

DELAWARE VALLEY SCHOOL DISTRICT

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Spanish 2**

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**Curriculum Writing Committee:** Raycharlyn Krasulski  
(with collaboration from Donnel Leiva-Vazquez, Michele Rojas  
& Gary Cotroneo)

**Grade Level(s): 9-12**

**Date of Board Approval:** \_\_\_\_\_2023\_\_\_\_\_

# DELAWARE VALLEY SCHOOL DISTRICT

## 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 course is designed as a logical progression from Spanish 1. Students will continue their development of listening, speaking, reading, and writing, while developing a deeper appreciation for the Spanish culture. Students will be introduced to new thematic vocabulary and grammatical concepts while building upon previous vocabulary and grammar to facilitate communication and understanding in authentic language situations. Students will exercise with rigor the four language skills regularly to develop proficiency in the second language. This course is conducted for the most part in Spanish and technology is integrated whenever appropriate to support and enhance learning in the second language.

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

## Curriculum Map

### Goals:

#### Lección Preliminar (17 days of MP1)

##### Understanding of:

###### **CULTURE:**

- Cultural differences and similarities: Latin America

###### **VOCABULARY:**

- Identifying and describing people and things

###### **GRAMMAR:**

- Articles, adjectives, and agreement
- Present tense of regular -ar, -er, -ir verbs
- Present tense of irregular verbs: ser, estar, tener, venir, and ir
- Present tense of stem-changing verbs and irregular “yo” forms

###### **COMMUNICATION (ORAL & WRITTEN):**

- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills

#### Unit 1 (28 days of MP 1)

##### Understanding of:

###### **CULTURE:**

- Cultural differences and similarities: Peru

###### **VOCABULARY:**

- Daily routine
- Personal hygiene
- Time expressions

###### **GRAMMAR:**

- Reflexive Verbs
- Indefinite & negative words
- Preterite tense of ser and ir
- Verbs like gustar

###### **COMMUNICATION (ORAL & WRITTEN):**

- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills

#### Unit 2 (27 days of MP2)

##### Understanding of:

###### **CULTURE:**

- Cultural differences and similarities: Guatemala

###### **VOCABULARY:**

- Food

## DELAWARE VALLEY SCHOOL DISTRICT

- Food descriptions
- Meals

### **GRAMMAR:**

- Preterite of stem-changing verbs
- Double object pronouns
- Comparisons
- Superlatives

### **COMMUNICATION (ORAL & WRITTEN):**

- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills

### **Unit 3** (18 days of MP2 and 9 days of MP3)

#### **Understanding of:**

##### **CULTURE:**

- Cultural differences and similarities: Chile

##### **VOCABULARY:**

- Parties and celebrations
- Personal relationships
- Stages of life

##### **GRAMMAR:**

- Irregular preterites
- Verbs that change meaning in the preterite
- ¿Qué? and ¿Cuál?
- Pronouns after prepositions

##### **COMMUNICATION (ORAL & WRITTEN):**

- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills

### **Unit 4** (27 days of MP3)

#### **Understanding of:**

##### **CULTURE:**

- Cultural differences and similarities: Costa Rica

##### **VOCABULARY:**

- Health and medical terms
- Parts of the body
- Symptoms
- Medical conditions

##### **GRAMMAR:**

- The imperfect tense
- The preterite and the imperfect
- Constructions with se
- Adverbs

##### **COMMUNICATION (ORAL & WRITTEN):**

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- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills

### Unit 5 (9 days of MP 3 and 18 days of MP4)

#### Understanding of:

##### **CULTURE:**

- Cultural differences and similarities: Argentina

##### **VOCABULARY:**

- Home electronics
- Computers and the Internet
- The car and its accessories

##### **GRAMMAR:**

- Familiar commands
- Por and para
- Reciprocal reflexives
- Stressed possessive adjectives and pronouns

