

**WARREN COUNTY SCHOOL DISTRICT**

PLANNED INSTRUCTION

**COURSE DESCRIPTION**

**Course Title:** Spanish 1  
**Course Number:** 00431  
**Course Prerequisites:** None

**Course Description:** Spanish I is a beginning course that starts 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 Novice-Low to Novice-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:** Grades 9-12

**Length of Course:** Two Semesters

**Units of Credit:** 1

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

CSPG 45

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:** 24052

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

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**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** Somos Curriculum 1  
**Publisher:** The Comprehensible Classroom by Martina Bex  
**ISBN #:** none (no textbooks purchased – online product)  
**Copyright Date:** 2019  
**WCSD Board Approval Date:** 6/27/2022

**Supplemental Materials:** <https://www.fluentu.com>, <https://garbanzo.io/signin> , Novel: *Brandon Brown dice la verdad*, Novel - *El capibara con botas*, Novel - *Llama en Lima*

**Curriculum Document**

**WCSD Board Approval:**

**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**

- Pre-Unit:
  - Basic greetings and goodbyes
  - Classroom commands
  - Classroom objects
  - \*Informal Calendar talk (start learning days of the week, months, weathers, and season)
  
- Unit 1 – Dice
  - Introducing yourself and others in a culturally appropriate manner
  - Asking and answering basic questions when you first meet someone
  - High frequency verbs: dice/dijo, es/fue, me/te/le gusta, hay
  - Me llamo, te llamas, se llama
  - Calendar vocabulary (days, months, dates)
  - Numbers 0-100 (We are adding numbers for age and dates)
  - Personal and Public Identities
  - Language and Identify
  - Families and Communities >> Age and Class
  
- Unit 2 – Corre
  - Types of events people enjoy participating in and or observing
  - Contemporary Life >> Holidays and Celebrations
  - Leisure and Sports
  - Cumbia (Corre corre corazón/Agapornis)
  - La carrera de San Silvestre (Guatemala, México, Costa Rica, Colombia, Argentina)
  - El encierro de San Fermín (España)
  - Talk about motion
  - Evaluate an activity and express an opinion
  - Identify similarities and differences between two things
  - Narrate what happens
  
- Unit 2.5 – La cumbia
  - How the cumbia reflects cultures of Latin America
  - Cultures that are present in Latin America
  - Personal and Public Identities >> Multiculturalism
  - Beauty and Aesthetics >> Music

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- Describing cultural heritage and identify
  - Describing a problem
  - Understanding questions
  - Narration
  - Caballito by Carlos Vives
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- El Dia de los Muertos
    - The significance of Dia de los Muertos
    - Exploring the different perspectives and views people from various Spanish-speaking cultures have toward death and life in relationship to this celebration
    - Items on a typical ofrenda
    - Family members and Community
    - Decorations and preparations for a holiday

### **Marking Period 2**

#### ***\*We moved Los colores and Unit 3 from MP1 to MP2***

- *Los colores*
  - *Articles of clothing*
  - *Weather and seasons (we added seasons here)*
  - *Events*
  - *The verb llevar*
  - *Colors*
  - *Numbers 100-1 million (Higher numbers for prices)*
  - *Asking how much something costs using ¿Cuánto cuesta? / ¿Cuánto cuestan?*
  
- Unit 3 - El canal de Panamá
  - Authority figures in our lives
  - Typical responses to the requests of authority figures
  - Description of your character and the character of others
  - Personal and Public Identities >> Beliefs and values
  - Science and Technology >> Innovations
  - Traditional Mexican song and artists biography (Tish Hinojosa, El reloj)
  - El canal de Panamá
  - Facts about Panamá
  - Express time and timing
  - Narrate a story

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- Unit 4 – La universidad
  - Making future plans and thinking about possible career choices
  - How to prepare for the future
  - Thinking about and discussing unique talents, abilities, and interests of yourself and others
  - Contemporary Life >> Education, Professions
  - Universities in Spanish speaking countries
  - Colegio San Patricio (High school in Spain)
  - Amaia Montero / Quiero ser
  - Info graphs comparing Spanish speaking countries to others in the world
  - Discussing school subjects/classes
  
- La Navidad
  - Exploring how Christmas celebrations vary in Spanish-speaking countries
  - Compare and contrast traditions/customs in the United States with those in Spanish-speaking countries
  - Decorations
  - Food
  - Family and Community >> Beliefs and Values
  - Legends and Folk Tales

### **Marking Period 3**

- Unit 5 – La corrida de toros
  - Cultural traditions that you and others practice
  - The pursuit of artistic expression
  - The influence of culture on how we influence animals.
  - Contemporary Life >> Leisure and Sports
  - Families and Communities >> Customs and Celebrations
  - Personal and Public Identities >> Beliefs and Values
  - Science and Technology >> Ethical Questions
  - Exploring opinions about bullfighting
  - The debate surrounding La corrida de toros / Tauromaquia
  - Songs: Torero, Toro y Torero
  - Considering multiple perspectives/viewpoints

