

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** Spanish II  
**Course Number:** 00432  
**Course Prerequisites:** Successful completion of Spanish I

**Course Description:** Spanish II 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 Novice-Low/Mid to Novice-High. 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 10-12

**Length of Course:** Two Semesters

**Units of Credit:** 1

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

<https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx>

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:** 24053

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:** [www.senorwooly.com](http://www.senorwooly.com), <https://garbanzo.io/signin> , Novel: *Brandon Brown Quiere un Perro*, Novel - *Itipuru y el Monstruo del Océano*, Novel: *Esmeralda la tortuguita marina*, Novel - *El Gorila Blanco de Guinea Española*,

#### **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**

- Novel: Brandon Brown Quiere un Perro
  - Cognates
  - High frequency verbs
  - Present tense conjugations of regular and irregular verbs
  - Basis of the present subjunctive used with wishes, wants, and hopes.
  - Present progressive
  - Direct object pronouns (lo, la, los, and las)
  - Family vocabulary
  - Animal vocabulary
  - Ser vs estar
- Unit 10: Como Agua Para Chocolate
  - Discussing food and eating habits
  - Expressing emotions
- El Dia de los Muertos
  - Compare and contrast El Dia de los Muertos with Halloween
  - Explain when, why, and how it is celebrated.

**Marking Period 2**

- Unit 11: Deportes en los Países Hispanohablantes
  - Focus on useful vocabulary used in context.
  - Asking and answering questions
  - Discussing similarities and differences
  - Retelling stories
  - Discussing sports and athletes
  - Contemplating gender stereotypes
- Novel - Itipuru y el Monstruo del Océano
  - High frequency verbs
  - Cognates
  - Present Indicative
  - Describing and discussing important parts of the story and characters
  - Using supporting facts to answer questions.

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- La Navidad - Cultural Activities
  - Decorations vocabulary
  - Food vocabulary
  - Traditions / Beliefs
  - Folklore and legends
  - History of the Piñata

### Marking Period 3

- Unit 12 - El Cortejo
  - Discussing social life (meeting people, going out, etc.)
  - Considering benefits and challenges of romance and dating
  - Interpreting authentic resources and understanding authentic speech
- Unit 13 – La descripción personal
  - Piropos
  - El chico del apartamento 512
  - Selena
- Novel: Esmeralda la tortuguita marina
  - Present indicative tense
  - Continue learning about basic uses of the present subjunctive.
  - Cognates
  - High frequency words
  - Making predictions
  - Summarizing main events
  - Describing and discussing important events and the characters
  - Vocabulary related to the beach and ocean, animals, and family.

### Marking Period 4

- Unit 14 - Los Derechos de los Niños
  - Interpreting authentic resources and understanding authentic speech
  - Considering rights of children and prisoners
  - Expressing what should or should not be done in any given situation.

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- Unit 15 - El Gaucho
  - Preparing to participate in conversations about where we live and what / where we work.
  - Interpreting and expressing needs.
- Novel - El Gorila Blanco de Guinea Española
  - Cultural and geographical look into Spain and Equatorial Guinea, the only Spanish speaking African nation.
  - Focus on unique vocabulary and fascinating cognates.
  - Explore themes such as conservation, colonialism, exploitation, and the persecution of the outcast.
- Unit: Preterite Past Tense
  - Conjugations of regular Preterite Past Tense verbs
  - Car, Gar, Zar verbs
  - Radical stem-changers
  - “j” group verbs
  - 3<sup>rd</sup> person stem-changing verbs
  - Verbs that change “i to y” in the 3<sup>rd</sup> person singular and plural forms

