

DELAWARE VALLEY SCHOOL DISTRICT

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Spanish 3**

**Grade Level: 10-12**

**Date of Board Approval: \_\_\_\_\_ 2018 \_\_\_\_\_**

## Planned Instruction

**Title of Planned Instruction: Spanish 3**

**Subject Area: World Language: Spanish**

**Grade(s): 10-12**

**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/1 credit

**Curriculum Writing Committee:** Gary Cotroneo (with collaboration from Donnel Leiva-Vazquez and Michele Rojas)

## Curriculum Map

### 1. Marking Period One

- **Overview:**

Students will explore the influence of the Hispanic community in the United States, learn about Mexico, as well as study the travel theme by describing personal camping and/or beach vacations to various locations around the world.

- **Goals:**

**Understanding of:**

**A. Preliminary Chapter**

- **Culture**
  1. The influence of the Hispanic Community in the United States
- **Vocabulary**
  1. Descriptions of People
  2. Activities
  3. Places
  4. Emotions
  5. Daily Routine
  6. Food
- **Grammar**
  1. The verb gustar and other verbs like gustar
  2. Present tense of regular and irregular verbs
  3. Present tense stem-changing verbs
  4. Saber or Conocer
  5. Ser or Estar
  6. Reflexive Verbs
  7. Comparisons
- **Communication (Oral and Written)**
  1. Identify and describe people
  2. Talk about what you and your friends do
  3. Talk about what you know and don't know how to do
  4. Talk about likes and dislikes
  5. Describe your daily routine
  6. Make comparisons

**B. Unit 1**

- **Culture**
  1. The nature and geography, sports, and culture of Mexico
- **Vocabulary**
  1. Camping trip terminology
  2. Nature
  3. What you did with your friends
  4. Various idiomatic expressions

## DELAWARE VALLEY SCHOOL DISTRICT

5. Family relationships
  6. Places and its climate
  7. Trips and transportation
  8. Activities, skills and abilities
- **Grammar**
    1. Preterite tense of regular and irregular verbs
    2. Imperfect tense of regular and irregular verbs
    3. Using preterite versus imperfect
    4. Special meanings of saber and conocer in preterite tense versus imperfect tense
  - **Communication (Oral and Written)**
    1. Describe a camping trip
    2. Talk about what you did with your friends
    3. Talk about and describe nature, places and its climate
    4. Describe family members
    5. Talk about family vacations
    6. Discuss activities, skills, and abilities

### Marking Period Two

- **Overview**

Students will explore the influence of the Hispanic community in the United States, learn about Central America, as well as study the volunteerism and environment themes by organizing a campaign or fundraiser and discovering ways to help save the environment.
- **Goals:**

**Understanding of:**

**A. Unit 2**

  - **Culture**
    1. The influence of the Hispanic Community in the United States
  - **Vocabulary**
    - Describe Volunteer activities
    - Organize people to do a project
    - Describe volunteer activities
    - Persuade or influence others
    - Talk about the media and its actions
    - Express opinions
    - Talk about the community
  - **Grammar**
    1. Commands: Including affirmative & negative formations of regular & irregular
      - a. Informal commands
      - b. Formal commands
      - c. Nosotros commands
      - d. Commands with Pronouns
        2. Impersonal Expressions

## DELAWARE VALLEY SCHOOL DISTRICT

- **Communication (Oral and Written)**
  1. Create a campaign or fundraiser to solicit volunteers and/or help an organization
  2. Describe what the purpose of the campaign or fundraiser
- B. Unit 3**
  - **Culture**
    1. The nature, geography, and culture of Central America
  - **Vocabulary**
    1. Express environmental concerns and possibilities and actions to take
    2. Impact of technology
    3. Make predictions
  - **Grammar**
    1. Future Tense
    2. Por versus Para
  - **Communication (Oral and Written)**

### Marking Period Three

- **Overview**

Students will continue learn about Central America, learn about the Spanish-speaking countries in the Caribbean, as well as study the themes of creating an invention, choosing a career, and the goals to attain said career.
- **Goals:**

**Understanding of:**

  - A. Unit 3 continued**
    - **Culture**
      1. The nature, geography, and culture of Central America, continued
    - **Vocabulary**
      1. Discuss obligations and responsibilities through social awareness, inventions, mistakes, and persistence
      2. Present and support an opinion
    - **Grammar**
      1. Present Subjunctive of Regular and Irregular Verbs
    - **Communication (Oral and Written)**
  - B. Unit 4**
    - **Culture**
      1. The nature, geography, and culture of Spanish-speaking countries in the Caribbean
    - **Vocabulary**
      1. Describe people through personal characteristics and professions
      2. Tell others what to do using verbs of influence
      3. Express positive and negative emotions
      4. Actions and other words

## DELAWARE VALLEY SCHOOL DISTRICT

- **Grammar**
  1. Subjunctive with Ojalá and verbs of help
  2. Subjunctive with verbs of influence
  3. Subjunctive with doubt
  4. Subjunctive with emotion
- **Communication (Oral and Written)**

### Marking Period 4

- **Overview**
- **Goals:**
  - Understanding of:**
    - A. Unit 5**
      - **Culture**
        1. The nature, geography, and culture of Bolivia, Ecuador & Perú
      - **Vocabulary**
        1. Personal items such as personal possessions, computers, e-mail, online chats
        2. Requirements
      - **Grammar**
        1. Subjunctive with conjunctions
        2. Subjunctive with the unknown or non-existent
        3. Conditional tense
      - **Communication (Oral and Written)**
    - B. Unit 6**
      - **Culture**
        1. The nature, geography, and culture of Spain
      - **Vocabulary**
      - **Grammar**
        1. Past Participles as Adjectives
        2. Present Perfect Tense
      - **Communication (Oral and Written)**

# DELAWARE VALLEY SCHOOL DISTRICT

## UNITS: 1-6

### 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?

## 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: 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.



# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: Lección Preliminar**

**Time Range in Days: 15**

**Standard(s):** PA Core Standards, ACTFL Standards

**Standards Addressed:** PACS: 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;

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** My friends & I

**Goals:** Students will be able to identify and describe people, talk about likes and dislikes, say where you and your friends go, describe how you and others feel, and talk about what you and your friends do.

