

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Spanish 3

Curriculum Writing Committee: Gary Cotroneo (with collaboration from
Donnel Leiva-Vazquez)

Grade Level: 10-12

Date of Board Approval: 2023

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Planned Instruction

Grade Distribution:

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

Course Description: This course is designed as a logical progression from Spanish 2. 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 advanced vocabulary and grammatical structures 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 period per day

Curriculum Map

Goals:

Lección Preliminar (17 days of MP 1)

Understanding of:

- o **Culture**
 1. Popular festivals in Spain and the Spanish-speaking world.
- o **Vocabulary**
 1. Time Expressions
 2. Idiomatic Expressions
 3. Daily Routine
- o **Grammar**
 1. The verb gustar and other verbs like gustar
 2. Preterite tense of regular and irregular verbs
 3. Imperfect tense of regular and irregular verbs
 4. Using preterite versus imperfect
 5. Special meanings of saber and conocer in preterite tense versus imperfect tense
 6. Reflexive Verbs & Reciprocation
- o **Communication (Oral and Written)**
 1. Discuss everyday activities
 2. Tell what happened in the past
 3. Express preference
 4. Talk about health and medical conditions
 5. Talk about using technology and electronics
 6. Describe my house or apartment

Unit 1 (28 days of MP 1)

Understanding of:

- o **Culture**
 1. Young Hispanic environmentalists, Nature in Costa Rica, and Columbia's culture and geography.
- o **Vocabulary**
 1. The Environment
 2. Nature
 3. Animals
 4. Various idiomatic expressions
- o **Grammar**
 1. The present subjunctive of regular and irregular verbs
 2. The subjunctive with verbs of influence
 3. The subjunctive with verbs of emotion and Ojalá
 4. The subjunctive with doubt and denial
 5. The subjunctive with adverbial clauses

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- o **Communication (Oral and Written)**
 1. Discuss environmental problems
 2. Propose solutions for environmental problems
 3. Express opinions and suggest solutions to problems in the community
 4. Write a short article about an environmental problem
 5. Comment on or make predictions about environmental problems
 6. Express environmental concerns and possibilities and actions to take

Unit 2 (27 days of MP 2)

Understanding of:

- o **Culture**
 1. The use of bicycles in Latin America, Outstanding architects of the Hispanic world, and the culture and geography of Venezuela.
- o **Vocabulary**
 1. The city
 2. At the bank
 3. Directions
 4. At the post office
 5. Talk about the community
- o **Grammar**
 1. Commands: Including affirmative & negative formations of regular & irregular
 2. Informal commands
 3. Formal commands
 4. Nosotros commands
 5. Commands with Pronouns
- **Communication (Oral and Written)**
 1. Ask and give directions in a city
 2. Plan errands with another person
 3. Describe my ideal city
 4. Give and receive commands and propose solutions for a problem
 5. Describe a situation or problem with sufficient details

Unit 3 (18 Days of MP 2 and 9 days of MP 3)

Understanding of:

- o **Culture**
 1. Health practices in Spanish-speaking countries, Ways to relax, and the culture and geography of Bolivia.
- o **Vocabulary**
 1. In the Gym
 2. Nutrition
- o **Grammar**
 1. Present Perfect
 2. Past Perfect/Pluperfect
 3. Present Perfect Subjunctive
- o **Communication (Oral and Written)**

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1. Talk about my habits for nutrition and physical activity,
2. Describe the healthy habits of others
3. Talk about recent health problems and recent changes in lifestyle
4. Compare current situations and activities with those in the past

Unit 4 (27 days of MP 3)

Understanding of:

- o **Culture**
 1. Job interviews in Spanish-speaking countries, the job market in Ecuador, and the culture and geography of Nicaragua and the Dominican Republic.
- o **Vocabulary**
 1. Occupations
 2. Interview Terms
 3. The Working World
- o **Grammar**
 1. Future Tense
 2. Future Perfect
 3. Past Subjunctive
- o **Communication (Oral and Written)**
 1. Participate in a job interview
 2. Talk about plans for the future and make predictions for the distant future
 3. Make plans for the next vacation
 4. Talk about hypothetical situations

Unit 5 (9 days of MP 3 and 18 days of MP 4)

Understanding of:

