers

#### Formative:

- Vocabulario:
  - Teacher chosen from the Teacher's Resource Package
- Gramática:
  - Teacher chosen from the Teacher's Resource Package
- Escuchar:
  - Teacher chosen from the Teacher's Resource Package
- Escribir:

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- Teacher chosen from the Teacher's Resource Package
- Leer:
  - Teacher chosen from the Teacher's Resource Package
- Hablar:
  - Teacher chosen from the Teacher's Resource Package

### **Summative:**

- Vocabulario
  - Prueba de vocabulario
- Gramática
  - Adjectives quiz
  - er/ir verbs quiz
- Escuchar
  - Lección 3 Prueba de escuchar
  - Lección 3 Examen de escuchar
- Escribir
  - Teacher designed writing project
  - Lección 3 Examen de escribir
- Leer
  - Lección 3 Prueba de leer
  - Lección 3 Examen de leer
- Hablar
  - Teacher designed interpersonal speaking assessment
  - Teacher designed presentational speaking assessment

# DELAWARE VALLEY SCHOOL DISTRICT

## 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;

<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 their favorite pastimes and make plans to do them, talk about vacation plans, talk about their favorite TV sports show, and talk about movies, describing their favorite.

**Objectives:**

1. Students will be able to talk about pastimes and recreational activities. (DOK level 1, DOK level 2)
2. Students will be able to make plans with a friend. (DOK level 1, DOK level 2)
3. Students will be able to ask and answer questions about vacation plans. (DOK level 2, DOK level 3)
4. Students will be able to create a schedule of free time activities for a weekend. (DOK level 3, DOK level 4)
5. Students will be able to roleplay a conversation about preferences for watching TV sports shows. (DOK level 3 and DOK level 4)
6. Students will compose a short paragraph about their favorite sport. (DOK level 3, DOK level 4)
7. Students will listen to and interpret a description of a person's preferences. (DOK level 1, DOK level 2)
8. Students will be able to predict and understand content in a reading supported by visuals. (DOK level 1, DOK level 2)
9. Students will be able to make connections between sports in the U.S. and sports in Spanish-speaking countries. (DOK levels 1,2,3,4)
10. Students will be able to make comparisons between Mexico's culture and geography to their own. (DOK level 2, DOK level 3)

**Core Activities and Corresponding Instructional Methods:**

- **Vocabulario:**
  - Libro: p. 148 and additional teacher notes
  - Libro: p. 150 and additional teacher notes
  - Libro: p. 162 and additional teacher notes
  - Libro: p. 91 and additional teacher notes

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- **Gramática:**
  - Libro: p. 158 (present tense of the irregular verb ir)
  - Libro: p. 161 (present tense of stem-changing verbs o:ie and o:ue)
  - Libro: p. 168 (Verbs with irregular yo forms)
  - Libro: p. 169 (present tense conjugation of ver and oír)
  
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar:
    - a. Libro: Actividades 1 y 2, p. 149
    - b. Libro: Fotonovela, p. 152-153
    - c. Libro: Actividad 4, p. 160
    - d. Libro: Actividad 4, p. 171
    - e. Libro: Escuchar, p. 177
  - Leer:
    - a. Libro: Actividad 8, p. 71
    - b. Libro: Cultura, p. 156-157
    - c. Libro: Actividad 6, p. 160
    - d. Libro: Actividad 6, p. 167
    - e. Libro: Lectura, p. 174-176
    - f. Libro: Panorama, p. 180-181
  - Hablar:
    - a. Libro: Actividad 4, p. 154
    - b. Libro: Actividad 4, p. 166
    - c. Libro: Actividad 5, p. 167
    - d. Libro: Actividad 7, p. 171
    - e. Libro: Actividades 4 y 5, p. 129
    - f. Libro: En Pantalla, p. 178
  - Escribir:
    - a. Libro: Actividad 7, p. 151
    - b. Libro: Actividad 6, p. 164
    - c. Libro: Actividad 2, p. 166
    - d. Libro: Actividad 6, p. 171
    - e. Libro: Actividad 4, p. 172
    - f. Libro: Escritura, p. 176

### Assessments:

#### Diagnostic:

- Class discussions, oral questions, Think/Pair/Share, graphic organizers

#### Formative:

- Vocabulario:
  - Teacher chosen from the Teacher's Resource Package
- Gramática:
  - Teacher chosen from the Teacher's Resource Package
- Escuchar:
  - Teacher chosen from the Teacher's Resource Package

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- Escribir:
  - Teacher chosen from the Teacher's Resource Package
- Leer:
  - Teacher chosen from the Teacher's Resource Package
- Hablar:
  - Teacher chosen from the Teacher's Resource Package

### **Summative:**

- Vocabulario
  - Prueba de vocabulario
- Gramática
  - Ir quiz
  - Stem changing verb quiz
  - -go verbs quiz
  - Ver and oír quiz
- Escuchar
  - Lección 4 Prueba de escuchar
  - Lección 4 Examen de escuchar
- Escribir
  - Teacher designed writing project
  - Lección 4 Examen de escribir
- Leer
  - Lección 4 Prueba de leer
  - Lección 4 Examen de leer
- Hablar
  - Teacher designed interpersonal speaking assessment
  - Teacher designed presentational speaking assessment

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: 5**

**Time Range in Days: 35**

**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;

<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 participate in a conversation about planning a trip and checking into a hotel, describe how people feel, say what people are doing at specific times, and describe people and places.

