

# Southern York County School District Instructional Plan

<b>Name:</b>	<b>Dates: September/October</b>
<b>Course/Subject: Spanish V</b>	
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b>	
<p><b>Understanding(s):</b> <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> <li>1. Proficiency in a foreign language is accomplished by building a hierarchy of skills and understandings acquired by interacting with the language.</li> <li>2. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldview and contributions.</li> <li>3. Vocabulary growth enables an individual to increase their participation and enjoyment of multilingual experiences.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ To what extent should a government dictate the lives of its citizens?</li> <li>▪ What are the results of dissatisfaction and war on a society?</li> <li>▪ To what extent can an individual influence the political being of a country?</li> </ul>
<p><b>Learning Objectives:</b> <i>Students will know . . .</i></p> <ul style="list-style-type: none"> <li>▪ Spain’s dictator, Francisco Franco, maintained his power by inhibiting the freedoms and development of the Spanish people.</li> <li>▪ The Spanish Civil War resulted from a suppressed society’s desire for a more democratic way of life.</li> <li>▪ Federico Garcia Lorca became of voice of the people through his literature.</li> <li>▪ The literary themes of the plays Yerma, Bodas de Sangre, and La Casa de Bernarda Alba.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Create a timeline indicating key events during Franco’s dictatorship.</li> <li>▪ Research and report on the life of Lorca.</li> <li>▪ Identify Lorca’s themes and analyze the interpretation of the message from the play, La Casa de Bernarda Alba.</li> <li>▪ Read the play from a character’s perception and write journal entries portraying the character.</li> <li>▪ Read and summarize plays in Spanish.</li> <li>▪ Compare and contrast the themes of Lorca’s plays.</li> </ul>
<b>Name:</b>	<b>Dates: November/December</b>
<b>Course/Subject: Spanish V</b>	
<b>Stage 1 – Desired Results</b>	
<b>PA Standard(s)/Assessment Anchors Addressed:</b>	
<b>Understanding(s):</b>	<b>Essential Question(s):</b>

<p><b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. Proficiency in a foreign language is accomplished by building a hierarchy of skills and understandings acquired by interacting with the language.</li> <li>2. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldview and contributions.</li> <li>3. Vocabulary growth enables an individual to increase their participation and enjoyment of multilingual experiences.</li> <li>4. The authors of the literary group "Generacion 98" influence Spain via their writing style.</li> </ol>	<ul style="list-style-type: none"> <li>▪ What does it take to develop proficiency in a language?</li> <li>▪ What core vocabulary is needed for effective communication (reading &amp; speaking)?</li> <li>▪ To what extent will comparing other cultures to ours help develop a better understanding of different ways of life?</li> <li>▪ To what extent did Generacion 98 influence Spain's society?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ History of Spain during Generacion 98 era.</li> <li>▪ The authors who "belonged" to Generacion 98.</li> <li>▪ Generacion 98 ideals, themes, and writing styles.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Research Generacion 98 and explain how the authors influenced Spain's society.</li> <li>▪ Explain Spain's historical and political events.</li> <li>▪ Analysis selected literary selections.</li> <li>▪ Read and analyze "Mi Hermana Antonia" by Valle-Inclan.</li> <li>▪ Interpret literary styles and grammar during our class readings.</li> <li>▪ Create and act out a play to depict a current political situation today.</li> <li>▪ Critique play.</li> </ul>
<p><b>Name:</b></p>	<p><b>Dates: December/January</b></p>
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<p><b>PA Standard(s)/Assessment Anchors Addressed:</b></p>	
<p><b>Understanding(s):</b> <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. Proficiency in a foreign language is accomplished by building a hierarchy of skills and understandings acquired by interacting with the language.</li> <li>2. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldview and contributions.</li> <li>3. Vocabulary growth enables an individual to increase their participation and enjoyment of multilingual experiences.</li> <li>4. A society looks to their current and past heroes for the strength to overcome</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ What does it take to develop proficiency in a language?</li> <li>▪ What core vocabulary is needed for effective communication (reading and speaking)?</li> <li>▪ To what extent will comparing other cultures to ours help develop a better understanding of different ways of life?</li> <li>▪ To what extent does a culture value/need heroes?</li> <li>▪ To what extent can a hero help people endure hardship?</li> </ul>

difficult times.	
<b>Learning Objectives:</b> <b>Students will know . . .</b> <ul style="list-style-type: none"> <li>▪ History of medieval Spain.</li> <li>▪ Skills to read a "Cantar."</li> <li>▪ The legendary Spanish heroes in Spain are El Cid and Don Quijote.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Investigate Medieval Spain's historical events.</li> <li>▪ Research El Cid and Rodrigo de Vivar.</li> <li>▪ Compare and contrast the movie El Cid with the 1st verse of the cantar.</li> <li>▪ Compare the heroes El Cid and Don Quijote and their conquests.</li> <li>▪ Read a "Cantar."</li> </ul>

<b>Name:</b>	<b>Dates: January/February</b>
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<b>Course/Subject: Spanish V</b>	
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**Stage 1 – Desired Results**