- o **Culture**
 1. Museums and artists in the Spanish-speaking world and the culture and geography of El Salvador and Honduras.
- o **Vocabulary**
 1. Fine Arts
 2. Artists
 3. TV and Cinema
 4. La artesanía
- o **Grammar**
 1. Conditional tense
 2. Past Perfect Subjunctive
- o **Communication (Oral and Written)**
 1. Talk about art in life
 2. Describe and make plans to attend an artistic event
 3. Talk about hypothetical facts
 4. Say how one would have made things differently in the past

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Unit 6 (27 days of MP 4)

Understanding of:

- **Culture**
 1. Social protests and political leaders in Spanish-speaking countries, Puerto Rico's political status and the culture and geography of Paraguay and Uruguay.
- **Vocabulary**
 1. Ways of Communication
 2. The News
 3. Politics
- **Grammar**
 1. Si (If) clauses
- **Communication (Oral and Written)**
 1. Discuss political and social issues
 2. Participate in an environmental campaign
 3. Participate in an interview with a political candidate
 4. Give instructions on what to do in an emergency
 5. Write a script for a political campaign on TV

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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.

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?

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- 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: 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 3

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

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

PRINT AND NON-PRINT RESOURCES

- Senderos 3 audio program
- El Sol magazine

SUGGESTED INTERNET SITES:

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

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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;

<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 everyday activities, tell what happened in the past, talk about likes and dislikes, talk about health and medical conditions, talk about using technology and electronics, and describe a house or an apartment.

Objectives:

1. Review vocabulary in context: What I did, describing your daily routine. (DOK Level 1, 2, 3, 4)
2. Students will be able to talk about what they did using the preterite tense. (DOK Level 1, DOK Level 4)
3. Students will be able to recall past events by distinguishing between saber and conocer. (DOK Level 1, DOK Level 2, DOK Level 3)
4. Students will be able to give descriptions about the past using the imperfect tense to describe actions that were ongoing or recurring (DOK Level 1, DOK Level 2).
5. Students will be able to tell what they did with friends using the preterite tense of both regular and irregular verbs. (DOK Level 1, DOK Level 2)
6. Students will be able to describe their experiences with friends and family by practicing the preterite and imperfect tenses in context. (DOK Level 3, DOK Level 4)
7. Review and practice the verb gustar. (DOK Level 1, 2)
8. Students will make suggestions or requests by using the impersonal se with the infinitive. (DOK Level 2).
9. Review and practice reflexive verbs to state what one's daily routine is. (DOK Level 1, 2)
10. To use grammar and vocabulary concepts presented in the Preliminary chapter to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)
11. Recognize and identify examples of Hispanic culture celebrations. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulario:**
 - Libro: p. 5 and additional teacher notes

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- Libro: p. 7 and additional teacher notes
- **Gramática:**
 - Libro: p. 4 & 5 (El Pretérito regular e irregular)
 - Libro: p. 8 & 9 (Los pronombres directo e indirecto)
 - Libro: p. 9 (Gustar)
 - Libro: p. 12 (El imperfecto)
 - Libro: p. 12 (Se constructions)
 - Libro: p. 12-13 (Reflexive verbs and reciprocation)
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
 - Escuchar:
 - a. Libro: Actividad 3, p. 12
 - b. Libro: Cultura, p. 10-11
 - c. Libro: Perfil, p. 11
 - d. Libro: p. 16-17
 - e. Libro: Actividad 16, p. 18
 - f. Libro: p. 20-21
 - g. Libro: Actividad 19, p. 22
 - Leer:
 - a. Libro: Actividad 3, p. 5
 - b. Libro: Actividad 5, p. 8
 - c. Libro: Actividad 8, p. 10
 - d. Libro: Actividad 13, p. 15
 - e. Libro: Actividad 21, p. 23
 - Hablar:
 - a. Libro: Actividad 4, p. 5
 - b. Libro: Actividad 10, p. 6
 - c. Libro: Actividad 11, p. 7
 - d. Libro: Actividad 6, p. 13
 - Escribir:
 - a. Libro: Actividades 1-7, p. 4-5
 - b. Libro: Actividad 13, p. 7

Assessments:

Diagnostic:

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

Formative:

- Vocabulario:
 - Los reflexivos y en el baño
 - Los reflexivos y la comida
- Gramática:
 - El preterito y los pronombres
 - Imperfecto y el preterito v. imperfecto
- Escuchar:
 - La conversación de Martín
- Escribir:

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- o None
- Leer:
 - o None
- Hablar:
 - o None

Summative:

- Students will create a photo story of a trip they took either with their family and/or friends. They will talk about the trip through the pictures using preterite and imperfect and will not be able to use any type of written guide or prompts.