##### **COMMUNICATION (ORAL & WRITTEN):**

- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills

### Unit 6 (27 days of MP4)

#### Understanding of:

##### **CULTURE:**

- Cultural differences and similarities: Panamá

##### **VOCABULARY:**

- Parts of a house
- Household chores
- Table settings

##### **GRAMMAR:**

- Relative pronouns
- Formal commands
- The present subjunctive
- Subjunctive with verbs of will and influence

##### **COMMUNICATION (ORAL & WRITTEN):**

- Appropriate thematic vocabulary to enhance listening, reading, speaking, and writing skills

# DELAWARE VALLEY SCHOOL DISTRICT

## 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?

## DELAWARE VALLEY SCHOOL DISTRICT

### 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.

## DELAWARE VALLEY SCHOOL DISTRICT

### **Textbook and Supplemental Resources:**

Senderos Level 2

Textbook ISBN #: 978-1-54335-808-7

Textbook Publisher & Year of Publication: Vista Higher Learning 2023

### **PRINT AND NON-PRINT RESOURCES**

- Senderos 2 audio program

### **SUGGESTED INTERNET SITES:**

- a. [www.cnnspanol.cnn.com](http://www.cnnspanol.cnn.com)
- b. [www.studyspanish.com](http://www.studyspanish.com)
- c. [www.spanishdict.com](http://www.spanishdict.com)
- d. [www.uni.edu/becker/Spanish3.html#grammar](http://www.uni.edu/becker/Spanish3.html#grammar)
- e. [www.conjuguemos.com](http://www.conjuguemos.com)
- f. [www.digital.scholastic.com/teacher](http://www.digital.scholastic.com/teacher)
- g. <https://streema.com/radios/genre/Spanish>
- h. [www.telemundo.com](http://www.telemundo.com)



# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit:** Lección Preliminar

**Time Range in Days: 17**

**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 review the contexts and grammar they learned in Spanish 1 by describing themselves and others. Students will be able to identify themselves and others, identify where people are from, describe people and others, introduce members of the family and describe daily activities of a typical day.

### Objectives:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities. (DOK 1, 2)
2. Introduce thematic vocabulary and complete the textbook and/or online activities that follow. (DOK 1, 2)
3. Recall the present tense of SER and ESTAR as well as articles and adjective agreement to describe who we are. (DOK 1, 2)
4. Recall the present tense of regular -ar, -er, -r verbs as well as TENER, VENIR, irregular yo form verbs and stem-changing verbs to describe what people do. (DOK 1, 2)
5. To write a letter to a friend to describe what you do on a typical day and your plans for the weekend incorporating PREL vocab and grammar. (DOK 1, 2, 3)
6. To ask a partner questions about his/her life using key vocab and PREL vocab and grammar. (DOK Levels 1, 2, 3)
7. Use context clues to comprehend and respond to a reading activity. (DOK 1, 2, 3)

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

#### VOCABULARIO:

- Libro p. 5: Exercises related to the present tense of SER and ESTAR, Articles, Adjectives & Agreement

#### GRAMÁTICA:

- Libro p. 4-5: Exercises related to the present tense of SER and ESTAR, Articles, Adjectives & Agreement
- Libro p. 6-7: Exercises related to the present tense of -AR, -ER, -IR verbs, the Present Tense of TENER, VENIR & IR and verbs with stem changes and irregular YO forms.

Along with authentic activities and other suggested activities that incorporate vocabulario & gramática:

- Libro p. 5 Act. 8: Write a brief description of your family and friends.
- Libro p. 9 Act. 9: Answer questions using the target grammar and vocabulary in complete sentences.
- Libro p. 9 Act. 10: Engage in conversation with a peer to ask a partner questions about his/her life.
- Libro p. 9 Act. 11: Write a letter to a friend describing what you do on a typical day and your plans for the weekend.

### Assessments:

#### Diagnostic:

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

#### Formative:

- VOCABULARIO
  - Teacher chosen from Teacher's Resource Package
- GRAMÁTICA
  - Teacher chosen from Teacher's Resource Package
- ESCUCHAR
  - Teacher chosen from Teacher's Resource Package
- LEER
  - Teacher chosen from Teacher's Resource Package

## DELAWARE VALLEY SCHOOL DISTRICT

- HABLAR
  - Teacher chosen from Teacher's Resource Package
- ESCRIBIR
  - Teacher chosen from Teacher's Resource Package

**Summative:** Teacher chosen culminating project

- **EXAMPLE:** Textbook p. 13: Create a family tree and introduce members of your real or imaginative family.

