

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Introductory Spanish

Course Number: 00442

Course Prerequisites: None

Course Description: Introductory Spanish is an introductory course designed to expose students to the Spanish language and culture. Students will learn basic words and phrases in Spanish, important cultural traditions throughout the Spanish-speaking world, where Spanish is spoken, and why knowing a second language is important and beneficial. This course is designed to serve students who intend to take Spanish at the high school level but is not a necessary precursor to Spanish One. A final exam is not required.

Suggested Grade Level: Grade 8

Length of Course: One Semester

Units of Credit: .5

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: Choose an item.

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: Voces® Introductory Spanish Textbook
Publisher: Teacher's Discovery
ISBN #: 9780756011680
Copyright Date: 2009
WCSD Board Approval Date: 3/12/2018

Supplemental Materials: ¿De verdad? Método de español Binder and CD

Curriculum Document

WCSD Board Approval:

Date Finalized: 1/11/2021
Date Approved: 3/12/2018
Implementation Year: 2018-2019

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

***Because it is a semester course, marking periods 3 and 4 are a repeat of marking periods 1 and 2.**

Marking Periods 1 &3

- Why Study Spanish and the Spanish-Speaking World
 - Important cultural traditions
 - Spanish-speaking countries and capitals
 - Careers involving the Spanish language
 - Understanding cultural diversity throughout the world and the positive impact it has on interacting with others
 - Benefits of knowing Spanish in future careers
- Greetings and Goodbyes
 - Basic greetings and farewells
 - Basic feelings/emotions
 - The use of estar
 - Introductions (names, age, nationalities)
 - Cultural impact on greetings and goodbyes
 - Formal and informal you
- The Spanish Alphabet
 - Sounds of each letter
 - Pronunciation practice
 - Comparing the English alphabet with the Spanish alphabet
 - Spell various words using the Spanish alphabet
- Numbers and Age
 - Numbers 0-100
 - Age with expressions of tener
 - Asking and answer how much/many
 - Use of numbers with prices
- The Calendar
 - Days of the week
 - Months of the year
 - Dates
 - Basic holidays
 - Express and ask for one's birthday

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- Weather
 - Basic weather terms
 - Seasons
 - Common questions related to weather
 - Use of Celsius in Spanish-speaking countries
- Clothing
 - Definite and Indefinite Articles
 - Articles of clothing for different weather and events
 - Colors and other descriptive adjectives

Marking Periods 2 & 4

- Descriptions
 - The verb ser
 - Basic adjectives to describe people and objects (physical and personality traits)
 - Noun/adjective agreement
- Likes, Dislikes, and Pastimes
 - Use of gustar and encantar with indirect object pronouns
 - Sports
 - Infinitives of common verbs used in leisure time activities
- Family
 - Family member vocabulary
 - Pets (common animals)
 - Tener
 - Ser
- Animals
 - The needs of a culture influence the role that animals or pets play in the family dynamic
 - Animal vocabulary broken down into smaller sections of pets, forest, farm, sea, rainforest, desert, etc.)
 - Adjectives to describe animals

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Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Identify careers which Spanish is beneficial.	WL-CS-1.12.5.B	1,3
Identify where Spanish is spoken throughout the U.S. and the world at large.	WL-CS-1.12.5.C	1,3
Identify cultural traditions and practices in Spanish-speaking countries.	WL-CS-1.12.3.B	1,3
Greet someone properly.	WL-CS-1.12.3.B	1,3
Express basic feelings using the verb estar.	WL-CS-1.12.1.B	1,3
Conclude a conversation appropriately utilizing proper goodbyes.	WL-CS-1.12.3.B	1,3
Recite the Spanish Alphabet.	WL-CS-1.12.1.A	1,3
Identify differences between the Spanish and English Alphabets.	WL-CS-2.12.1.A	1,3
Spell various words using the Spanish alphabet.	WL-CS-2.12.1.A	1,3
Count from 0-100	WL-CS-1.12.1.B	1,3
State and ask one's age.	WL-CS-1.12.1.D	1,3
Identify, recite, and spell the days of the week and months of the year.	WL-CS-1.12.1.D	1,3
State and ask one's birthday.	WL-CS-1.12.1.D	1,3
State and write the current date.	WL-CS-1.12.1.C	1,3
Communicate current weather conditions.	WL-CS-2.12.1.B	1,3
Identify what verbs are used to express weather.	WL-CS-1.12.1.C	1,3
Identify definite and indefinite articles.	WL-CS-1.12.1.C	1,3
Identify various articles of clothing.	WL-CS-1.12.1.C	1,3
Describe oneself and others utilizing the verb ser and adjectives.	WL-CS-1.12.1.D	2,4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Identify various colors and use them as adjectives.	WL-CS-2.12.1.B	2,4
Express what one likes and dislikes using the verb gustar.	WL-CS-1.12.1.D	2,4
Ask what others like and dislike using the verb gustar.	WL-CS-1.12.1.D	2,4
Identify popular pastimes.	WL-CS-1.12.1.D	2,4
Create a basic family tree.	WL-CS-1.12.1.B	2,4
Read and interpret a basic family tree.	WL-CS-1.12.1.C	2,4
State relationships with others.	WL-CS-1.12.1.B	2, 4
State the pets one has.	WL-CS-1.12.1.C	2, 4
Identify terms for various animals.	WL-CS-1.12.1.C	2, 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

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- Writing Prompts / Quick Writes
- Reading Forms
- Listening comprehension checks
- Feedback from online practice activities (Gimkit, Kahoot, Quizlet, Quizizz, Sr. Wooly, 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:

- Essays
- Open-ended responses
- Presentations
- Projects
- Quizzes
- Tests