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Curriculum Plan

Unit: 1

Time Range in Days: 28

Standard(s): PA Common 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

<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 and provide solutions for environmental problems, express opinions and suggest solutions in a community, write a short article about an environmental problem, comment on a or make predictions about environmental problems.

Objectives:

1. Students will identify the issues affecting the environment by using vocabulary to discuss global issues and possible solutions. (DOK Level 1, DOK Level 2, DOK Level 3)
2. Students will be able to talk about nature using the present & present subjunctive. (DOK Level 4)
3. Students will express an opinion, express a point a view and making recommendations by using the present subjunctive of regular and irregular verbs. (DOK Level 1, DOK Level 2, DOK Level 4)
4. Students will express wishes and desires using the present subjunctive with expressions of hope. (DOK Level 1, DOK Level 2)
5. Students will instruct others in what to do using the subjunctive with verbs of influence. (DOK Level 1, DOK Level 2)
6. Students will discuss things they disagree with or doubt using the subjunctive with expressions of doubt. (DOK Level 1, DOK Level 2)
7. Students will use the subjunctive after certain conjunctions to talk about actions that may happen in the future. (DOK Level 1, DOK level 2, DOK Level 3)
8. Students will express positive and negative emotions by using the subjunctive with expressions of emotion. (DOK Level 1, DOK Level 2)
9. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)
10. Recognize and identify examples of young Hispanic environmentalists, nature in Costa Rica, and the culture and geography of Columbia. (DOK Level 1, 2, 3, 4)

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Core Activities and Corresponding Instructional Methods:

- **Vocabulario:**
 - Libro: p. 20-22
 - L2, U2 Libro: En resumen, p. 53
- **Gramática:**
 - Libro (Lección Preliminar): p. 14 (El presente del subjuntivo regular e irregular)
 - Libro (Lección Preliminar): p. 15 (El subjuntivo with verbs of will and influence)
 - Libro: p. 30 (El subjuntivo with verbs of emotion)
 - Libro: p. 34 (El subjuntivo with doubt, denial, and uncertainty)
 - Libro: p. 38-39 (El subjuntivo with conjunctions)
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
 - Escuchar
 - a. Libro (Lección Preliminar): Actividad 6, p. 5
 - b. Libro: Actividades 1 y 2, p. 21
 - c. Libro: Fotonovela, p. 24-25
 - d. Libro: Actividad 3, p. 37
 - e. Libro: Actividad, p. 47
 - f. Libro: En pantalla, p. 48
 - g. Libro: Flash Cultura, p. 49
 - Leer
 - a. Libro: Actividad 7, p. 23
 - b. Libro: Cultura, p. 28
 - c. Libro: Perfil, p. 29
 - d. Libro: Actividad 3, p. 40
 - e. Libro: Lectura, p. 44-45
 - f. Libro: Flash Cultura, p. 49
 - g. Libro: Panorama, p. 50-52
 - Hablar
 - a. Libro (Lección Preliminar): Actividad 3, p. 14
 - b. Libro (Lección Preliminar): Actividad 5, p. 15
 - c. Libro, Actividades 4 y 5, p. 21
 - d. Libro: Actividad 12, p. 41
 - e. Libro: Actividad 8, p. 23
 - f. Libro: Actividad 4, p. 29
 - g. Libro: Actividades 3 y 5, p. 33
 - h. Libro: Actividad 5, p. 41
 - Escribir
 - a. Libro (Lección Preliminar): Actividad 2, p. 14
 - b. Libro (Lección Preliminar): Actividad 4, p. 15
 - c. Libro: Actividad 6, p. 22
 - d. Libro: Actividad a 9, p. 23
 - e. Libro: Actividades 1-3, p. 26
 - f. Libro: Actividades 1-2, p. 29
 - g. Libro: Actividad de ¡Inténtalo!, p. 31

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- h. Libro: Actividades 1-2, p. 32
- i. Libro: Actividad de ¡Inténtalo!, p. 35j.
- j. Libro: Actividades 1 y 2, p. 36
- k. Libro: Actividad de ¡Inténtalo!, p. 39
- l. Libro: Actividades 1 y 2, p. 40
- m. Libro: Recapitulación, p. 42-43