## Curriculum Plan

**Unit:** 1

**Time Range in Days:** 28

**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 describe the daily routine of themselves and others. Students will be able to talk about specific parts of their daily routine and personal hygiene products. They will discuss their routine in real-life scenarios. They will write an ad for a product or store. They will describe a personal experience including the places where they went and preferences in a store.

**Objectives:**

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities. (DOK Levels 1 & 2)
2. Introduce thematic vocabulary and complete the textbook and/or online activities that follow. (DOK Level 1)
3. To participate in a conversation between two roommates by reading & discussing a mini photo novel. Students will then depict their own conflict in a photo in a skit of their own. (DOK Levels 1, 2, 3)
8. To compare and contrast cultures and make observations. (DOK Levels 3, 4)
4. To recognize and conjugate common reflexive verbs to describe one's daily personal routine. (DOK Levels, 1, 2)
5. To recognize and use high-frequency indefinite and negative words with proper placement to talk about some places of one's location. (DOK Level 1, 2)
6. To learn the preterite of SER and IR to talk about actions and states in the past tense. (DOK Levels 1, 2)

## DELAWARE VALLEY SCHOOL DISTRICT

7. To recognize and use verbs that follow the pattern of GUSTAR to talk about likes and preferences. (DOK Levels 1, 2)
8. To read, comprehend, and discuss an e-mail in Spanish with comprehension by learning the strategy of predicting content from the title. (DOK Levels 3)
  - a. Small group/independent reading, collaborative learning
9. To recognize and identify the geography, culture, and history of Perú while discussing cultural differences and similarities of the US (DOK Levels 3, 4)

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

#### VOCABULARIO:

- Libro p. 16-17: Exercises related to identifying the parts of the daily routine and personal hygiene products.
- Libro p. 18-19: Read and describe the daily routine & preferences of others.
- Libro p. 27: Recognize and use common reflexive verbs.
- Libro p. 30: Recognize indefinite and definite words.

#### GRAMÁTICA:

- Libro p. 26-27: Exercises related to the use and conjugation of Reflexive Verbs
- Libro p. 30-31: Exercises related to the use of indefinite and negative words.
- Libro p. 34: Exercises related to the preterite use of SER and Ir.
- Libro p. 36-38: Exercises related to verbs like GUSTAR.

Along with authentic activities and other suggested activities that incorporate vocabulario & gramática:

- Libro p. 20-21: Participate in a conversation between two roommates. Discuss the events. Predict what will happen next.
- Libro 28: ESCRIBIR: Complete and create simple and complex sentences using reflexive verbs and personal hygiene products.
- Libro p. 29 Act. 5: Engage in a conversation with a neighbor about your routine.
- Libro p. 29 Act. 7: Tell others about your daily routine by creating an email that details your daily routine using key vocab and grammar.
- Libro p. 33 Act. 5: Create a conversation with others about what places/venues exist in your town using indefinite and definite words.
- Libro p. 33 Act. 6: Create an advertisement for a product or a store using indefinite and definite words.
- Libro p. 35 Act. 4: Create a dialog with a peer about a recent trip you went on.

## DELAWARE VALLEY SCHOOL DISTRICT

- Libro p. 39 Act. 6: Write a composition of 2-3 paragraphs describing things your generation likes or dislikes.