### **Objectives:**

1. Review vocabulary in context: people and activities, what you know how to do, places, emotions, describing your daily routine, food, and adjectives. (DOK Level 1, 2, 3, 4)
2. Review the verbs decir, ir, tener, and venir in the present. (DOK Level 1, 2)
3. Review the verbs saber and conocer and their uses. (DOK Level 1, 2)
4. Review and practice the verb gustar. (DOK Level 1, 2)
5. Differentiate between the verbs ser and estar to describe people and things. (DOK Level 1, 2, 3)
6. Review and practice reflexive verbs to state what one's daily routine is. (DOK Level 1, 2)
7. Review and practice equal and unequal comparisons (DOK Level 1, 2, 3)
8. Use the present tense of both regular and stem-changing verbs to describe what people are doing. (DOK Level 1, 2, 3)
9. 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)
10. Recognize and identify examples of how Hispanic culture has influenced the United States. (DOK Level 1, 2, 3, 4)

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

- **Vocabulario:**
  - Libro: p. 2-3
  - Libro: p. 6-7
  - Libro: p. 12-13
  - Libro: p. 16-17
  - Libro: p. 20-21
  - Libro: En resumen, p. 25
- **Gramática:**
  - Libro: p. 4 (Gustar)

## DELAWARE VALLEY SCHOOL DISTRICT

- Libro: p. 5, 8, 9, 10, 11 (Present Tense Regular & Stem-changing Verbs)
- Libro: p. 14 (Saber and conocer)
- Libro: p. 15 (Ser and estar)
- Libro: p. 18 (Reflexive verbs)
- Libro: p. 22-23 (Equal and unequal comparisons)
  
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar:
    - a. Libro: p. 2-3
    - b. Libro: p. 6-7
    - c. Libro: p. 12-13
    - 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 1, p. 4
    - b. Libro: Actividad 4, p. 8
    - c. Libro: Actividad 7, p. 9
    - d. Libro: Actividad 9, p. 11
    - e. Libro: Actividad 10, p. 11
    - f. Libro: Actividad 12, p. 14
    - g. Libro: Actividad 17, p. 19
    - h. Libro: Actividad 18, p. 19
    - i. Libro: Actividad 22, p. 23
    - j. Libro: Actividad 24, p. 24
    - k. Libro: Actividad 25, p. 24
  - Escribir:
    - a. Libro: Actividad 2, p. 4
    - b. Libro: Actividad 6, p. 9
    - c. Libro: Actividad 11, p. 14
    - d. Libro: Actividad 15, p. 15
    - e. Libro: Actividad 20, p. 22

## DELAWARE VALLEY SCHOOL DISTRICT

### Assessments:

#### Diagnostic:

- Spanish 3 Diagnostic Exam
- Class discussions, oral questions, Think/Pair/Share, graphic organizers

#### Formative:

- Vocabulario:
  - Preliminary Lesson On-level test, Activity C, p. 8
- Gramática:
  - Libro: Repaso: p. 31, Activity 5
  - Preliminary On-level test, Activity E, p. 8,
  - Preliminary Modified test, Activities F & G, p. 3
- Escuchar:
  - Libro: Repaso, Activity 1, p. 26
  - Preliminary Modified test, Activity A, p. 1
- Escribir:
  - Preliminary Modified test, Activity M, p. 6
- Leer:
  - Preliminary Modified test, Activity J, p. 4
- Hablar:
  - Preliminary Modified test, Activity L, p. 5
  - Preliminary On-level test, Activity K, p. 11

#### Summative:

None applicable

#### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Cuaderno: Práctica por niveles
- Cultural discussions, activities, and/or projects

#### Correctives:

1. More extensive direction instruction and modeling of listening, speaking, reading and writing strategies
2. More supplemental activities to apply concepts correctly using “Did You Get It?” activities
3. Use of technological resources available

## DELAWARE VALLEY SCHOOL DISTRICT

### Materials and Resources:

**PRINT RESOURCES:** ¡Avancemos! 3 Textbook, ¡Avancemos! 3 Cuaderno, Práctica por niveles

### NON-PRINT RESOURCES:

- Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
- @Home Tutor
- conjuguemos.com
- Downloads

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: 1**

**Time Range in Days: 30**

**Standard(s):** PA Core State Standards, ACTFL Standards

**Standards Addressed:**

PACS: 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

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** Let's enjoy the outdoors: Let's go camping and let's go to the beach

**Goals:** Students will be able to describe a camping trip, what they did with friends and talk about nature. They will also be able to talk about family vacation, discuss activities, skills, and abilities, and describe a place and its climate.

**Objectives:**

1. Students will be able to describe a camping trip using the present tense of regular and irregular verbs and vocabulary for outdoor activities. (DOK Level 1, DOK Level 2, DOK Level 3, DOK Level 4)
2. 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)
3. Students will be able to talk about nature using the present & preterite tenses. (DOK Level 4)
4. Students will be able to list activities on vacation by discussing family members' activities on vacation. (DOK Level 1, DOK Level 2)
5. Students will be able to describe a beach vacation by listing beach activities, talking about what they did at the beach using the preterite tense and identifying preferences for a future vacation. (DOK Level 1, DOK Level 4)
6. Students will be able to recall past events by distinguishing between saber and conocer. (DOK Level 1, DOK Level 2, DOK Level 3)
7. 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).
8. Students will be able to describe their experiences at the beach with friends and family by practicing the preterite and imperfect tenses in context. (DOK Level 3, DOK Level 4)
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)

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

- **Vocabulario:**
  - L1, U1 Libro: p. 32-33
  - L2, U1 Libro: p. 58-59
  - L1, U1 Libro: En resumen, p. 53
  - L2, U2 Libro: En resumen, p. 79
  
- **Gramática:**
  - L1, U1 Libro: p. 37 (El pretérito regular)
  - L1, U1 Libro: p. 42 (El pretérito irregular)
  - L2, U1 Libro: p. 62 (Saber y conocer en el pasado)
  - L2, U1 Libro: p. 63 (El imperfecto)
  - L2, U1 Libro: p. 68 (El pretérito v. el imperfecto)
  