Assessments:

Diagnostic:

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

Formative:

- Vocabulario:
 - Sections 1&2, Quiz A, p. 1
 - Section 3, Quiz A, p. 1
- Gramática:
 - Exercise 4, 1-5, Text p. 29
 - Sections 1 & 2, Quiz A, p. 1
 - Sections 1 & 2, Quiz A, p. 6
 - Section 1, Quiz A, p. 5
- Escuchar:
 - Section 1, Prueba A, p. 29
 - Section 1, Prueba E, p. 41
- Escribir:
 - Escritura, Text p. 46
 - Section 6, Prueba B, p. 36
- Leer:
 - Section 9, Prueba E, p. 44
 - Section 8, Prueba F, p. 46
- Hablar:
 - En Pantalla, Text p. 48

Summative:

- Students will create a Google Slides presentation and use the subjunctive to solicit involvement from the community to aide, support, and join a community initiative.

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Curriculum Plan

Unit: 2

Time Range in Days: 27

Standard(s): PA Common 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; 5.1; 5.2

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

Overview: Students will be able to ask and give directions in a city, plan errands with another person, describe the ideal city, give and receive commands and propose solutions for a problem, and describe a situation or problem with sufficient details.

Objectives:

1. Students will be able to recognize and respond with vocabulary by talking about the neighborhood, the city and others in their own communities. (DOK Level 1, DOK Level 2)
2. Students will be able to express what may or may not be by using the subjunctive to talk about the unknown. (DOK Level 1, DOK Level 2, DOK Level 3)
3. Students will be able to ask for help and assistance by making polite requests. (DOK Level 1)
4. Students will be able to instruct others in what they have to do or not to do to help by using affirmative and negative informal tú commands of both regular and irregular verbs. (DOK Level 1, DOK Level 2, DOK Level 3, DOK Level 4)
5. Students will be able to persuade and influence others to participate in activities by using Affirmative and negative formal Usted(es) commands and nosotros commands of both regular and irregular verbs. (DOK Level 1, DOK Level 2, DOK Level 3, DOK Level 4)
6. Students will be able to make requests, recommendations, and suggestions by using pronouns with all forms of commands. (DOK Level 2)
7. Students will describe people, places, and things by using past participles as adjectives. (DOK Level 2)
8. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)
9. Recognize and identify examples of Latin American cities and bicycle use, outstanding artists of the Hispanic world, and the culture and geography of Venezuela. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulario:**
 - U2 Libro: p. 56-58
 - U2 Libro: En resumen, p. 87

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- **Gramática:**
 - U2 Libro: p. 66-67 (El subjuntivo with the unknown or non-existent)
 - U2 Libro: p. 70 and teacher notes (Mandatos de tú, Usted, Ustedes, y Nosotros)
 - U2 Libro: p. 70 (Mandatos con pronombres)
 - U2 Libro: p. 73 (Past participles as adjectives)
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
 - Escuchar
 - a. U2 Libro: Actividad 1, p. 57
 - b. U2 Libro: Actividad 7, p. 59
 - c. U2 Libro: Fotonovela, p. 60-62
 - d. U2 Libro: Actividad 4, p. 75
 - e. U2 Libro: Actividad, p. 81
 - f. U2 Libro: En pantalla, p. 82
 - g. U2 Libro: Flash cultura, p. 83
 - Leer
 - a. U2 Libro: Cultura, p. 64-65
 - b. U2 Libro: Perfil, p. 120
 - c. U2 Libro: Actividades 3 y 4, p. 68-69
 - d. U2 Libro: Lectura, p. 78-79
 - e. U2 Libro: Flash cultura, p. 83
 - f. U2 Libro: Panorama, p. 84-86
 - Hablar
 - a. U2 Libro: Actividad 6, p. 58
 - b. U2 Libro: Actividad 8, p. 59
 - c. U2 Libro: Actividades 5 y 6, p. 69
 - d. U2 Libro: Actividades 3-5, p. 72
 - e. U2 Libro: Actividades 2-3, p. 74
 - f. U2 Libro: Actividad 5-6, p. 75
 - Escribir
 - a. U2 Libro: Actividad 1,3, y 4, p. 57
 - b. U2 Libro: Actividad 5, p. 58
 - c. U2 Libro: Actividad de ¡Inténtalo!, p. 67
 - d. U2 Libro: Actividad 7, p. 69
 - e. U2 Libro: Actividades 1 y 2, p. 71
 - f. U2 Libro: Actividad de ¡Inténtalo!, p. 73
 - g. U2 Libro: Recapitulación, p. 76-77