### Assessments:

#### Diagnostic:

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

#### Formative:

- VOCABULARIO
  - Teacher chosen from Teacher's Resource Package
- GRAMATICA
  - Teacher chosen from Teacher's Resource Package
- ESCUCHAR
  - Teacher chosen from Teacher's Resource Package
- LEER
  - Teacher chosen from Teacher's Resource Package
- HABLAR
  - Teacher chosen from Teacher's Resource Package
- ESCRIBIR
  - Teacher chosen from Teacher's Resource Package

**Summative:** Teacher chosen culminating project

## Curriculum Plan

**Unit:** 2

**Time Range in Days:** 27

### 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 nutrition and eating habits by identifying common foods and their nutritional values. Students will be able to order food at a popular market. Students will be able to describe how an outing went between two or more people by describing who does something and when. Students will compare the members of a family and different restaurants.

### Objectives:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities. (DOK Levels 1 & 2)
2. Introduce thematic vocabulary and complete the textbook and/or online activities that follow. (DOK Level 1)
3. To participate in a conversation about ordering foods at the market. (DOK Levels 1, 2, 3)
4. To compare and contrast cultures and make observations. (DOK Levels 3, 4)
5. To recognize and conjugate the preterite of stem-changing verbs by describing an experience in the past. (DOK Levels, 1, 2)
6. To recognize and use double object pronouns together to describe who did an action and when. (DOK Level 1, 2)
7. To compare people and objects. (DOK Levels 1, 2)
8. To make comparisons between objects and places using superlatives. (DOK Levels 1, 2)
9. To read, comprehend, and discuss a content-rich menu and restaurant review. (DOK Levels 3)
  - a. Small group/independent reading, collaborative learning
10. To recognize and identify the geography, culture, and history of Guatemala while discussing cultural differences and similarities of the US (DOK Levels 3, 4)

## DELAWARE VALLEY SCHOOL DISTRICT

11. To compare and contrast typical dishes from my own culture and others. (DOK 3, 4)

### Core Activities and Corresponding Instructional Methods:

#### VOCABULARIO:

- Libro p. 54-57: Exercises related to nutrition, meals and food items.
- Libro p. 60-61: Read and describe how to order food in the restaurant scene.

#### GRAMÁTICA:

- Libro p. 66-67: Exercises related to the preterite tense of stem-changing verbs.
- Libro p. 70-71: Exercises related to the use of double object pronouns.
- Libro p. 74-75: Exercises related to the use of comparisons.
- Libro p. 78: Exercises related to using superlatives to express the highest or lowest degree of something.

Along with authentic activities and other suggested activities that incorporate vocabulario & gramática:

- Libro p. 57 Act. 6: Create a personalized nutrition plan.
- Libro p. 58 Act. 9: Create a menú for a special meal.
- Libro p. 72 Act. 6: Write an email to a friend talking about gifts you received and who gave them to you.
- Libro p. 77 Act. 7: Compare members of a family.
- Libro p. 79 Act. 4: Write a message to a friend describing your experience in two different restaurants by using comparisons and superlatives.
- Libro p. 81 Act. 5: Write a paragraph describing the best and worst restaurants you know.

### Assessments:

#### Diagnostic:

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

#### Formative:

- VOCABULARIO
  - Teacher chosen from Teacher's Resource Package
- GRAMATICA
  - Teacher chosen from Teacher's Resource Package



## DELAWARE VALLEY SCHOOL DISTRICT

- ESCUCHAR
  - Teacher chosen from Teacher's Resource Package
- LEER
  - Teacher chosen from Teacher's Resource Package
- HABLAR
  - Teacher chosen from Teacher's Resource Package
- ESCRIBIR
  - Teacher chosen from Teacher's Resource Package

**Summative:** Teacher chosen culminating project

## Curriculum Plan

**Unit:** 3

**Time Range in Days:** 27

### 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 make plans for a party and celebration. Students will be able to describe a party they attended and answer yes/no questions about the party. Students will also say what they did during the weekend and describe their latest birthday celebration.

