

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Spanish IV
Course Number: 00434
Course Prerequisites: Successful completion of Spanish III

Course Description: Spanish IV continues to build language proficiency by linking the target language to its speakers from diverse backgrounds and from many different Spanish-speaking cultures with the goal of moving from Intermediate-Low to Intermediate-Mid. Students develop a rich cultural understanding because language and culture are taught simultaneously with acquisition as the goal. Students receive consistent and constant exposure to input from units that are broken down into three phases (Phase 1 – establish meaning, Phase 2 – acquisition through narratives, Phase 3 – content-based connections) Students are strategically introduced to new words, phrases, and grammatical structures to create a multitude of communicative opportunities that prepare students to use the target language in the real world. Assessment rubrics are aligned with ACTFL Performance Descriptors based on ACTFL Proficiency Guidelines. A final exam is required in which all four modalities of the target language are assessed.

Suggested Grade Level: Grade 12

Length of Course: Two Semesters

Units of Credit: 1

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

[Staffing Guidelines \(pa.gov\)](#)

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society
☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 24055

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Somos Curriculum 2
Publisher: The Comprehensible Classroom by Martina Bex
ISBN #: none (no textbooks issued – online product)
Copyright Date: 2019
WCSD Board Approval Date: N/A

Supplemental Materials: www.senorwooly.com, <https://garbanzo.io/signin> , Novel: *Brandon Brown vs. The Yucatán*, Novel – *El Nuevo Houdini*, Novel – *Cajas de cartón*, Novel – *La calaca alegre*, Film Study – *Voces Inocentes* , Film Study – *María eres llena de gracia*, El mundo en tus manos - current events in Spanish,

Curriculum Document

WCSD Board Approval: 6/27/2022
Date Finalized: 6/21/2022
Date Approved: 6/27/2022
Implementation Year: 2022-2023

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1

- Unit 1 – Foundations
 - Discuss things that happened in the past
 - Talk about what you and others have said, gone, and seen (Card Talk)
 - The Lion and the Zebra fable
 - Rumor has it discussion activity
 - Caesar sentences card talk
 - Contemporary life >> Leisure and Sports
- Unit 2 – La muchacha y la ardilla
 - How to pursue things that you want
 - What are you willing to do to get what you want?
 - Preterite vs Imperfect past tenses in narration
 - Preterite focus on -ar verbs
 - Double object pronouns
 - Families and Communities >> friendship and love
- Unit 3 – La madre de Jason
 - Activities for personal enjoyment and fun
 - Shared past experiences
 - Unique past experiences
 - Preterite focus on -er and -ir verbs
 - Families and Communities >> friendship, love, family structure
- Unit 4 - ¿Soy gringo?
 - Slang that is unique to age, region, culture, and language
 - Origins of slang terms
 - Focus on how stories change over time
 - Preterite stem-changing verbs (e-i)
 - Personal and Public Identities >> Nationalism and Patriotism, Language and Identify, Alienation and Assimilation
- Unit 5 – Ruidos en la noche
 - Making decisions based on facts or feelings
 - Typical reactions to feelings of fear
 - Protection from physical or emotional fears
 - Social media's influence on people's emotions

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- Preterite verbs that change i-y
- Families and Communities
- Public Identities
- Contemporary Life >> Advertising and Marketing

- El Dia de los Muertos (Day of the Dead)
 - Analysis and comparison of the views and practices surrounding death in the culture of Mexico and other Spanish-speaking countries that celebrate El Dia de los Muertos
 - Objects on a typical ofrenda
 - Creation and presentation of their own ofrenda
 - Movie Talks – written and spoken
 - Research on additional customs, traditions, and products from how Dia de los Muertos is celebrated in Guatemala
 - Family and community vocabulary
 - Main Grammatical Focus: Present, Present Perfect, Pluperfect, Preterite, and Imperfect

Marking Period 2

- Libro – Brandon Brown vs. The Yucatan
 - Qualities and characteristics that make a person mature and responsible
 - Making connections between the story and your experiences
 - Making predictions
 - Summarizing events
 - Using context clues to discern unknown words
 - Knowing prefixes and suffixes
 - Pronouncing words properly in the TL when reading aloud
 - Recalling key parts of the text
 - Describing and discussing important parts of the story and characters
 - Using supporting facts to answer questions
 - Asking for and giving opinions

- Unit 6 – El secreto
 - Elements that build strong relationships
 - Conflicts and resolutions in relationships
 - Situations when you tell the truth and situations when you lie
 - Preterite irregular verbs
 - Verbs that change meaning in the preterit