Assessments:

Diagnostic:

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

Formative:

- Vocabulario:
 - Section 1, Quiz A, p. 13
 - Sections 2 & 2, Quiz A, Prueba E, p. 13 & 61
- Gramática:

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- Sections 1 & 2, Quiz A, p. 16
- Sections, 1, Quiz A, p. 19
- Section 2, Quiz A, p. 23
- Escuchar:
 - Section 1, Prueba A, p. 49
 - Section 1, Prueba E, p. 61
- Escribir:
 - Escritura, Text p. 80
 - Section 7, Prueba B, p. 56
- Leer:
 - Section 9, Prueba E, p. 44
 - Section 10, Prueba F, p. 44
- Hablar:
 - Flash Cultura, Text p. 83

Summative:

- Students will solicit involvement from the community (Uds. & Nosotros form commands) to aide, support, and join a charitable organization. The group will present a flyer done in Google Slides and present their organization in Spanish.

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Curriculum Plan

Unit: 3

Time Range in Days: 27

Standard(s): PA Common 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

<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 habits for nutrition and physical activity, describe healthy habits of others, talk about their recent health problems and changes in lifestyle, and compare situations and activities with those of the past.

Objectives:

1. Students will discuss obligations and responsibilities by using vocabulary for creating a healthy lifestyle. (DOK Level 1, DOK Level 2)
2. Students will discuss what has happened in the recent past by learning about the formation and use of the present perfect tense. (DOK Level 1, DOK Level 2, DOK Level 3)
3. Students will discuss what had already happened in the recent past by learning about the formation and use of the past perfect tense. (DOK Level 1, DOK Level 2, DOK Level 3)
4. Students will discuss how they feel about an event that has happened in the recent past by learning about the formation and use of the present perfect subjunctive. (DOK Level 1, DOK Level 2, DOK Level 3)
5. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)
6. Recognize and identify examples of health practices and ways to relax in Spanish-speaking countries, and the culture and geography of Bolivia. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

• **Vocabulario:**

- U3 Libro: p. 90-92
- U3 Libro: En resumen, p. 123

• **Gramática:**

- U3 Libro: p. 100 (El presente perfecto)
- U3 Libro: p. 101 (El pluscuamperfecto)
- U3 Libro: p. 101 (El presente perfecto del subjuntivo)

• **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**

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- Escuchar
 - a. U3 Libro: Actividades 1 y 2, p. 91
 - b. U3 Libro: Fotonovela, p. 94-96
 - c. U3 Libro: Actividad 3, p. 109
 - d. U3 Libro: Actividad, p. 115
 - e. U3 Libro: En pantalla, p. 116-118
 - f. U3 Libro: Flash cultura, p. 119
- Leer
 - a. U3 Libro: Actividad 7, p. 93
 - b. U3 Libro: Cultura, p. 98
 - c. U3 Libro: Perfil, p. 99
 - d. U3 Libro: Actividad 4, p. 106
 - e. U3 Libro: Lectura, p. 112-113
 - f. U3 Libro: Flash cultura, p. 119
 - g. U3 Libro: Panorama, p. 120-122
- Hablar
 - a. U3 Libro: Actividad 6, p. 92
 - b. U3 Libro: Actividades 8, 9, o 10 p. 93
 - c. U3 Libro, Actividad 2 o 3, p. 102
 - d. U3 Libro: Actividad 4 o 6, p. 103
 - e. U3 Libro: Actividad 2 o 3, p. 201
 - f. U3 Libro: Actividad 5, p. 106
 - g. U3 Libro: Actividad 4 o 5, p. 109
- Escribir
 - a. U3 Libro: Actividades 3 y 4, p. 91
 - b. U3 Libro: Actividad 5, p. 5, p. 92
 - c. U3 Libro: Actividad de ¡Inténtalo!, p. 101
 - d. U3 Libro: Actividad 1, p. 102
 - e. U3 Libro: Actividad de ¡Inténtalo!, p. 104
 - f. U3 Libro: Actividad 1, p. 105
 - g. U3 Libro: Actividad de ¡Inténtalo!, p. 107
 - h. U3 Libro: Recapitulación, p. 110-111