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar
    - a. L1, U1 Libro: Actividad 4, p. 35-36
    - b. L1, U1 Libro: Actividad 6, p. 38
    - c. L1, U1 Libro: Actividad 17, p. 45-46
    - d. L1, U1 Libro: Actividad 19, p. 47
    - e. L2, U1 Libro: Actividad 6, p. 64
    - f. L2, U1 Libro: Actividad 1, p. 80
  - Leer
    - a. L2, U1 Libro: Actividad 4, p. 61-62
    - b. L2, U1 Libro: Actividad 10, p. 66-67
    - c. L2, U1 Libro: Actividad 17, p. 71-72
  - Hablar
    - a. L1, U1 Libro: Actividades 2 y 3, p. 34
    - b. L1, U1 Libro: Actividad 5, p. 36
    - c. Intercambio: <<¿Qué hiciste esta mañana?>>
    - d. L1, U1 Libro, Actividad 8, p. 39
    - e. L1, U1 Libro: Actividad 12, p. 41
    - f. L1, U1 Libro: Actividades 14 y 15, p. 43
    - g. L2, U2 Libro: Actividad 1, p. 60
  - Escribir
    - a. L1, U1 Libro: Actividad 1, p. 34
    - b. L1, U1 Libro: Actividad 7, p. 38
    - c. L1, U1 Libro: Actividad 9, p. 39
    - d. L1, U1 Libro: Actividad 11, p. 41
    - e. L1, U1 Libro: Actividad 13, p. 43
    - f. L2, U1 Libro: Actividad 7, p. 64
    - g. L2, U1 Libro: Actividad 11, p. 67

## DELAWARE VALLEY SCHOOL DISTRICT

- h. L2, U1 Libro: Actividad 12, p. 69
- i. L2, U1 Libro: Actividad 13, p. 69
- j. L2, U1 Libro: Actividad 2, p. 80
- k. L2, U1 Libro: Actividad 3, p. 81
- l. L2, U1 Libro: Actividad 4, p. 81

### Assessments:

#### Diagnostic:

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

#### Formative:

- Vocabulario
  - L1, U1 On-level assessment, Prueba 1, p. 17
  - L1, U1 On-level assessment, Prueba 2, p. 18
  - L2, U1 On-level unit test, Activity C, p. 52
  - L2, U1 On-level unit test, Activity D, p. 52
- Gramática
  - L1, U1 On-level assessment, Prueba 1, p. 19
  - L1, U1 On-level assessment, Prueba 2, p. 20
  - L2, U1 On-level assessment, Activity A, p. 36
  - L2, U1 Modified lesson test, Activity G, p. 25
- Escuchar
  - L1, U1 On-level unit test, Activity A, p. 22
  - L1, U1 Cuaderno, Escuchar A, Activities 1 & 2, p. 12
  - L1, U1 Cuaderno, Escuchar B, Activities 1 & 2, p. 13
  - L2, U1 Cuaderno, Escuchar A, Activities 1 & 2, p. 35
  - L2, U1 On-level lesson test, Activity A, p. 39
  - U1 On-level unit test, Activity B, p. 51
- Escribir
  - L1, U1 On-level lesson test, Activity M, p. 28
  - L2, U1 On-level lesson test, Activity M, p. 45
- Leer
  - Cuaderno, Leer A - ¿Comprendiste?, p. 15
  - L1, U1 Modified lesson test, Activity H, p. 14
  - Cuaderno, Leer B - ¿Comprendiste?, p. 38
  - U1 On-level unit test, Activity I, p. 54
- Hablar
  - L1, U1 On-level lesson test, Activity L, p. 27
  - L2, U1 On-level lesson test, Activity L, p. 44
  - Conversación simulada, Cuaderno, p. 33

## DELAWARE VALLEY SCHOOL DISTRICT

### 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.

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Cuaderno: Práctica por niveles
- Cultural discussions, activities, and/or projects

### Correctives:

1. More extensive direction instruction and modeling of listening, speaking, reading and writing strategies
2. More supplemental activities to apply concepts correctly using “Did You Get It?” activities
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** ¡Avancemos! 3 Textbook, ¡Avancemos! 3 Cuaderno, Práctica por niveles

### NON-PRINT RESOURCES:

- Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
- @Home Tutor
- conjuguemos.com
- Downloads

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities



# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: 2**

**Time Range in Days: 30**

**Standard(s):** PA Core State Standards, ACTFL Standards

**Standards Addressed:**

PACS: 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

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** It's time to help: All for one and one for all & how we organize ourselves

**Goals:** Students will be able to describe volunteer activities, organize people to do a project, and persuade or influence others. Students will also be able to make requests and recommendations, express opinions, and talk about media and the community.

**Objectives:**

1. Students will be able to recognize and respond with vocabulary for volunteer work by discussing ways that volunteers can help others in their own communities and discuss ways they have volunteered already. (DOK Level 1, DOK Level 2)
2. Students will be able to ask for help and assistance by making polite requests. (DOK Level 1)
3. 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)
4. 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)
5. Students will identify different vocabulary for media to talk about different forms of media in the community including newspapers and television. (DOK Level 1)
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 actions, including volunteer opportunities, by using impersonal expressions. (DOK Level 2)
8. Students will make suggestions or requests by using the impersonal se with the infinitive. (DOK Level 2)
9. Students will use vocabulary for different forms of media to express opinions. (DOK Level 1, Level 4)
10. 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)

## DELAWARE VALLEY SCHOOL DISTRICT

### Core Activities and Corresponding Instructional Methods:

- **Vocabulario:**
  - L1, U2 Libro: p. 92-93
  - L2, U2 Libro: p. 118-119
  - L1, U1 Libro: En resumen, p. 113
  - L2, U2 Libro: En resumen, p. 139
  