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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>
<p>Speak and write common vocabulary, phrases, and structures during activities with the teacher, classmates, and family. (Interpersonal Skills)</p> <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>	12.1.1.S1.B	1
<p>Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <ul style="list-style-type: none"> <li>• Time expressions</li> <li>• Weather expressions</li> <li>• Colors</li> <li>• Likes and dislikes</li> </ul>	12.1.1.S1.C	1
<p>Use simple sentence and question structures in speaking and writing.</p> <ul style="list-style-type: none"> <li>• Memorized words</li> <li>• Phrases</li> <li>• Expressions</li> <li>• Facts about family</li> </ul>	12.1.1.S1.D	1
<p>Speak and model phrases and sentences with accepted pronunciation, rhythm, and intonation with survival level proficiency.</p>	12.1.1.S2.A	1,2,3,4
<p>Speak and write expanded vocabulary phrases and structures in dialogs of short essays.</p> <ul style="list-style-type: none"> <li>• Nationalities</li> <li>• Occupations</li> <li>• Age groups</li> <li>• Food and beverages</li> <li>• Sports and leisure</li> <li>• School</li> <li>• Anatomy</li> </ul>	12.1.1.S2.B	1,2,3,4
<p>Comprehend simple spoken and written sentences using an expanded vocabulary in dialogs and short essays.</p> <ul style="list-style-type: none"> <li>• Question formation</li> <li>• Daily schedules and school schedules</li> <li>• Personal information exchange</li> <li>• Directions and commands</li> </ul>	12.1.1.S2.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>
Use simple sentence and question structures to communicate about daily activities, social amenities, and personal information. <ul style="list-style-type: none"> <li>• New sentences using previously learned material</li> <li>• Original questions</li> <li>• Spontaneous responses to questions</li> <li>• Face-to-face conversations</li> </ul>	12.1.1.S2.D	1,2,3,4
Know common vocabulary forms and structures used in basic speaking and writing.	12.1.S1.B	1,2
Recognize common vocabulary terms through listening and reading	12.1.S1.C	1,2
Know simple sentence and question structures in order to communicate.	12.1.S1.D	1,2
Refine knowledge of the sound system and spelling patterns of the target language.	12.1.S2.A	3,4
Know expanded vocabulary forms and structures used in basic speaking and writing.	12.1.S2.B	3,4
Recognize expanded vocabulary through listening and reading.	12.1.S2.C	3,4
Know simple sentence and question structures in order to communicate about memorable and upcoming events.	12.1.S2.D	3,4
Discuss the products and customs of the target culture in simple sentences in the target language. <ul style="list-style-type: none"> <li>• Holidays</li> <li>• Famous people and their contributions</li> <li>• Menus and schedules</li> </ul>	12.3.1.S2.A	1,2,3,4
Write and perform simple role-plays reflecting daily life in a culturally competent manner. <ul style="list-style-type: none"> <li>• Making purchases and placing orders</li> <li>• Table manners and eating customs</li> <li>• Telephone and letter etiquette</li> <li>• School classes and activities</li> </ul>	12.3.1.S2.B	1,2,3,4
Write about and dramatize cultural similarities and differences in daily activities in the target language. <ul style="list-style-type: none"> <li>• Youth, school and leisure culture</li> <li>• Concept of personal space and distance</li> <li>• Relationships with adults and authority figures</li> <li>• Work ethic</li> </ul>	12.3.1.S2.C	1,2,3,4
Read and comprehend simple sentences from the target language/culture in other school content areas. <ul style="list-style-type: none"> <li>• Consumer Science (e.g., recipe instructions and cooking terms)</li> </ul>	12.3.1.S2.D	1,2,3,4

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<ul style="list-style-type: none"> <li>Geography (e.g., map reading)</li> <li>Mathematics (e.g., monetary systems and conversions)</li> <li>Technology/Computer (e.g., instructions and frequently used terms)</li> </ul>		
Describe the products and customs of the target culture.	12.3.S2.A	1,2,3,4
Explain cultural patterns of daily social interaction.	12.3.S2.B	1,2,3,4
Explain similarities and differences of daily activities between cultures.	12.3.S2.C	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> <li>Audio and video tapes</li> <li>Key pals, pen pals, Internet</li> <li>Radio</li> <li>Television</li> </ul>	12.5.1.S1.B	1,2
Use target language skills to communicate interactively for practical purposes and for personal enjoyment of the resources in the local community. <ul style="list-style-type: none"> <li>Career exploration</li> <li>Local celebrations</li> <li>Entertainment (e.g., movies, plays, concerts, museums)</li> </ul>	12.5.1.S2.A	1,2,3,4
Use speaking, writing, and reading to compare and connect local, national and global resources in English speaking communities with the target language resources in those communities. <ul style="list-style-type: none"> <li>Bookstores</li> <li>Libraries</li> <li>Newspapers and magazines</li> <li>Radio and cable television</li> <li>Internet and Website searches</li> </ul>	12.5.1.S2.D	1,2,3,4
Identify national resources for gathering information for practical purposes and personal enjoyment.	12.5.S2.B	1,2,3,4
Identify global resources for gathering information for practical purposes and personal enjoyment.	12.5.S2.C	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)

**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