### Objectives:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities. (DOK Levels 1 & 2)
2. Introduce thematic vocabulary and complete the textbook and/or online activities that follow. (DOK Level 1)
3. To organize and plan for a party and what items are necessary. (DOK Levels 1, 2, 3)
4. To compare and contrast birthday celebrations in different parts of the world. (DOK Levels 3, 4)
5. To recognize and conjugate the preterite of irregular verbs: TENER, VENIR, DECIR, DAR to describe events from a party and who attended. (DOK Levels, 1, 2)
6. To recognize and use verbs that change meaning the preterite tense including: CONOCER, SABER, PODER, & QUERER to describe diverse situations in the past. (DOK Level 1, 2)
7. To ask and respond to questions using details about a party using select interrogative words. (DOK Levels 2, 3)
8. To describe a birthday party using pronouns after prepositions. (DOK Levels 1, 2, 3)
9. To read, comprehend, and discuss the content rich section of the society section of a newspaper. (DOK Levels 3)
  - a. Small group/independent reading, collaborative learning

## DELAWARE VALLEY SCHOOL DISTRICT

10. To recognize and identify the geography, culture, and history of Chile while discussing cultural differences and similarities of the US (DOK Levels 3, 4)

### Core Activities and Corresponding Instructional Methods:

#### VOCABULARIO:

- Libro p. 94-96: Exercises related to parties, personal relationships and stages of life.
- Libro p. 98-99: Read and describe how to plan a birthday celebration.

#### GRAMÁTICA:

- Libro p. 104-105: Exercises related to the irregular preterite tense of TENER, VENIR, DECIR, and DAR.
- Libro p. 109: Exercises related to verbs that change meaning in the preterite.
- Libro p. 110: Exercises related to interrogative words ¿QUÉ? & ¿CUÁL?
- Libro p. 112: Exercises related to using select pronouns after prepositions.

Along with authentic activities and other suggested activities that incorporate vocabulario & gramática:

- Libro p. 97 Act. 9: Plan a party.
- Libro p. 107 Act. 5: Describe the details of the last party you attended.
- Libro p. 109 Act. 3: Create a skit to depict the scene of a telenovela using the preterite of verbs CONOCER, PODER, QUERER & SABER in the dialog.
- Libro p. 113 Act. 3: Draft a text message describing to a friend how the party was and what the guests did.
- Libro p. 115 Act. 6: Write a paragraph describing the last birthday you celebrated.

### Assessments:

#### Diagnostic:

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

#### Formative:

- VOCABULARIO
  - Teacher chosen from Teacher's Resource Package
- GRAMÁTICA
  - Teacher chosen from Teacher's Resource Package

## DELAWARE VALLEY SCHOOL DISTRICT

- ESCUCHAR
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  - Teacher chosen from Teacher's Resource Package
- ESCRIBIR
  - Teacher chosen from Teacher's Resource Package

**Summative:** Teacher chosen culminating project

## Curriculum Plan

**Unit:** 4

**Time Range in Days:** 27

### **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 symptoms and medicines to simulate taking part in a medical consultation. Students will be able to describe their childhood both orally and in writing. Students will be able to describe a personal situation in the past. Students will write a script for an ad. Students will ask and answer questions about how often they do something.

### **Objectives:**

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities. (DOK Levels 1, 2)
2. Introduce thematic vocabulary and complete the textbook and/or online activities that follow. (DOK Level 1)
3. To talk about your health and treatment using key vocabulary. (DOK Levels 1, 2)
4. To participate in a medical consultation using key vocabulary. (DOK Levels 3)
5. To talk about events in the past, especially one's childhood by recognizing and conjugating verbs in the imperfect tense (DOK Levels, 1, 2)
6. To describe events in the past according to the situation and points of view using either the preterite or imperfect tenses. (DOK Level 1, 2, 3)
7. To create a public announcement using constructions with se. (DOK Levels 1, 2, 3)
8. To talk about events with description by using adverbs. (DOK Levels 1, 2)
9. To read, comprehend, and discuss a content rich section of an interview. (DOK Levels 3)
  - a. Small group/independent reading, collaborative learning
10. To recognize and identify the geography, culture and history of Costa Rica while discussing cultural differences and similarities of the US (DOK Levels 3, 4)

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

#### VOCABULARIO:

- Libro p. 129-131: Exercises related to illnesses, accidents and medical treatment.
- Libro p. 132-133: Read and describe the events of a medical consultation in the telenovela.