- **Gramática:**
  - L1, U2 Libro: p. 97 (Mandatos de tú)
  - L1, U2 Libro: p. 102 (Mandatos de Usted, Ustedes, y Nosotros)
  - L2, U2 Libro: p. 123 (Mandatos con pronombres)
  - L2, U2 Libro: p. 128 (El pretérito v. el imperfecto)
  
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar
    - a. L1, U2 Libro: Actividad 1, p. 94
    - b. L1, U2 Libro: Actividad 6, p. 98
    - c. L1, U2 Libro: Actividad 10, p. 100-101
    - d. L1, U2 Libro: Actividad 1, p. 114
    - e. L2, U2 Libro: Actividad 13, p. 129
    - f. L2, U2 Libro: Actividad 1, p. 140
  - Leer
    - a. L1, U2 Libro: Actividad 4, p. 95-96
    - b. L2, U2 Libro: Actividad 2, p. 120
    - c. L2, U2 Libro: Actividad 4, p. 122-123
    - d. L2, U2 Libro: Actividad 6, p. 124
    - e. L2, U2 Libro: Actividad 8, p. 125
    - f. L2, U2 Libro: Actividad 10, p. 126-127
  - Hablar
    - a. Intercambio: <<¿Voluntaste alguna vez?>>
    - b. L1, U2 Libro: Actividad 5, p. 96
    - c. Intercambio: <<¿Qué diría para obtener a la gente para ayudar su campaña?>>
    - d. L1, U2 Libro, Actividad 8, p. 99
    - e. L1, U2 Libro: Actividad 11, p. 99
    - f. L1, U2 Libro: Actividades 13 y 14, p. 103
    - g. L1, U2 Libro: Actividad 3, p. 115
    - h. L2, U2 Libro: Actividad 7, p. 124
    - i. L2, U2 Libro: Actividad 14, p. 129
    - j. L2, U2 Libro: Actividad 3, p. 141
    - k. L2, U2 Libro: Actividad 4, p. 141

## DELAWARE VALLEY SCHOOL DISTRICT

- Escribir
  - a. L1, U2 Libro: Actividad 2, p. 94
  - b. L1, U2 Libro: Actividad 7, p. 98
  - c. L1, U2 Libro: Actividad 2, p. 114
  - d. El volante para la teletón
  - e. L2, U2 Libro: Actividad 1, p. 120

### Assessments:

#### Diagnostic:

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

#### Formative:

- Vocabulario
  - L1, U2 On-level assessment, Prueba 1, p. 63
  - L1, U2 On-level unit test, Activity C, p. 69
  - L2, U2 On-level assessment, Prueba 1, p. 80
  - L2, U2 Modified lesson test, Activities C & D, p. 60
- Gramática
  - L1, U2 On-level unit test, Activity G, p. 70
  - L1, U2 Modified lesson test, Activities E & F, p. 61
- Escuchar
  - L1, U2 On-level unit test, Activity A, p. 68
  - L1, U2 Cuaderno, Escuchar A, Activity 1, p. 61
  - L1, U2 Cuaderno, Escuchar B, Activity 1, p. 62
  - L1, U2 Modified lesson test, Activity B, p. 47
  - L2, U2 Cuaderno, Escuchar A, Activity 1, p. 84
  - L2, U2 Cuaderno, Escuchar B, Activity 1, p. 85
  - L2, U2 Modified lesson test, Activity A, p. 59
  - U2 Modified unit test, Activity B, p. 71
- Escribir
  - L1, U2 On-level lesson test, Activity M, p. 74
  - U2 Modified unit test, Activity O, p. 77
- Leer
  - L1, U2 Cuaderno, Leer A - ¿Comprendiste?, p. 64
  - L1, U2 On-level lesson test, Activity H, p. 71
  - L2, U2 Cuaderno, Leer A - ¿Comprendiste?, p. 87
  - L2, U2 Cuaderno, Leer B - ¿Comprendiste?, p. 88
  - L2, U2 Modified lesson test, Activities I & J, p. 62
- Hablar
  - L1, U2 On-level lesson test, Activity L, p. 73
  - L2, U2 Modified lesson test, Activity M, p. 64
  - Conversación simulada, Cuaderno, p. 102

## DELAWARE VALLEY SCHOOL DISTRICT

### 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.

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Cuaderno: Práctica por niveles
- Cultural discussions, activities, and/or projects

### Correctives:

1. More extensive direction instruction and modeling of listening, speaking, reading and writing strategies
2. More supplemental activities to apply concepts correctly using “Did You Get It?” activities
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** ¡Avancemos! 3 Textbook, ¡Avancemos! 3 Cuaderno, Práctica por niveles

#### NON-PRINT RESOURCES:

- Online Review: Flashcards, Self-check quizzes, get help online, Puzzles & Games
- @Home Tutor
- conjuguemos.com
- Downloads

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: 3**

**Time Range in Days: 30**

**Standard(s):** PA Core State Standards, ACTFL Standards

**Standards Addressed:**

PACS: 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

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** The future of our planet: What will the future be like & what we can do for a better future

**Goals:** Students will be able to discuss the impact of technology, express environmental concerns and possibilities, make predictions and discuss cause and effect. Students will also be able to discuss obligations and responsibilities, present and support an opinion, and express a point of view and make recommendations.

**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 discuss the impact of technology, environmental concerns and 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 about the future and discuss causes of different events and effects using the future tense and the prepositions *por* and *para*. (DOK Level 2, DOK Level 3, DOK Level 4)
4. Students will discuss obligations and responsibilities by using vocabulary for creating success. (DOK Level 1, DOK Level 2)
5. 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)
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)

**Core Activities and Corresponding Instructional Methods:**

- **Vocabulario:**
  - L1, U3 Libro: p. 152-153
  - L2, U3 Libro: p. 178-179
  - L1, U3 Libro: En resumen, p. 173
  - L2, U3 Libro: En resumen, p. 199

## DELAWARE VALLEY SCHOOL DISTRICT

- **Gramática:**
  - L1, U3 Libro: p. 157 (El futuro)
  - L1, U3 Libro: p. 162 (Para v. por)
  - L2, U3 Libro: p. 183 (El subjuntivo)
  - L2, U3 Libro: p. 188 (El subjuntivo irregular)
  