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- Libro – Brandon Brown dice la verdad
  - Present Indicative Tense
  - Cognates
  - High Frequency Verbs
  - Telling lies and the consequences we face when we choose to lie
  - Making logical predictions
  - Relate personal experiences and background information with the text
  - Reflect on the text
  - Summarize and identify key parts of the reading
  - Story retells
  - Give opinions
  
- Start Unit 6 – Siéntate
  - Following instructions
  - Families and Community >> Family Structure
  - Cabeza, hombros, rodilla, y pie (authentic versión of familiar song)
  - Talk about parts of the body
  - Give commands
  - Follow commands

**Marking Period 4**

- Continue Unit 6 – Siéntate
  - Following instructions
  - Families and Community >> Family Structure
  - Cabeza, hombros, rodilla, y pie (authentic versión of familiar song)
  - Talk about parts of the body
  - Give commands
  - Follow commands.
  
- Unit 7 – Los Castells de Tarragona
  - Helping others in your family, school, community, and the world to make a difference.
  - Taking risks in your day-to-day life
  - Families and Community >> Friendship and Love
  - Contemporary Life >> Holidays and Celebrations, Travel
  - Readings about famous towers around the world

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- Song: No te puedo olvidar
- Castells de Tarragona
- Expressing need/asking for help
- Offering to help
- Discuss what one can do with the verb poder
  
- Unit 8 – La comida Latina
  - How has Latin cuisine influenced food and food culture where I live?
  - What foods and flavors do I associate with my culture(s)?
  - Contemporary Life >> Travel
  - Song: Cielito Lindo and/or Te Amo
  - Latin influences on U.S. diet
  - Traditional Latin foods from many countries
  - Popular street food (Elote)
  - Describing food that you like/don't like
  - Recognizing and describing ingredients, food restrictions, and preferences
  - Stating whether you know/don't know something
  
- Unit 9 – El cucuy
  - Fears and how your fears influence your actions
  - Families and Communities >> Childhood and Adolescence
  - Beauty and Aesthetics >> Literature
  - Personal and Public Identities >> Beliefs and Values
  - Authentic Song: Mira para arriba
  - Learning the legend of the Cucuy
  - Discussing fears
  - Telling stories
  - Making comparisons (comparing fears, comparing legends, etc.)

**\*Optional Novels to be included at teacher's discretion throughout any of the marking periods: Depending on timing, these two short novels could be included in either MP3 or MP4.**

- Libro – El capibara con botas
  - What makes you different from other people?
  - Is it a bad thing to be different?
  - Managing emotions when you feel frustrated or angry.

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- Present Indicative Tense
  - Cognates
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  - Making logical predictions
  - Relate personal experiences and background information with the text.
  - Reflect on the text.
  - Summarize and identify key parts of the reading.
  - Story retells.
  - Give opinions.
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- Libro – Llama en Lima
    - Zoo animals
    - The good and bad aspects of having zoos.
    - Where do you go and what do you do when you need to “escape”?
    - Present Indicative Tense
    - Cognates
    - High Frequency Verbs
    - Telling lies and the consequences we face when we choose to lie.
    - Making logical predictions
    - Relate personal experiences and background information with the text.
    - Reflect on the text.
    - Summarize and identify key parts of the reading.
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    - Give opinions.

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**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Recite target language alphabet and associated sounds and basic words with proper accentuation.	Standard - 12.1.1.S1.A	1,2,3,4
Speak and write common vocabulary, phrases, and structures during activities with the teacher, classmates, and family. (Interpersonal Skills) <ul style="list-style-type: none"> <li>• Greetings, farewells, and courtesy expressions</li> <li>• Formal and informal forms of address</li> <li>• Numbers and dates</li> <li>• Daily life skills</li> <li>• Basic question words</li> <li>• Classroom commands</li> </ul>	Standard - 12.1.1.S1.B	1,2,3,4
Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs. <ul style="list-style-type: none"> <li>• Time expressions</li> <li>• Weather expressions</li> <li>• Colors</li> <li>• Likes and dislikes</li> </ul>	Standard - 12.1.1.S1.C	1,2,3,4
Use simple sentence and question structures in speaking and writing. <ul style="list-style-type: none"> <li>• Memorized words</li> <li>• Phrases</li> <li>• Expressions</li> <li>• Facts about family</li> </ul>	Standard - 12.1.1.S1.D	1,2,3,4
Find words used in magazines, commercials and advertisements influenced by the target language. <ul style="list-style-type: none"> <li>• Classroom bulletin board collage</li> <li>• Notebook collage</li> </ul>	Standard - 12.1.1.S1.E	1,2,3,4
Discuss with classmates and the teacher how the target language has influenced other areas of the school curriculum. <ul style="list-style-type: none"> <li>• Health and Physical Education (e.g., soccer)</li> <li>• Science (e.g., Fahrenheit/Celsius)</li> <li>• Music (e.g., lento, a cappello, allegro)</li> </ul>	Standard - 12.1.1.S1.F	1,2,3,4
Know the basic sound system and spelling patterns of the target language.	Standard - 12.1.S1.A	1,2,3,4
Know common vocabulary forms and structures used in basic speaking and writing.	Standard - 12.1.S1.B	1,2,3,4
Recognize common vocabulary terms through listening and reading	Standard - 12.1.S1.C	1,2,3,4