Assessments:

Diagnostic:

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

Formative:

- Vocabulario:
 - Sections 1 & 2, Quiz A, p. 25
 - Section 3, Quiz A, p. 26
- Gramática:
 - Sections 1 & 2, Quiz A, p. 27
 - Sections 1 & 2, Quiz A, p. 30
 - Sections 1 & 2, Quiz A, p. 33
- Escuchar:
 - Section 1, Prueba A, p. 49

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- Section 1, Prueba E, p. 61
- Escribir:
 - Escritura, Text p. 114
 - Section 7, Prueba B, p. 76
- Leer:
 - Section 9, Prueba E, p. 64
 - Section 10, Prueba F, p. 64
- Hablar:
 - Flash Cultura, Text p. 119

Summative:

- Students will design a new sports and recreation club for the community explaining the amenities to solicit new members to join.

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Curriculum Plan

Unit: 4

Time Range in Days: 27

Standard(s): PA Common 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

<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 job interview, talk about plans for the future, make plans for the next vacation, make predictions about the distant future, and talk about hypothetical situations in the past.

Objectives:

1. Students will describe others by talking about personal characteristics and ways to describe people. (DOK Level 1, DOK Level 2, DOK Level 3, DOK Level 4)
1. Describe the ideal employee and what qualities people need for different professions using ser v. estar. (DOK Level 1, DOK Level 2, DOK Level 3, DOK Level 4)
2. Students will discuss possibilities that may happen in the future using ir + a + infinitive and the future tense. (DOK Level 1, DOK Level 2, DOK Level 3, DOK Level 4)
3. Students will make predictions and possibilities about what will have happened by a specific future time using the future perfect. (DOK Level 2, DOK Level 3, DOK Level 4)
4. Students will express hope, doubt, emotion, or opinion in the past by forming and using past subjunctive. (DOK Level 2, DOK Level 3, DOK Level 4)
5. Students will fill out a job application and participate in a mock job interview using the present, preterite, imperfect, future, and possibly present perfect tenses of regular and irregular verbs and office and job-related vocabulary. (DOK levels 2, 3 and 4)
6. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading and writing. (DOK Level 1, 2, 3, 4)
7. Recognize and identify examples of job interviews in Spanish-speaking countries, the job market in Ecuador, and the culture and geography of Nicaragua and the Dominican Republic. (DOK Level 1, 2, 3, 4)

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Core Activities and Corresponding Instructional Methods:

- **Vocabulario:**
 - U4 Libro: p. 126-128
 - U4 Libro: En resumen, p. 159
- **Gramática:**
 - U4 Libro: p. 136 (El futuro)
 - U4 Libro: p. 140 (El futuro perfecto)
 - U4 Libro: p. 142 (El imperfect/el pasado del subjuntivo)
- **Along with authentic activities, suggested activities that incorporate vocabulario y gramática:**
 - Escuchar
 - a. U4 Libro: Actividades 1 y 2, p. 127
 - b. U4 Libro: Fotonovela, p. 130-132
 - c. U4 Libro: Actividad 4, p. 139
 - d. U4 Libro: Actividad, p. 157
 - e. U4 Libro: En pantalla, p. 152
 - f. U4 Libro: Flash cultura, p. 153
 - Leer
 - a. U4 Libro: Actividad 8, p. 129
 - b. U4 Libro: Cultura, p. 134
 - c. U4 Libro: Perfil, p. 135
 - d. U4 Libro: Actividad 3, p. 138
 - e. U4 Libro: Lectura, p. 148-149
 - f. U4 Libro: Flash cultura, p. 153
 - g. U4 Libro: Panorama, p. 154-158
 - Hablar
 - a. U4 Libro: Actividad 7, p. 128
 - b. U4 Libro: Actividad 10, p. 129
 - c. U4 Libro, Actividad 5 o 6, p. 138
 - d. U4 Libro: Actividad 4, p. 141
 - e. U4 Libro: Actividad 3, p. 145
 - Escribir
 - a. U4 Libro: Actividades 3 y 4, p. 127
 - b. U4 Libro: Actividad 5 y 6, p. 128
 - c. U4 Libro: Actividad de ¡Inténtalo!, p. 137
 - d. U4 Libro: Actividad 11 y 12, p. 138
 - e. U4 Libro: Actividad de ¡Inténtalo!, p. 140
 - f. U4 Libro: Actividades 1 y 2, p. 141
 - g. U4 Libro: Actividad de ¡Inténtalo!, p. 143
 - h. U4 Libro: Actividad 1, p. 144
 - i. U4 Libro: Recapitulación, p. 146-147
 - j. U4 Libro: Actividad, p. 150