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- Unit 7 – El acosador
 - How the past shapes the present
 - Childhood across cultures and countries
 - How our culture affects our childhood experiences
 - Imperfect irregular verbs
 - Reading: José Mujica, el presidente mas humilde del mundo
- Unit 8 – El hombre feliz
 - How irony impacts the meaning or tone in a text
 - How and why our emotions change
 - Explore Axel Arnaud’s short film, *El hombre feliz* through embedded readings, discussion, and text discovery
- Unit 9 – La chancla
 - Comparison of family responsibilities and routines at home between cultures
 - How culture affects discipline and behavioral expectations of children
 - The use of the chancla in discipline
 - Imperfect regular -ar verbs
- Unit 10 – El chico ideal
 - Factors that influence our personalities
 - The influence of culture in determining desirable and undesirable personality traits
 - Exploring if and how our personalities change over time and if our personalities are encoded or learned
 - Imperfect regular -er/-ir verbs

Marking Period 3

- Unit 11 – El que se enoja, pierde
 - The importance of storytelling for humans
 - The purpose of fables
 - Are fables timeless?
 - Preterit vs. Imperfect in storytelling
 - Finding the moral of the story
 - The cultural impact on morals

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- Unit 12 – El lago encantado
 - Cultural influence on myths, fables, legends, and folklore
 - Common themes throughout myths, fables, legends, and folklore
 - Explore The Incan legend “El lago encantado” through reading, acting, and cultural discovery
- Libro – El Nuevo Houdini
 - Making connections between the story and your experiences
 - Making predictions
 - Summarizing events
 - Using context clues to discern unknown words
 - Knowing prefixes and suffixes
 - Pronouncing words properly in the TL when reading aloud
 - Recalling key parts of the text
 - Describing and discussing important parts of the story and characters
 - Using supporting facts to answer questions
 - Asking for and giving opinions
- Unit 13 – Crime Scene Investigation
 - Characteristics of a good witness
 - Are crime scenes always viewed objectively?
 - Grammar focus: estar + past participle
 - The passive voice
 - Prepositions of place
 - Ser vs estar
- Unit 14 – El pretérito perfecto
 - A focused grammar study featuring targeted readings in Spanish

Marking Period 4

- Libro – Cajas de carton
 - Short autobiographical stories by Francisco Jimenez
 - Immigration from Mexico to the United States during the 1950s
 - Migration around California following the harvests to find work
 - The importance of education and the American Dream
 - Assimilation vs acculturation
 - Compare/Contrast Cajas de cartón with the movie *La misma luna*

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- Cinema – Voces Inocentes
 - Listening strategies while watching a feature film in Spanish
 - Regional dialect, slang terms, colloquialisms from El Salvador
 - Historical and cultural background information of El Salvador, especially in the 1980s when the movie takes place
 - Salvadoran Civil War
 - Recruitment of children soldiers
 - Compare/Contrast this movie with *El Norte* and the novel, *Esperanza*

- Libro – La calaca alegre
 - Solving the mystery of a disappearance
 - How is mental health treated and viewed in the culture of the TL
 - How might past experiences affect a person's current situation?
 - Making predictions
 - Story retells
 - Quick Write
 - Vocabulary Word Wall
 - Giving opinions and suggestions/recommendations
 - Review of all grammatical structures in the context of reading (pop-up grammar lessons and practice)
 - Create and alternative ending movie project

- Cinema – María eres llena de gracia
 - Colombia (historical and cultural background information)
 - Slang terms, regional dialect, colloquialisms
 - Drug trafficking
 - Immigration
 - Airport and Customs vocabulary/expression
 - Medical Vocabulary
 - Family and Relationships
 - Betrayal and Forgiveness