- **Along with authentic activities, other suggested activities that incorporate vocabulario y gramática:**
  - Escuchar
    - a. L1, U3 Libro: Actividad 1, p. 174
    - b. L2, U3 Libro: Actividad 7, p. 184
    - c. L2, U3 Libro: Actividad 1, p. 200
  - Leer
    - a. L1, U3 Libro: Actividad 4, p. 155-156
    - b. L1, U3 Libro: Actividad 10, p. 160-161
    - c. L1, U3 Libro: Actividad 13, p. 163
    - d. L1, U3 Libro: Actividad 3, p. 175
    - e. L2, U3 Libro: Actividad 1, p. 180
    - f. L2, U3 Libro: Actividad 4, p. 181-182
    - g. L2, U3 Libro: Actividad 10, p. 186-187
  - Hablar
    - a. L1, U3 Libro: Actividad 2, p. 154
    - b. L1, U3 Libro: Actividad 8, p. 159
    - c. Intercambio: <<¿Qué hará este fin de semana?>>
    - d. L2, U3 Libro, Actividad 8, p. 185
    - e. L2, U3 Libro: Actividad 14, p. 189
    - f. L2, U2 Libro: Actividad 4, p. 201
  - Escribir
    - a. L1, U3 Libro: Actividad 1, p. 154
    - b. L1, U3 Libro: Actividad 7, p. 158
    - c. L1, U3 Libro: Actividad 11, p. 161
    - d. L1, U3 Libro: Actividad 14, p. 163
    - e. L1, U3 Libro: Actividad 2, p. 174
    - f. L1, U3 Libro: Actividad 4, p. 175
    - g. L2, U3 Libro: Actividad 2, p. 180
    - h. L2, U3 Libro: Actividad 6, p. 184
    - i. L2, U3 Libro: Actividad 12, p. 189
    - j. L2, U3 Libro: Actividad 2, p. 200
    - k. L2, U3 Libro: Actividad 3, p. 201

### Assessments:

#### Diagnostic:

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

## DELAWARE VALLEY SCHOOL DISTRICT

### Formative:

- Vocabulario
  - L1, U3 On-level assessment, Prueba 1, p. 109
  - L1, U3 On-level lesson test, Activities C & D, p. 115
  - L2, U3 On-level assessment, Prueba 1, p. 126
  - L2, U3 On-level assessment, Prueba 2, p. 127
- Gramática
  - L2, U3 On-level assessment, Prueba 1, p. 128
  - L1, U3 On-level assessment, Prueba 2, p. 112
  - L2, U1 On-level assessment, Activity A, p. 36
  - L2, U1 Modified lesson test, Activity G, p. 25
- Escuchar
  - L1, U3 Modified lesson test, Activities A & B, p. 83
  - L1, U3 Cuaderno, Escuchar A, Activities 1 & 2, p. 110
  - L1, U3 Cuaderno, Escuchar B, Activity 1, p. 111
  - L2, U3 Cuaderno, Escuchar A, Activity 1, p. 133
  - L2, U3 Modified lesson test, Activity A, p. 95
  - U3 Modified unit test, Activities A & B, p. 107
- Escribir
  - L1, U3 On-level lesson test, Activity M, p. 120
  - L2, U3 On-level lesson test, Activity M, p. 149
- Leer
  - L1, U3 Cuaderno, Leer B - ¿Comprendiste?, p. 114
  - L1, U1 Modified lesson test, Activity H, p. 86
  - L1, U3 Cuaderno, Leer C - ¿Comprendiste?, p. 115
  - L2, U3 Cuaderno, Leer B - ¿Comprendiste?, p. 137
  - L2, U3 On-level lesson test, Activity H, p. 134
  - L2, U3 Modified lesson test, Activity H, p. 98
- Hablar
  - L1, U3 On-level lesson test, Activity L, p. 119
  - L2, U3 Modified lesson test, Activity L, p. 100
  - L2, U3 Modified unit test, Activity L, p. 112
  - Conversación simulada, Cuaderno, p. 131

### Summative:

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

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Cuaderno: Práctica por niveles
- Cultural discussions, activities, and/or projects

## DELAWARE VALLEY SCHOOL DISTRICT

### Correctives:

1. More extensive direction instruction and modeling of listening, speaking, reading and writing strategies
2. More supplemental activities to apply concepts correctly using “Did You Get It?” activities
3. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** ¡Avancemos! 3 Textbook, ¡Avancemos! 3 Cuaderno, Práctica por niveles

### NON-PRINT RESOURCES:

- Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
- @Home Tutor
- conjuguemos.com
- Downloads

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities



# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: 4**

**Time Range in Days: 30**

**Standard(s):** PA Core State Standards, ACTFL Standards

**Standards Addressed:**

PACS: 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

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** That's what I want to be: Who inspires you and who are your heroes?

**Goals:** Students will learn to describe people and things, tell others what to do and express wishes and desires. Students will also be able to express doubt, denial, and disbelief as well as express positive and negative emotions.

**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)
2. Students will express wishes and desires using the present subjunctive with expressions of hope. (DOK Level 1, DOK Level 2)
3. Students will instruct others in what to do using the subjunctive with verbs of influence. (DOK Level 1, DOK Level 2)
4. Students will talk about what qualities people need for different professions by describing people and things. (DOK Level 1, DOK Level 2, DOK Level 3, DOK Level 4)
5. Students will discuss things they disagree with or doubt using the subjunctive with expressions of doubt. (DOK Level 1, DOK Level 2)
6. Students will express positive and negative emotions by using the subjunctive with expressions of emotion. (DOK Level 1, DOK Level 2)
7. 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)

**Core Activities and Corresponding Instructional Methods:**

- **Vocabulario:**
  - L1, U4 Libro: p. 212-213
  - L2, U4 Libro: p. 238-239
  - L1, U4 Libro: En resumen, p. 233
  - L2, U4 Libro: En resumen, p. 259
- **Gramática:**
  - L1, U4 Libro: p. 217 (El subjuntivo con esperanza)