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<b>Understanding(s):</b> <b>Students will understand . . .</b> <ol style="list-style-type: none"> <li>1. Proficiency in a foreign language is accomplished by building a hierarchy of skills and understandings acquired by interacting with the language.</li> <li>2. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldview and contributions.</li> <li>3. Vocabulary growth enables an individual to increase their participation and enjoyment of multilingual experiences.</li> </ol>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>▪ How does history impact the present?</li> <li>▪ To what extent are we able to learn from the past?</li> </ul>
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<b>Learning Objectives:</b> <b>Students will know . . .</b> <ul style="list-style-type: none"> <li>▪ The major events during 1481-1588 that shaped Spain's cultural.</li> <li>▪ The authors who influenced the time during 1481-1588.</li> <li>▪ Quevedo's ideals, themes, and writing style of his poetry.</li> <li>▪ Spain's literature pieces during the Golden Age and what defines the Golden Age.</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>▪ Explain how major historical events during 1481-1588 impacted current times.</li> <li>▪ Discuss the authors who influenced Spain during 1481-1588 and how.</li> <li>▪ Explain how Fransisco Quevedo and the Golden Age influenced Spain's society.</li> <li>▪ Interpret Queved's poetry, writing style, and grammar during class readings.</li> </ul>
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<b>Name:</b>	<b>Dates: March</b>
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<b>Course/Subject: Spanish V</b>	
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<b>Understanding(s):</b>	<b>Essential Question(s):</b>
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<p><b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. Proficiency in a foreign language is accomplished by building a hierarchy of skills and understandings acquired by interacting with the language.</li> <li>2. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldview and contributions.</li> <li>3. Vocabulary growth enables an individual to increase their participation and enjoyment of multilingual experiences.</li> <li>4. A societies art is a reflection of its beliefs, values, and history.</li> </ol>	<ul style="list-style-type: none"> <li>▪ To what extent does art impact society or society impact the art?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ The Spanish artists, Murrillo, El Greco, Goya, Miro, Picasso, Dali, Gaudi, Ribera, Zurbaran, and Velasquez.</li> <li>▪ Style and characteristics of Spanish Art.</li> <li>▪ Themes and influences of Spanish Art.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Investigate an artist’s biography and artwork.</li> <li>▪ Analyze artwork and explain the themes, style, and influences in the pieces.</li> <li>▪ Replicate a piece of artwork by an artist given the basic style and characteristics.</li> <li>▪ Compare and contrast the different artists and pieces of artwork.</li> </ul>
<p><b>Name:</b></p>	<p><b>Dates: March/April</b></p>
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<p><b>Understanding(s):</b> <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. Proficiency in a foreign language is accomplished by building a hierarchy of skills and understandings acquired by interacting with the language.</li> <li>2. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldview and contributions.</li> <li>3. Vocabulary growth enables an individual to increase their participation and enjoyment of multilingual experiences.</li> <li>4. The media has a powerful influence on how people understand the world.</li> <li>5. World events impact other parts of the world.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ To what extent does the media affect societies viewpoints?</li> <li>▪ To what extent does world happenings impact other societies?</li> </ul>
<p><b>Learning Objectives:</b></p>	

<p><b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ Current events: political, social, and environmental in the Spanish-speaking world.</li> <li>▪ Ideals, beliefs of the world and form their own opinions and beliefs.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret different Spanish magazine articles.</li> <li>▪ Research the articles to see the development of the story.</li> <li>▪ Summarize stories and add updated information to articles.</li> <li>▪ Create a Spanish advertisement using the formal commands.</li> <li>▪ Critique classmate's articles/revisions.</li> <li>▪ Predict how local and world events could influence the Spanish world.</li> </ul>
<p><b>Name:</b></p>	<p><b>Dates: May</b></p>
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<p><b>Understanding(s):</b> <b>Students will understand . . .</b></p> <ol style="list-style-type: none"> <li>1. Proficiency in a foreign language is accomplished by building a hierarchy of skills and understandings acquired by interacting with the language.</li> <li>2. It is important to understand the perspectives of a culture that generate its patterns of behavior, ways of life, worldview and contributions.</li> <li>3. Vocabulary growth enables an individual to increase their participation and enjoyment of multilingual experiences.</li> <li>4. Literature provides insight into the human condition.</li> </ol>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>▪ To what extent does society learn from it's history?</li> <li>▪ To what extent does society learn from others mistakes?</li> <li>▪ What can be learned from a society's literature?</li> </ul>
<p><b>Learning Objectives:</b> <b>Students will know . . .</b></p> <ul style="list-style-type: none"> <li>▪ Spanish short stories by different authors and their morals.</li> <li>▪ Historical events and cultural aspects related to the short story in the particular region of Spain.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▪ Read and interpret Spanish short stories.</li> <li>▪ Investigate the time period of the story in Spain and elaborate the influence of the story.</li> <li>▪ Analyze the moral of the story.</li> </ul>