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Assessments:

Diagnostic:

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

Formative:

- Vocabulario:
 - Sections 1 & 2, Quiz A, p. 37
 - Sections 3 & 4, Quiz A, p. 37
- Gramática:
 - Sections 1 & 2, Quiz A, p. 39
 - Sections 1 & 2, Quiz A, p. 43
 - Sections 1 & 2, Quiz A, p. 45
- Escuchar:
 - Section 1, Prueba A, p. 89
 - Section 1, Prueba F, p. 105
- Escribir:
 - Escritura, Text p. 150
 - Section 7, Prueba B, p. 96
- Leer:
 - Section 10, Prueba E, p. 104
 - Section 9, Prueba E, p. 104
- Hablar:
 - En Pantalla, Text p. 152

Summative:

- Students will participate in a debate asking and answering questions using the future, future perfect, and/or hypothetical situations while running for either Class or Student Council President or President of the United States.

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Curriculum Plan

Unit: 5

Time Range in Days: 27

Standard(s): PA Common 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

<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 art in life, describe and plan an artistic event, talk about hypothetical facts, and say how one would have made things differently in the past.

Objectives:

1. Students will identify vocabulary related to fine arts activities, TV and cinema, and art. (DOK Level 1, DOK Level 2)
2. Students will be able to say what would or would not happen by using the conditional tense. (DOK Level 1, DOK Level 2, DOK Level 3, DOK Level 4)
3. Students will be able to say what would or would not have happened by using the conditional perfect. (DOK Level 1, DOK Level 2, DOK Level 3, DOK Level 4)
4. Students will use subjunctive leaning phrases in the past to construct and use past perfect subjunctive. (DOK Level 1, DOK Level 2, DOK Level 3)
5. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)
6. Recognize and identify examples of museums and artists in the Spanish-speaking world and the culture and geography of El Salvador and Honduras. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

• **Vocabulario:**

- U5 Libro: p. 162-164
- U5 Libro: En resumen, p. 195

• **Gramática:**

- U5 Libro: p. 172-173 (El condicional)
- U5 Libro: p. 176 (El condicional perfecto)
- U5 Libro: p. 303 (El pluscuamperfecto/pasado perfecto del subjuntivo)

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- **Along with authentic activities, suggested activities that incorporate vocabulario y gramática:**
 - Escuchar
 - a. U5 Libro: Actividades 1 y 2, p. 163
 - b. U5 Libro: Fotonovela, p. 166-168
 - c. U5 Libro: Actividad 4, p. 175
 - d. U5 Libro: Actividad 4, p. 181
 - e. U5 Libro: Actividad, p. 186
 - f. U5 Libro: En pantalla, p. 188
 - g. U5 Libro: Flash cultura, p. 189
 - Leer
 - a. U5 Libro: Actividades 3 y 4, p. 163
 - b. U5 Libro: Actividad 8, p. 165
 - c. U5 Libro: Actividad 9, p. 165
 - d. U5 Libro: Cultura, p. 170
 - e. U5 Libro: Perfil, p. 171
 - f. U5 Libro: Lectura, p. 184-185
 - g. U5 Libro: Flash cultura, p. 188
 - h. U5 Libro: Panorama, p. 190-194
 - Hablar
 - a. U5 Libro: Actividad 7, p. 164
 - b. U5 Libro: Actividad 9, p. 165
 - c. U5 Libro: Actividad 3, p. 174
 - d. U5 Libro: Actividad 6, p. 175
 - e. U5 Libro: Actividades 2 y 3, p. 177
 - f. U5 Libro: Actividad 6, p. 178
 - Escribir
 - a. U5 Libro: Actividad 6, p. 164
 - b. U5 Libro: Actividad de ¡Inténtalo!, p. 173
 - c. U5 Libro: Actividad 1, p. 174
 - d. U5 Libro: Actividad de ¡Inténtalo!, p. 176
 - e. U5 Libro: Actividad 1, p. 176
 - f. U5 Libro: Actividad de ¡Inténtalo!, p. 179
 - g. U5 Libro: Actividades 1-3, p. 180