## DELAWARE VALLEY SCHOOL DISTRICT

- L1, U4 Libro: p. 222 (El subjuntivo con recomendación)
- L2, U4 Libro: p. 243 (El subjuntivo o el indicativo con duda v. certeza)
- L2, U1 Libro: p. 248 (El subjuntivo con emoción)
  
- **Along with authentic activities, suggested activities that incorporate vocabulario y gramática:**
  - Escuchar
    - a. L1, U1 Libro: Actividad 4, p. 35-36
    - b. L1, U4 Libro: Actividad 1, p. 234
    - c. L2, U4 Libro: Actividad 5, p. 244
    - d. L2, U4 Libro: Actividad 1, p. 260
  - Leer
    - a. L1, U4 Libro: Actividad 4, p. 215-216
    - b. L1, U4 Libro: Actividad 10, p. 220-221
    - c. L2, U4 Libro: Actividad 4, p. 242
    - d. L2, U4 Libro: Actividad 3, p. 241-242
    - e. L2, U4 Libro: Actividad 9, p. 246-247
    - f. L2, U4 Libro: Actividad 13, p. 249
    - g. L2, U4 Libro: Actividad 2, p. 260
  - Hablar
    - a. L1, U4 Libro: Actividad 8, p. 218
    - b. L1, U4 Libro: Actividad 14, p. 223
    - c. L2, U4 Libro, Actividad 7, p. 244
    - d. L2, U4 Libro: Actividad 10, p. 247
    - e. L2, U4 Libro: Actividad 3, p. 261
  - Escribir
    - a. L1, U4 Libro: Actividad 1, p. 214
    - b. L1, U4 Libro: Actividad 2, p. 215
    - c. L1, U4 Libro: Actividad 6, p. 218
    - d. L1, U4 Libro: Actividad 11, p. 221
    - e. L1, U4 Libro: Actividad 13, p. 223
    - f. L1, U4 Libro: Actividad 2, p. 234
    - g. L1, U4 Libro: Actividad 4, p. 235
    - h. L2, U4 Libro: Actividad 1, p. 240
    - i. L2, U4 Libro: Actividad 2, p. 244
    - j. L2, U4 Libro: Actividad 12, p. 249

### Assessments:

#### Diagnostic:

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

#### Formative:

- Vocabulario
  - L1, U4 On-level assessment, Prueba 1, p. 155

## DELAWARE VALLEY SCHOOL DISTRICT

- L1, U4 Modified lesson test, Activity C, p. 120
- L2, U4 On-level assessment, Prueba 1, p. 172
- L2, U4 On-level assessment, Prueba 2, p. 173
- Gramática
  - L1, U4 On-level assessment, Prueba 1, p. 174
  - L1, U4 On-level assessment, Prueba 2, p. 175
- Escuchar
  - L1, U4 Modified lesson test, Activity A, p. 119
  - L1, U4 Cuaderno, Escuchar A, Activities 1 & 2, p. 159
  - L1, U4 Cuaderno, Escuchar B, Activity, p. 160
  - L2, U4 Cuaderno, Escuchar A, Activities 1 & 2, p. 182
  - L2, U4 Cuaderno, Escuchar B, Activity 1, p. 183
  - L2, U4 Modified lesson test, Activity A, p. 131
  - U4 Modified unit test, Activity A, p. 143
- Escribir
  - L1, U4 On-level modified test, Activity M, p. 125
  - L2, U4 On-level lesson test, Activity M, p. 195
- Leer
  - L1, U4 Cuaderno, Leer A - ¿Comprendiste?, p. 162
  - L1, U4 On-level lesson test, Activity H, p. 163
  - Cuaderno, Leer B - ¿Comprendiste?, p. 163
  - L1, U4 Modified unit test, Activity H, p. 122
  - L2, U4 Cuaderno, Leer A - ¿Comprendiste?, p. 185
  - L2, U4 On-level lesson test, Activity H, p. 180
  - U4 Modified unit test, Activity H, p. 146
  - U4 On-level unit test, Activity H, p. 192
- Hablar
  - L1, U4 Modified lesson test, Activity L, p. 124
  - Conversación simulada, Cuaderno, p. 194

### Summative:

- Students will create a presentation for a club that they are interested in starting. They will try persuade others to join using subjunctive. One written statement on each slide using the “LETTER” for the subjunctive. When they present, they will “SAY” a different subjunctive statement than what is written.

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Cuaderno: Práctica por niveles
- Cultural discussions, activities, and/or projects

## DELAWARE VALLEY SCHOOL DISTRICT

### Correctives:

- More extensive direction instruction and modeling of listening, speaking, reading and writing strategies
- More supplemental activities to apply concepts correctly using “Did You Get It?” activities
- Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** ¡Avancemos! 3 Textbook, ¡Avancemos! 3 Cuaderno, Práctica por niveles

### NON-PRINT RESOURCES:

- Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
- @Home Tutor
- [conjuguemos.com](http://conjuguemos.com)
- Downloads

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit: 5**

**Time Range in Days: 18**

**Standard(s):** PA Core State Standards, ACTFL Standards

**Standards Addressed:**

PACS: 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

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** How do you have fun: Let's communicate amongst nations & new friends, new opportunities

**Goals:** Students will learn to talk about personal items, talk about requirements, and express what does and doesn't exist. They will also learn how to say what would or would not happen.