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers	Standard - 12.1.1.S4.A	1,2,3,4
<p>Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication.</p> <ul style="list-style-type: none"> • Social customs in the target language • Personal relationships • Current and past events • Poems, dramas, and stories 	Standard - 12.1.1.S4.B	1,2,3,4
<p>Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories.</p> <ul style="list-style-type: none"> • Politics • Problem solving • Environment • Art and literature • History 	Standard - 12.1.1.S4.C	1,2,3,4
<p>Discuss how speakers and writers use various sentence structures to convey meanings.</p> <ul style="list-style-type: none"> • Sentences combined into paragraphs • Comparative expressions • Past and future events • Hypothetical statements • Complicated survival tasks • Main ideas and details of live and recorded discussions • Lectures and multimedia about current and past events • Spoken or written summaries 	Standard - 12.1.1.S4.D	1,2,3,4
<p>Select a specific historical event that occurred in the target language/culture and the <u>English/American</u> culture. Demonstrate comparisons and/or contrasts of how target language vocabulary is used in describing the bicultural event.</p> <ul style="list-style-type: none"> • Dramatization • Essay or story • Poem or song • Projects (e.g., arts, crafts, videos, dioramas) 	Standard - 12.1.1.S4.E	1,2,3,4
<p>Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area.</p> <ul style="list-style-type: none"> • Dramatization (e.g., Flamenco Dance) • Essay or story 	Standard - 12.1.1.S4.F	1,2,3,4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
<ul style="list-style-type: none"> Poem or song (e.g., classical artists) Projects (e.g., arts, crafts, videos, dioramas) 		
Know and compare distinct regional accents of the sound system of the target language.	Standard - 12.1.S4.A	1,2,3,4
Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.	Standard - 12.1.S4.B	1,2,3,4
Recognize enhanced vocabulary used in complex listening and reading selections.	Standard - 12.1.S4.C	1,2,3,4
Know and analyze simple, compound and complex sentence structures in order to communicate and comprehend current, past and upcoming events.	Standard - 12.1.S4.D	1,2,3,4
Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.	Standard - 12.1.S4.E	1,2,3,4
Speak, write and read about unfamiliar products, customs and institutions of the target culture. <ul style="list-style-type: none"> System of government Economic development Educational system Environmental concerns 	Standard - 12.3.1.S4.A	1,2,3,4
Read, discuss, write and make a presentation about a culture's traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions. <ul style="list-style-type: none"> Peer and family relationships Gender issues in the family and workplace Institutional infrastructures (e.g., personnel, police, fire, health, government) 	Standard - 12.3.1.S4.C	1,2,3,4
Use the target language to synthesize topics and events from other subject areas. <ul style="list-style-type: none"> Civics and Government (e.g., current political issues) Humanities (e.g., art) English (e.g., literature, history of language) Environment & Ecology (e.g., national parks, global warming) Economics (e.g., global economy) 	Standard - 12.3.1.S4.D	1,2,3,4
Analyze unfamiliar products, customs, and institutions of the target culture.	Standard - 12.3.S4.A	1,2,3,4
Analyze the misconceptions that occur in cross-cultural situations.	Standard - 12.3.S4.B	1,2,3,4

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.	Standard - 12.3.S4.C	1,2,3,4
Synthesize cultural information acquired in the target language for use in other subject areas.	Standard - 12.3.S4.D	1,2,3,4
Research, select and use national authentic materials for career planning, personal enrichment, and enjoyment. <ul style="list-style-type: none"> • Exploration of personal employment opportunities • National ethnic celebrations, traditions, and cultural events 	Standard - 12.5.1.S4.B	1,2,3,4
Research, select and use global authentic materials for career planning, personal enrichment, and enjoyment. <ul style="list-style-type: none"> • Exploration of personal employment opportunities • Global ethnic celebrations, traditions, and cultural events 	Standard - 12.5.1.S4.C	1,2,3,4
Use speaking, writing, and reading to compare and connect available opportunities in the local, national, and global English-speaking communities with the target language opportunities to continue involvement for lifelong learning and personal enjoyment. <ul style="list-style-type: none"> • Movies and videos • Dramas and sports • Museums and archives • Social Service agencies 	Standard - 12.5.1.S4.D	1,2,3,4
Assess available opportunities in the local community to continue involvement with the target culture for lifelong learning and personal enjoyment.	Standard - 12.5.S4.A	1,2,3,4
Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.	Standard - 12.5.S4.B	1,2,3,4
Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.	Standard - 12.5.S4.C	1,2,3,4
Assess comparisons and connections of available opportunities in the local, national and global English-speaking communities to continue involvement with the target language for lifelong learning and personal enjoyment.	Standard - 12.5.S4.D	1,2,3,4

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include:

- Bell ringers
- Personalized Questions and Answers
- Think-Pair—Share
- Story Retells
- Look, Write and Discuss
- Movie Talk
- Special Person Interviews
- Running Dictations
- Teaching Proficiency through Reading and Story Telling with student involvement and frequent comprehension checks
- Partner speaking activities
- Teacher/student interviews
- Weekend Chats / After short breaks/vacations Chats
- Two truths and a lie
- Translations
- Fill in the missing word / verb conjugation
- Writing Prompts / Quick Writes
- Create your own alternate ending
- Gallery Walks with writing/discussion
- Situation Cards
- Reading Forms
- Reader's Theater
- Skits/Dialogues
- Four Corners
- Citas Cortas
- Frequent formal and informal listening comprehension checks
- Feedback from online practice activities (Gimkit, Kahoot, Quizlet, Quizizz, Sr. Wooly, Blooket, Garbanzo)
- Up/Down formative listening assessment
- Alphaboxes
- Create illustrated class storybook
- Nine Square
- Choral reading
- Listen and Draw
- Card Talk
- This or That?
- KLW/SAQ (individual, small group, whole class)

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- Sequence and Match
- Fan and Pick – Q&A
- Authentic Songs (grammar in context, key vocabulary, pronunciation, regional dialect, sequencing events, making predictions, making personal connections, summarizing, analyzing, giving opinions)

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include:

***The Proficiency Target Rubric will be used for scoring interpretive, interpersonal, and presentational modes of communication in the following four areas:**

- Listening Comprehension assessments
- Reading comprehension assessments
- Writing assessments
- Speaking assessments