#### GRAMÁTICA:

- Libro p. 139-140: Exercises related to the imperfect tense.
- Libro p. 143-144: Exercises related to the preterite and the imperfect tenses.
- Libro p. 147-148: Exercises related to constructions with se.
- Libro p. 151: Exercises related to adverbs.

Along with authentic activities and other suggested activities that incorporate vocabulario & gramática:

- Libro p. 131 Act. 9: In pairs, create a skit between a patient and medical provider.
- Libro p. 141 Act. 6: Write a paragraph about your childhood.
- Libro p. 141 Act. 7: In pairs, interview each other about your life in elementary school.
- Libro p. 145 Act. 7: In groups, discuss different medical events in your life.
- Libro p. 149 Act. 6: In groups, create two television advertisements using the imperfect tense and at least two constructions with se in each one.
- Libro p. 151 Act. 3: In pairs, interview each other about how often you complete various activities.

### Assessments:

#### Diagnostic:

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

#### Formative:

- VOCABULARIO
  - Teacher chosen from Teacher's Resource Package
- GRAMÁTICA
  - Teacher chosen from Teacher's Resource Package
- ESCUCHAR
  - Teacher chosen from Teacher's Resource Package

## DELAWARE VALLEY SCHOOL DISTRICT

- LEER
  - Teacher chosen from Teacher's Resource Package
- HABLAR
  - Teacher chosen from Teacher's Resource Package
- ESCRIBIR
  - Teacher chosen from Teacher's Resource Package

**Summative:** Teacher chosen culminating project

## Curriculum Plan

**Unit:** 5

**Time Range in Days:** 27

### 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 discuss the use of technology in everyday life. Students will be able to participate in a conversation about cars and other machines. Students will be able to give advice using familiar commands. Students will be able to explain why and how technology is used in their daily lives. Students will be able to ask and answers questions about personal relationships and talk about their and others' belongings.

### Objectives:

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities. (DOK Levels 1 & 2)
2. Introduce thematic vocabulary and complete the textbook and/or online activities that follow. (DOK Level 1)
3. To talk about the use of technology in daily life using key vocabulary for technology and using a vehicle. (DOK Levels 1, 2, 3)
4. To read and discuss a conversation about cars and other pieces of technology in context. (DOK Levels 3)
5. To give orders and advice using informal commands. (DOK Levels, 1, 2)
6. To use the prepositions POR and PARA to explain why and for whom technology is used for. (DOK Level 1, 2)
7. To talk about personal relationships using reciprocal reflexives. (DOK Levels 2, 3)
8. To talk about belongings by using stressed possessive adjectives and pronouns. (DOK Levels 1, 2, 3)
9. To read, comprehend, and discuss the content rich selection of a comic strip. (DOK Levels 3)
  - a. Small group/independent reading, collaborative learning



## DELAWARE VALLEY SCHOOL DISTRICT

10. To recognize and identify the geography, culture, and history of Argentina while discussing cultural differences and similarities of the US (DOK Levels 3, 4)

### Core Activities and Corresponding Instructional Methods:

#### VOCABULARIO:

- Libro p. 167-168: Exercises related to technology and vehicles.
- Libro p. 170-171: Read about cars and technology.

#### GRAMÁTICA:

- Libro p. 177-179: Exercises related to informal commands.
- Libro p. 181-183: Exercises related to POR and PARA.
- Libro p. 184-185: Exercises related to reciprocal reflexives.
- Libro p. 187-188: Exercises related to stressed possessive adjectives and pronouns.

Along with authentic activities and other suggested activities that incorporate vocabulario & gramática:

- Libro p. 169 Act. 8: In pairs, ask questions about their daily technology usage.
- Libro p. 169 Act. 9: Compare and contrast technology in the seventies and eighties to the present.
- Libro p. 179 Act. 5: Make a list for a friend highlighting good technology usage using informal commands.
- Libro p. 179 Act. 6: Take turns stating problems and giving logical pieces of advice using informal commands.
- Libro p. 183 Act. 6: Act out a scene using the details from the scenario.
- Libro p. 183 Act. 7: Write a paragraph describing how you use different forms of technology and devices in your daily life.
- Libro p. 189 Act. 6: In small groups, design an innovative piece of technology.