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Know simple sentence and question structures in order to communicate.	Standard - 12.1.S1.D	1,2,3,4
Identify words from the target language that are commonly used in English.	Standard - 12.1.S1.E	1,2,3,4
Discuss the fundamental products and customs of the target culture in the target language. <ul style="list-style-type: none"> <li>• Flags</li> <li>• Landmarks</li> <li>• Names</li> <li>• Culture-specific foods and crafts</li> </ul>	Standard - 12.3.1.S1.A	1,2,3,4
Use culturally appropriate memorized expressions and gestures for basic social interactions. <ul style="list-style-type: none"> <li>• Greetings and leave-takings</li> <li>• Familiar and polite forms of address</li> <li>• Common courtesies</li> </ul>	Standard - 12.3.1.S1.B	1,2,3,4
Model life skills and social interactions in the target language culture and in one's own culture. <ul style="list-style-type: none"> <li>• Concepts of time and punctuality</li> <li>• Family and peer relationships</li> <li>• Daily routine</li> <li>• Knowledge of stereotypes</li> <li>• Cultural sensitivity</li> </ul>	Standard - 12.3.1.S1.C	1,2,3,4
List and relate content subject words used in English that have origins in the target language. <ul style="list-style-type: none"> <li>• Mathematics (e.g., metric, geometry)</li> <li>• Music (e.g., lento, a cappello, allegro)</li> <li>• Literature (e.g., <i>Hansel and Gretel</i>, <i>Arabian Nights</i>)</li> <li>• Physical Education (e.g., tango, ballet, Olympics, soccer)</li> <li>• Science (e.g., Fahrenheit, Celsius, Homo sapiens)</li> </ul>	Standard - 12.3.1.S1.D	1,2,3,4
Identify fundamental products and customs of the target culture.	Standard - 12.3.S1.A	1,2,3,4
Know typical expressions and gestures for basic social interactions in the target culture.	Standard - 12.3.S1.B	1,2,3,4
Describe similarities and differences of life skills and social structures in personal interactions between cultures.	Standard - 12.3.S1.C	1,2,3,4
Know basic information in school subject areas influenced by the target culture (e.g., Fahrenheit, chocolate, patio).	Standard - 12.3.S1.D	1,2,3,4
Respond to simple questions and interpret simple messages on a national level. <ul style="list-style-type: none"> <li>• Newspapers and magazines</li> </ul>	Standard - 12.5.1.S1.B	1,2,3,4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
<ul style="list-style-type: none"> <li>• Audio and video tapes</li> <li>• Key pals, pen pals, Internet</li> <li>• Radio</li> <li>• Television</li> </ul>		
<p>Introduce oneself, respond to simple questions and interpret simple messages on a global level.</p> <ul style="list-style-type: none"> <li>• Newspapers and magazines</li> <li>• Audio, video tapes</li> <li>• Radio</li> <li>• Key pals, pen pals, Internet</li> <li>• Television</li> </ul>	Standard - 12.5.1.S1.C	1,2,3,4
<p>Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local, national and global communities.</p> <ul style="list-style-type: none"> <li>• Schools and families</li> <li>• Offices and airports</li> <li>• Hospitals and police stations</li> <li>• Newspapers and magazines</li> <li>• Libraries and bookstores</li> <li>• Radio and television</li> <li>• Telephones and Intern</li> </ul>	Standard - 12.5.1.S1.D	1,2,3,4
Know where in the local and regional community the target language and culture are useful	Standard - 12.5.S1.A	1,2,3,4
Know where in the national community the target language and culture are experienced.	Standard - 12.5.S1.B	1,2,3,4
Know where the target language is spoken in the global community.	Standard - 12.5.S1.C	1,2,3,4
Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities.	Standard - 12.5.S1.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
- Writing Prompts / Quick Writes
- Reading Forms
- Listening comprehension checks
- Feedback from online practice activities (Gimkit, Kahoot, Quizlet, Quizizz, FluentU, Blooket, Garbanzo)
- Up/Down formative listening assessment
- TPRS
- Alphaboxes
- Create illustrated class storybook
- Nine Square
- Choral reading
- Listen and Draw
- Card Talk
- This or That?
- KLW/SAQ (individual, small group, whole class)
- 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)

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**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