**Objectives:**

1. Students will identify vocabulary related to computers and other valuable items by discussing personal items, including expressions with sea. (DOK Level 1, DOK Level 2)
2. 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)
3. 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)
4. 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)
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)

**Core Activities and Corresponding Instructional Methods:**

- **Vocabulario:**
  - L1, U5 Libro: p. 272-273
  - L1, U5 Libro: En resumen, p. 293
- **Gramática:**
  - L1, U5 Libro: p. 277 (El subjuntivo con conjunciones)
  - L1, U5 Libro: p. 282 (El subjuntivo con el desconocido)
  - L2, U5 Libro: p. 303 (El condicional)
  - L2, U7 Libro, p. 423 (Si clauses)

## DELAWARE VALLEY SCHOOL DISTRICT

- **Along with authentic activities, suggested activities that incorporate vocabulario y gramática:**
  - Escuchar
    - a. L1, U5 Libro: Actividad 13, p. 283
    - b. L1, U1 Libro: Actividad 1, p. 294
    - c. L1, U1 Libro: Actividad 17, p. 45-46
  - Leer
    - a. L1, U5 Libro: Actividad 1, p. 274
    - b. L1, U5 Libro: Actividad 4, p. 275-276
    - c. L1, U5 Libro: Actividad 8, p. 279
    - d. L2, U7 Libro: Actividad 10, p. 425
  - Hablar
    - a. L1, U5 Libro: Actividad 2 y 3, p. 274
    - b. L1, U5 Libro: Actividad 6, p. 278
    - c. L1, U5 Libro: Actividad 12, p. 281
    - d. L1, U5 Libro, Actividad 14, p. 283
    - e. L2, U5 Libro: Actividad 6, p. 304
    - f. L2, U5 Libro: Actividad 7, p. 304
    - g. L2, U7 Libro: Actividad 7, p. 424
  - Escribir
    - a. L1, U5 Libro: Actividad 3, p. 295
    - b. L1, U5 Libro: Actividad 4, p. 295
    - c. L2, U5 Libro: Actividad 8, p. 305
    - d. L2, U5 Libro: Actividades 10 y 11, p. 307
    - e. L2, U5 Libro: Actividad 3, p. 321
    - f. L2, U7 Libro: Actividad 3, p. 441

### Assessments:

#### Diagnostic:

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

#### Formative:

- Vocabulario
  - L1, U1 On-level assessment, Prueba 1, p. 216
  - L1, U1 On-level lesson test, parts C & D, p. 222
- Gramática
  - L1, U5 On-level assessment, Prueba 1, p. 218 (along with additional parts)
  - L1, U5 On-level assessment, Prueba 2, p. 219 (along with additional part from modified test)
  - U5 On-level assessment, Activities F & G, p. 252
- Escuchar
  - L1, U5 Cuaderno, Escuchar A, Activities 1 & 2, p. 208
  - L1, U5 Cuaderno, Escuchar B, Activity 1, p. 209
  - L2, U5 Modified lesson test, Activities 1 & 2, p. 170

## DELAWARE VALLEY SCHOOL DISTRICT

- Escribir
  - L1, U5 On-level lesson test, Activity M, p. 227
- Leer
  - L1, U5 Cuaderno, Leer A - ¿Comprendiste?, p. 211
  - L1, U5 Cuaderno, Leer B - ¿Comprendiste?, p. 212
  - L1, U5 Modified lesson test, Activity H, p. 173
- Hablar
  - L1, U5 Modified lesson test, Activity L, p. 175

### Summative:

- There will be no summative project for this unit

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Cuaderno: Práctica por niveles
- Cultural discussions, activities, and/or projects

### Correctives:

- a. More extensive direction instruction and modeling of listening, speaking, reading and writing strategies
- b. More supplemental activities to apply concepts correctly using “Did You Get It?” activities
- c. Use of technological resources available

### Materials and Resources:

**PRINT RESOURCES:** ¡Avancemos! 3 Textbook, ¡Avancemos! 3 Cuaderno, Práctica por niveles

### NON-PRINT RESOURCES:

- Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
- @Home Tutor
- conjuguemos.com
- Downloads

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

## Curriculum Plan

**Unit: 6**

**Time Range in Days: 9**

**Standard(s):** PACore State Standards, ACTFL Standards

**Standards Addressed:**

PACS: 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

ACTFL: 1.2; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2; 5.1; 5.2

**Overview:** Where do we live: Life in the city & outside the city

**Goals:** Students will talk about the neighborhood, describe places and things, and say what has happened. Students will learn to describe an excursion, express what will have happened, and talk about the history of a place.

**Objectives:**

1. Students will describe people, places and things by using past participles as adjectives. (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 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)

**Core Activities and Corresponding Instructional Methods:**

- **Gramática:**
  - L1, U6 Libro: p. 337 (Los participios pasados)
  - L1, U6 Libro: p. 342 (El pretérito perfect)
- **Along with authentic activities, suggested activities that incorporate vocabulario y gramática:**
  - Escuchar
    - a. L1, U6 Libro: Actividad 12, p. 343
  - Leer
    - a. L1, U6 Libro: Actividad 13, p. 343
    - b. L1, U6 Libro: Actividad 9, p. 341
  - Hablar
    - a. L1, U6 Libro: Actividad 6, p. 338
    - b. L1, U6 Libro: Actividad 7, p. 339
    - c. L1, U6 Libro: Actividad 10, p. 341
    - d. Intercambio: <<Describe tus alrededores>>



## DELAWARE VALLEY SCHOOL DISTRICT

- Escribir
  - a. L1, U6 Libro: Actividad 1, p. 338

### Assessments:

#### Diagnostic:

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

#### Formative:

- Vocabulario
  - None
- Gramática
  - L1, U1 On-level assessment, Prueba 1, p.
  - L1, U1 On-level assessment, Prueba 2, p.
- Escuchar
  - None
- Leer
  - None
- Hablar
  - None

#### Summative:

- None for this unit

### Extensions:

- Supplemental vocabulary, grammar, listening, reading, writing activities from Cuaderno: Práctica por niveles
- Cultural discussions, activities, and/or projects

### Correctives:

- a. More extensive direction instruction and modeling of listening, speaking, reading and writing strategies
- b. More supplemental activities to apply concepts correctly using “Did You Get It?” activities
- c. Use of technological resources available

## DELAWARE VALLEY SCHOOL DISTRICT

### Materials and Resources:

**PRINT RESOURCES:** ¡Avancemos! 3 Textbook, ¡Avancemos! 3 Cuaderno, Práctica por niveles

### NON-PRINT RESOURCES:

- Online Review: Flashcards, Self-check quizzes, Get help online, Puzzles & Games
- @Home Tutor
- conjuguemos.com
- Downloads

**OTHER RESOURCES:** Additional websites for grammar practice, vocabulary games, and listening activities that incorporate current events, teacher-developed rubrics and scoring guides, teacher developed SmartBoard Notebook files and activities

## Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: ¡Avancemos! Spanish 3

Textbook ISBN #: 978-0-547-87203-2

Textbook Publisher & Year of Publication: Holt McDougal 2013

Curriculum Textbook is utilized in: Spanish 3

## DELAWARE VALLEY SCHOOL DISTRICT

# Appendix

### Core Standards: Reading

- 1.2 A – Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- 1.2 B – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 1.2 C – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- 1.2 D – Assess how point of view or purpose shapes the content and style of a text.
- 1.2 F – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.
- 1.2 G – Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 1.2 H – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 1.3 I – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take.
- 1.4 E – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.
- 1.3 K – Read and comprehend complex literary and informational texts independently and proficiently.