### Assessments:

#### Diagnostic:

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

#### Formative:

- VOCABULARIO
  - Teacher chosen from Teacher's Resource Package

## DELAWARE VALLEY SCHOOL DISTRICT

- GRAMATICA
  - Teacher chosen from Teacher's Resource Package
- ESCUCHAR
  - Teacher chosen from Teacher's Resource Package
- LEER
  - Teacher chosen from Teacher's Resource Package
- HABLAR
  - Teacher chosen from Teacher's Resource Package
- ESCRIBIR
  - Teacher chosen from Teacher's Resource Package

**Summative:** Teacher chosen culminating project

## Curriculum Plan

**Unit:** 6

**Time Range in Days:** 27

**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 houses and household chores. Students will be able to describe what the future will be like in their homes. Students will be able to give formal commands and suggestions by talking about things that are necessary or urgent. Students will write a lease and create an ad for a new product.

**Objectives:**

1. Integrate academic, content teacher created, and student-driven grammar and vocabulary activities. (DOK Levels 1 & 2)
2. Introduce thematic vocabulary and complete the textbook and/or online activities that follow. (DOK Level 1)
3. To talk about the parts of the house, common household objects and terms for household chores. (DOK Levels 1, 2, 3)
4. To read, comprehend and discuss a passage about household chores. (DOK Levels 3, 4)
5. To describe objects in daily life with relative pronouns. (DOK Levels, 1, 2)
6. To give commands and suggestions using formal commands. (DOK Level 1, 2)
7. To talk about things that are necessary or urgent using the present subjunctive. (DOK Levels 2, 3)
8. To give advice and recommendations using the present subjunctive with verbs of will and influence. (DOK Levels 1, 2, 3)
9. To read, comprehend, and discuss the content rich selection of an advertisement. (DOK Levels 3)
  - a. Small group/independent reading, collaborative learning

## DELAWARE VALLEY SCHOOL DISTRICT

10. To recognize and identify the geography, culture and history of Panamá while discussing cultural differences and similarities of the US (DOK Levels 3, 4)

### Core Activities and Corresponding Instructional Methods:

#### VOCABULARIO:

- Libro p. 204, 206: Exercises related to parts of the house, household objects and chores.
- Libro p. 208-209: Read and discuss household chores.

#### GRAMÁTICA:

- Libro p. 215-216: Exercises related to relative pronouns.
- Libro p. 218-219: Exercises related to formal commands.
- Libro p. 224-225: Exercises related to the present subjunctive.
- Libro p. 227: Exercises related to the subjunctive with verbs of will and influence.

Along with authentic activities and other suggested activities that incorporate vocabulario & gramática:

- Libro p. 207 Act. 9: In pairs, discuss your home and necessary household chores.
- Libro p. 210 Act. 4: Pretend that you and your sibling have to clean the house this weekend. Discuss what needs to be done.
- Libro p. 217 Act. 6: Guess the word based off the clues using relative pronouns.
- Libro p. 221 Act. 5: Create a script for a television advertisement.
- Libro p. 229 Act. 5: Based off the image, tell your brother what to do.
- Libro p. 229 Act. 6: Write a letter giving logical advice to the situation.

### Assessments:

#### Diagnostic:

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

#### Formative:

- VOCABULARIO
  - Teacher chosen from Teacher's Resource Package
- GRAMÁTICA
  - Teacher chosen from Teacher's Resource Package

## DELAWARE VALLEY SCHOOL DISTRICT

- ESCUCHAR
  - Teacher chosen from Teacher's Resource Package
- LEER
  - Teacher chosen from Teacher's Resource Package
- HABLAR
  - Teacher chosen from Teacher's Resource Package
- ESCRIBIR
  - Teacher chosen from Teacher's Resource Package

**Summative:** Teacher chosen culminating project