

Wallenpaupack Area School District Planned Course Curriculum Guide

Department World Language Department Spanish I

Course Description:

This World Language class will offer an innovative approach for 21-century learners to learn languages through the lens of interculturality so that they can discover appropriate ways to interact with others whose perspectives may be different from their own. Students will have the opportunity to engage in basic conversations about the family, friends, self, descriptions of the school day, foods, feelings, and time. Students will be able to communicate in the target language, understand other cultures, connect with other disciplines, gain insight into the culture, and participate in multilingual communities at home and around the world.

Initial Creation Date (if applicable) and Revision Dates: October 2024

Wallenpaupack Area School District Curriculum	
COURSE: Spanish I	GRADE/S: 9-12
UNIT 1: Unidad Preliminar ¡Hola!	TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS:
World-Readiness Standards for Learning Languages (ACTFL)
Communication:
1.1 1.2 1.3
Culture
2.1
Connections
3.1
Comparisons
4.1 4.2

UNIT OBJECTIVES (SWBATS): Student will be able to:
 Interact in Spanish, asking and answering some questions to meet and get to know new people.
 Interpret ads, charts, graphs, images to learn about diverse places, people, and cultures where Spanish is spoken.
 Reflect on how to communicate respectfully when meeting people from other cultures.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
 Direct Instruction
 Cooperative learning
 Can-do Statements
 Flash Cards
 Think, pair, shares
 Instructional Conversations
 Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
 Informal formative assessments daily (instructional conversations, exit tickets, etc.)
 Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.
 Summative Assessments – Exams, presentations, projects, products

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):
 Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):
 Entreculturas I (including digital textbook), Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

KEY VOCABULARY: Greetings, Farewells, Numbers, Letters, Dates/Calendar, Weather, and Time

Wallenpaupack Area School District Curriculum

COURSE: Spanish

GRADE/S: 9-12

UNIT 2: Unidad 1 ¿Quiénes somos?: Identidades

TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2 5.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Interact to express your identity

Ask for and give personal information

Express preferences about activities

Present basic information about yourself

Investigate, explain, reflect and explore the role of language and music through the culture of Paraguay.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)

Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations, projects, products

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas I, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

KEY VOCABULARY: Leisure activities (gustar), Self-descriptions/professions (ser), interrogative words, nationalities

Wallenpaupack Area School District Curriculum

COURSE: Spanish I

GRADE/S: 9-12

UNIT 3: Unidad 2: La vida en la escuela

TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1

UNIT OBJECTIVES (SWBATS):

Exchange information about your life at school (including people, places, calendars, schedules, and student activities) compared what school life is like in Costa Rica

Present information about your own life at school

Investigate and reflect on how a country's education system mirrors cultural values and perspectives.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

<p>Flash Cards Think, pair, shares Instructional Conversations Technology-based games</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Informal formative assessments daily (instructional conversations, exit tickets, etc.) Formative Assessments – vocabulary quizzes, teacher made worksheets, etc. Summative Assessments – Exams, presentations, projects, products</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): Entreculturas I, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos</p>
<p>KEY VOCABULARY: School supplies, uniforms, subjects, and places, large numbers, school-related activities (-ar verbs in present tense, subject pronouns)</p>

Wallenpaupack Area School District Curriculum	
COURSE: Spanish I	GRADE/S: 9-12
UNIT 4: Unidad 3: Mi familia es tu familia	TIMEFRAME: 3 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS: World-Readiness Standards for Learning Languages (ACTFL) Communication: 1.1 1.2 1.3 Culture: 2.1 2.2 Connections: 3.1 3.2 Comparisons: 4.1 4.2 Communities: 5.1 5.2</p>
<p>UNIT OBJECTIVES (SWBATS): Exchange information about home life and family</p>

Interpret short texts about family structure and activities comparing traditions, languages, people, and the geography of Spain to that of your own.
 Prepare and present a collection of images and descriptions to share information about your home, family, and friends.
 Explore traditions, languages, people, and the geography of Spain

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction
 Cooperative learning
 Can-do Statements
 Flash Cards
 Think, pair, shares
 Instructional Conversations
 Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)
 Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.
 Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas I, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

KEY VOCABULARY: Family members and their characteristics (physical and personality) (adjective agreement), parts of the house, invitation phrases/family activities (regular present tense -ar, -er, and -ir verbs including some irregulars such as “ir”, “estar”, and -go verbs), and frequency expressions

Wallenpaupack Area School District Curriculum	
COURSE: Spanish I	GRADE/S: 9-12
UNIT 5: Unidad 4: La comida es cultura	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Share preferences, opinions, and habits about food choices and food purchases

Interpret photographs, videos, ads, blogs, and menus to understand food traditions

Recognize how traditions relating to meals and food reflect identity and how sharing in the food of another culture opens doors to intercultural communication

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)

Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations (Create and present a series of menu items based on your food preferences and food traditions from Mexico), projects, products, such as audio and video recordings to measure levels of comprehension.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas I, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos, Microsoft Co-Pilot (used to research and explore a fusion of different cuisines in the Spanish-speaking countries)

KEY VOCABULARY: Foods (fruits, vegetables and drinks) in a market, supermarket or store, colors, ordering and expressing preferences (stem-changing verbs), mealtimes and food descriptions

Wallenpaupack Area School District Curriculum	
COURSE: Spanish I	GRADE/S: 9-12
UNIT 6: Unidad 5: La vida es un carnaval	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:
World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Express preferences for leisure activities

Make simple social plans

Interpret print and audiovisual material about Dominican celebration of Carnaval

Recognize the mutual differences between the Dominican Republic and U.S., including sports and music.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)

Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):
Entreculturas I, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos, Microsoft Co-pilot (used to research and explore different cultural celebrations and holidays in the Spanish-speaking and compare them to celebrations in their own culture)

KEY VOCABULARY: Leisure Activities (the future with “ir”, intro to preterite (yo form only)), feelings and emotions, invitations, special events, positive and negative reaction expressions

Wallenpaupack Area School District Curriculum	
COURSE: Spanish I	GRADE/S: 9-12
UNIT 7: Unidad 6: El mundo en el que vivo	TIMEFRAME: 2 weeks

PA COMMON CORE/NATIONAL STANDARDS:
World-Readiness Standards for Learning Languages (ACTFL)
Communication:
1.1 1.2 1.3
Culture:
2.1 2.2
Connections:
3.1 3.2
Comparisons:
4.1 4.2
Communities:
5.1 5.2

UNIT OBJECTIVES (SWBATS):
Share information, opinions and preferences about weather, clothing, outdoor activities, and the natural surroundings in your community, and in the Spanish-speaking world with a focus on Colombia.
Interpret blogs, promotional materials, and reports on climate and weather to plan your day
Create and present travel information for a Spanish-speaking audience promoting travel to some popular attractions in or near your community as a destination.
Identify some of the unique geographical features that have shaped and define the culture of a community.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
Direct Instruction
Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)

Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas I, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos, Microsoft Co-Pilot (used to research and explore different travel destinations in the Spanish-speaking world to give recommendations as a travel agent)

KEY VOCABULARY: Geographical features, weather conditions (present progressive), travel and tourist activities, clothing, and recommendations