### ACTFL Standards aligned to Core Standards: Reading

#### Interpretive Communication (Standard 1.2)

- Demonstrate comprehension of content from authentic audio and visual resources.
- Derive meaning from expressions found in culturally authentic texts.
- Understand the purpose of a message and point of view of its author.
- Identify the distinguishing features (e.g. type of resource, intended audience, purpose) of authentic written and aural texts
- Interpret content from authentic multimedia and digital/print resources.
- Monitor comprehension and use other sources to enhance understanding
- Apply critical reading skills to authentic written and aural sources.

#### Cultures: Practices and Products (Standards 2.1 and 2.2)

- Examine, compare, and reflect on products, practices, and/or perspectives of the target culture(s) and one’s own culture.

## DELAWARE VALLEY SCHOOL DISTRICT

Connections: Reinforce Other Disciplines (Standard 3.1)

- Demonstrate knowledge and understanding of content across disciplines.
- Make cross-curricular connections.

Connections: Acquiring New Information (Standard 3.2)

- Acquire information from other content areas using authentic sources.

Comparisons: Language (Standard 4.1)

- Evaluate similarities and differences in language use and idiomatic expressions between the target language and one's native language.

Comparisons: Culture (Standard 4.2)

- Evaluate similarities and differences in the perspectives of the target culture(s) and one's own culture(s) as found in multimedia and digital/print resources.
- Compare and reflect on products, practices, and/or perspectives of the target culture(s) and one's own culture.

Communities: Beyond the School Setting (Standard 5.1)

- Analyze the features of target culture communities (e.g. geographic, historical, artistic, social and/or political).
- Interpret authentic written and aural texts within the communities of the target language.

### Core Standards: Writing

1.5 A – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

1.3 B – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

1.4 I – Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1.5 M – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1.4 S – Draw evidence from literary or informational texts to support analysis, reflection, and research.

1.4 T – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.

1.3 U – Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

1.4 V – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## DELAWARE VALLEY SCHOOL DISTRICT

1.5 W – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

1.4 X – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### ACTFL Standards aligned to Core Standards: Writing

#### Interpretive Communication (Standard 1.2)

- Understand and interpret written and spoken language on a variety of topics.

#### Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Produce a variety of creative and oral and written presentations (e.g. original story, personal narrative, script).
- Retell or summarize information in narrative form, demonstrating a consideration of audience.

Create and give persuasive speeches and write persuasive essays.

4. Produce expository writing.
5. Self-edit written work for content, organization, and grammar.
6. Self-monitor and adjust language production.

#### Cultures: Practices and Perspectives (Standard 2.1)

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

#### Cultures: Products and Perspectives (Standard 2.2)

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

#### Connections: Reinforce Other Disciplines (Standard 3.1)

- Reinforce and further knowledge of other disciplines through the target language.

#### Connections: Acquiring New Information (Standard 3.2)

- Acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

## DELAWARE VALLEY SCHOOL DISTRICT

### Comparisons: Language (Standard 4.1)

- Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.

### Comparisons: Culture (Standard 4.2)

- Demonstrate understanding of the nature of culture through comparisons of the language studied and one's own.

### Communities: Beyond the School Setting (Standard 5.1)

- Use the language both within and beyond the school setting.

### Core Standards: Speaking and Listening

- 1.5 A – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 1.5 B – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 1.5 C – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- 1.5 D – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 1.5. E & G – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- 1.6 F – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### ACTFL Standards aligned to Core Standards: Speaking and Listening

#### Interpretive Communication (Standard 1.2)

- Engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
  1. Engage in the oral exchange of ideas in formal and informal situations.
  2. Elicit information and clarify meaning by using a variety of strategies.
  3. State and support opinions in oral interactions.
  4. Self-monitor and adjust language production.
  5. Converse in ways that reflect knowledge of target culture communities (e.g, geographic, historical, artistic, social and/or political).

## DELAWARE VALLEY SCHOOL DISTRICT

### Presentational Communication (Standard 1.3)

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  1. Produce a variety of creative oral presentations (e.g. original story, personal narrative, speech, performance).
  2. Retell or summarize information in narrative form, demonstrating a consideration of audience.
  3. Create and give persuasive speeches.
  4. Expound on familiar topics and those requiring research.
  5. Self-monitor and adjust language production.
  6. Use information about features or target culture communities (e.g. geographic, historical, artistic, social and/or political) in presentations.
  7. Incorporate content across disciplines in presentations.

### Cultures: Practices and Perspectives (Standard 2.1)

- Use appropriate verbal and non-verbal behavior in interpersonal communication.

### Cultures: Products and Perspectives (Standard 2.2)

- Compare and contrast artifacts, themes, ideas, and perspectives across cultures.

### Connections: Acquiring New Information (Standard 3.2)

- Use age-appropriate authentic sources to prepare for discussions.

### Comparisons: Language (Standard 4.1)

- Demonstrate an awareness of formal and informal language expressions in other languages and one's own.

### Communities: Lifelong Learning (Standard 5.2)

- Establish and/or maintain interpersonal relations with speakers of the target language.

## Core Standards: Business Computer and Information Technology

### Computer and Information Technologies

15.4.8.A – Analyze the influence of emerging technologies on daily life.

15.4.8.G – Create an advanced digital project using appropriate software/application for an authentic task.

15.4.8.K – Create a multimedia project using student-created digital media.