**Objectives:**

1. Students will plan a trip. (DOK level 1,2,3,4)
2. Students will be able to ask and respond to questions about checking in to a hotel. (DOK level 1, DOK level 2)
3. Students will be able to identify and discuss popular travel destinations in their own culture and other cultures. (DOK level 1, 2, 3, 4)
4. Students will write and email to a friend to discuss their emotions. (DOK level 1, DOK level 2)
5. Students will be able to ask and answer questions about what people are doing at specific times of the day. (DOK level 1, DOK level 2)
6. Students will be able to write a radio ad describing a vacation resort. (DOK level 2, DOK level 3)
7. Students will be able to make plans with a classmate based on their preferences. (DOK level 2, 3, 4)
8. Students will be able to describe a person, place, everyday object. (DOK level 2)
9. Students will be able to read authentic materials for key details. (DOK level 1, DOK level 2)
10. Students will be able to ask for information and make recommendations. (DOK level 2, DOK level 3)
11. Students will be able to create a brochure and a simple ad. (DOK level 4)
12. Students will be able to identify key information of a weather report. (DOK level 1, DOK level 2)
13. Students will be able to identify basic information about Puerto Rico's geography and culture. (DOK level 1, DOK level 2)



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### Core Activities and Corresponding Instructional Methods:

- **Vocabulario:**
  - Libro: p. 186 and additional teacher notes
  - Libro: p. 188-189 and additional teacher notes
  - Libro: p. 196 and additional teacher notes
  - Libro: p. 198 and additional teacher notes
- **Gramática:**
  - Libro: p. 198 (estar with conditions and emotions)
  - Libro: p. 200 (The present progressive)
  - Libro: p.204 (ser vs. estar)
  - Libro: p. 208 (direct object nouns and pronouns)
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar:
    - a. Libro: Actividades 1 y 2, p. 187
    - b. Libro: Actividad 5, p. 189
    - c. Libro: Actividad 12, p. 191
    - d. Libro: Fotonovela, p. 192-193
    - e. Libro: Actividad 4, p. 207
    - f. Libro: Actividad 4, p. 211
    - g. Libro: Escuchar, p. 217
  - Leer:
    - a. Libro: Actividad 9, p. 190
    - b. Libro: Cultura, p. 196-197
    - c. Libro: Lectura, p. 214
    - d. Libro: Panorama, p. 220-221
  - Hablar:
    - a. Libro: Actividad 3, p. 202
    - b. Libro: Actividad 4, p. 203
    - c. Libro: Actividad 3, p. 206
    - d. Libro: Actividades 5-6, p. 211
    - e. Libro: En Pantalla, p. 218
  - Escribir:
    - a. Libro: Actividad 14, p. 191
    - b. Libro: Actividad 4, p. 199
    - c. Libro: Actividades 6 y 7, p. 203
    - d. Libro: Actividad 6, p. 212
    - e. Libro: Escritura, p. 216

### Assessments:

#### Diagnostic:

- Class discussions, oral questions, Think/Pair/Share, graphic organizers

#### Formative:

- Vocabulario:
  - Teacher chosen from the Teacher's Resource Package
- Gramática:

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- Teacher chosen from the Teacher's Resource Package
- Escuchar:
  - Teacher chosen from the Teacher's Resource Package
- Escribir:
  - Teacher chosen from the Teacher's Resource Package
- Leer:
  - Teacher chosen from the Teacher's Resource Package
- Hablar:
  - Teacher chosen from the Teacher's Resource Package

### **Summative:**

- Vocabulario
  - Prueba de vocabulario
- Gramática
  - Ser v. estar quiz
  - Present progressive quiz
  - Direct object pronouns quiz
- Escuchar
  - Lección 5 Prueba de escuchar
  - Lección 5 Examen de escuchar
- Escribir
  - Teacher designed writing project
  - Lección 5 Examen de escribir
- Leer
  - Lección 5 Prueba de leer
  - Lección 5 Examen de leer
- Hablar
  - Teacher designed interpersonal speaking assessment
  - Teacher designed presentational speaking assessment