Assessments:

Diagnostic:

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

Formative:

- Vocabulario:
 - Section 1, Quiz A, p. 47 and Section 2, Prueba E, p. 121
 - Section 3, Quiz A, p. 47
- Gramática:
 - Sections 1 & 2, Quiz A, p. 49
 - Section 1, Quiz A, p. 52
 - Sections 1 & 2, Quiz A, p. 55

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- Escuchar:
 - Section 1, Prueba E, p. 121
 - Section 1, Prueba F, p. 125
- Escribir:
 - Escritura, Text p. 186
 - Section 7, Prueba B, p. 112
- Leer:
 - Section 10, Prueba E, p. 124
 - Section 9, Prueba E, p. 124
- Hablar:
 - En Pantalla, Text p. 188

Summative:

- Students will use the conditional, conditional perfect, and past subjunctive to critique a movie, tv program or sporting event and present it to the rest of the class.

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Curriculum Plan

Unit: 6

Time Range in Days: 27

Standard(s): PA Common 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

<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 political and social issues, participate in an environmental campaign, participate in an interview with a political candidate, give instructions on what to do in an emergency, and write a script for a political campaign.

Objectives:

1. Students will identify different vocabulary for media to talk about different forms of media in the community including newspapers and television. (DOK Level 1)
2. Students will use vocabulary for different forms of media to express opinions. (DOK Level 1, Level 4)
3. Students will learn how to express a hypothesis by learning how to construct “if” clauses. (DOK Level 2, Level 4)
4. Students will be able to use grammar and vocabulary concepts presented to demonstrate proficiency of the language through listening, speaking, reading, and writing. (DOK Level 1, 2, 3, 4)
5. Recognize and identify examples of social protests and political leaders in Spanish-speaking countries, Puerto Rico’s political status, and the culture and geography of Paraguay and Uruguay. (DOK Level 1, 2, 3, 4)

Core Activities and Corresponding Instructional Methods:

- **Vocabulario:**
 - U6 Libro: p. 198
 - U6 Libro: En resumen, p. 229
- **Gramática:**
 - U6 Libro: p. 337 (Las cláusulas de si)
- **Along with authentic activities, suggested activities that incorporate vocabulario y gramática:**
 - Escuchar
 - a. U6 Libro: Actividades 1 y 2, p. 199
 - b. U6 Libro: Fotonovela, p. 202-204
 - c. U6 Libro: Actividad 4, p. 211
 - d. U6 Libro: Actividad, p. 221

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- e. U6 Libro: En pantalla, p. 222
- f. U6 Libro: Flash cultura, p. 223
 - o Leer
- a. U6 Libro: Cultura, p. 206
- b. U6 Libro: Perfil, p. 207
- c. U6 Libro: Lectura, p. 218-219
- d. U6 Libro: Flash cultura, p. 223
- e. U6 Libro: Panorama, p. 224-228
- o Hablar
 - a. U6 Libro: Actividad 4, p. 199
 - b. U6 Libro: Actividad 7, p. 200
 - c. U6 Libro: Actividad 8, 9, o 10, p. 201
 - d. U6 Libro: Actividad 3, p. 210
 - e. U6 Libro: Actividad 5, p. 211
- o Escribir
 - a. U6 Libro: Actividad 3, p. 199
 - b. U6 Libro: Actividades 5 y 6, p. 200
 - c. U6 Libro: Actividad de ¡Inténtalo!, p. 209
 - d. U6 Libro: Actividad 1, p. 210

Assessments:

Diagnostic:

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

Formative:

- Vocabulario:
 - o Sections 1 & 2, Quiz A, p. 58
 - o Sections 3 & 4, Quiz A, p. 58
- Gramática:
 - o None for this unit
- Escuchar:
 - o Section 1, Prueba E, p. 141
 - o Section 1, Prueba F, p. 145
- Escribir:
 - o None for this unit
- Leer:
 - o Section 9, Prueba E, p. 144
- Hablar:
 - o Students will create a simulated newscast which will incorporate chapter vocabulary and all grammatical concepts learned this year and in previous years.

Summative:

- Students will create a train itinerary (using the RENFE system) for a backpacking trip through Spain. Students will use the conditional tense, among others, to explain what you would do, need, spend where you would go, and how you would get there and would occur by the end of the trip.