

SPANISH 10

Description

This two semester, two credit course is an introductory course that provides a basic foundation in Spanish. It is intended for a student who has had no prior experience in Spanish. The emphasis is on acquiring basic grammatical structures, vocabulary and idioms to begin communicating in Spanish. Students will begin to develop reading, writing, listening and speaking skills and become familiar with the geography and culture of Spanish speaking countries.

Course Overview

Course Objectives

Students should:

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Assessments

Common Assessments

Skill Assessments

	<ul style="list-style-type: none"> How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? 	
<p>Content Outline</p> <p>I. Unit 1 - Empecemos - Let's Begin</p> <p>II. Unit 2 - A Conocernos - Getting to Know You</p> <p>III. Unit 3 - ¿Qué te Gusta Hacer? - What Do You Like to Do?</p> <p>IV. Unit 4 - La Vida Escolar - School</p> <p>V. Unit 5 - En Casa Con la Familia - At Home</p>	<p>Standards</p> <p>Connecticut SDE – World Language Curriculum Framework 2005</p> <p>Connecticut World Language Standards are met in the following areas:</p> <ul style="list-style-type: none"> <i>Communication (Interpersonal Mode)</i> <i>Communication (Interpretive Mode)</i> <i>Communication (Presentational Mode)</i> <i>Cultures</i> <i>Connections (Interdisciplinary Mode)</i> <i>Connections (Intradisciplinary Mode)</i> <i>Comparisons Among Languages</i> <i>Comparisons Among Cultures</i> <i>Communities</i> 	<p>Grade Level Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> Skills Matrix

Pacing Guide									
1st Marking Period		2nd Marking Period		3rd Marking Period			4th Marking Period		
September	October	November	December	January	February	March	April	May	June
Unit 1 Empecemos - Let's Begin 7 weeks	Unit 2 A Conocernos - Getting to Know You 7 weeks	Unit 3 ¿Qué te Gusta Hacer? - What Do You Like to Do? 7 weeks	Unit 4 La Vida Escolar - School 7 weeks	Unit 5 En Casa Con la Familia - At Home 7 weeks					

Unit 1: Empecemos - Let's Begin, 7 weeks [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- recognize and respond appropriately to questions, statements or commands.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will:

- effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language.

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

Students will:

- observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.

Unit Objectives

Students will be able to:

- greet and introduce themselves to others as well as solicit and give basic information.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Spain.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?

Assessment

- El gusto es mío

Skill Objectives

Students will:

- pronounce Spanish vocabulary.
- generate a list of greetings, basic courtesies and farewells.
- identify the days of the week, months of the year and the seasons.

	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How do I greet people and exchange basic courtesies and information? • Where is Spain and what are some basic elements of Spanish celebrations, food, architecture and art? 	<ul style="list-style-type: none"> • count from 1 to 30. • tell the time. • list the subject pronouns. • conjugate the verb SER in the present tense. • recite the alphabet, spell words in Spanish and give e-mail addresses. • recognize Spanish punctuation. • locate Spain and its various regions on a map. • identify basic elements of Spanish culture including celebrations, food, architecture and art.
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Unit 2: A Conocernos - Getting to Know You, 7 weeks [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- recognize that there are often multiple ways to express an idea in the target language.

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

Students will:

- write short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.
- present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will:

- use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.

Unit Objectives

Students will be able to:

- describe themselves, other people and things and find out what others are like.
- express preferences.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Puerto Rico.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Questions

- How do I write a brief note providing information about myself and others?
- How do I understand what people are saying to me and how do I respond?
- Where is Puerto Rico and what are the basic

Assessment

- Mi álbum de fotos

Skill Objectives

Students will:

- determine the gender of nouns; select the appropriate form of the adjective and the definite article.
- conjugate gustar.
- list the meanings of “de.”
- form questions.
- generate a list of adjectives to describe people.
- list colors.

	elements of Puerto Rican celebrations, food, architecture and art?	<ul style="list-style-type: none">• locate Puerto Rico and its major cities on a map.• identify elements of Puerto Rican culture including celebrations, food, architecture and art.
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Unit 3: ¿Qué te Gusta Hacer? - What Do You Like to Do?, 7 weeks [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- exchange thoughts about people, activities and events in their personal lives or communities.

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

Connections (Interdisciplinary Mode)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

Students will:

- acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

Connections (Intradisciplinary Mode)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will:

- use multiple media resources to access information regarding the target culture(s).

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will:

- review materials and/or media from the target language and culture for enjoyment.

Unit Objectives

Students will be able to:

- explain what they like to do or want to do, where they do it and how often they do it.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to

Assessment

- Lo que a mí me gusta...

<ul style="list-style-type: none"> • discuss the weather and how it affects their everyday activities. • compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Texas. • access information about the target culture and use it for enjoyment and evaluate the information. 	<p>communicate in another language? (Interpretive Mode)</p> <ul style="list-style-type: none"> • How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode) • How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode) • How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How do I comprehend what others are saying and how do I make myself understood? • How can I access information about the target culture using multiple media resources? 	<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • list pastimes and where they occur. • generate a list of weather expressions. • create a list of expressions of frequency. • use the verb GUSTAR to talk about things that they like to do. • conjugate regular AR verbs, Querer, Ir and Jugar a. • form the contraction “al”. • replace nouns with pronouns after prepositions. • locate the State of Texas and its main cities on a map. • identify elements of Texan culture including celebrations, food, architecture and art.
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Unit 4: La Vida Escolar - School, 7 weeks [top](#)

Standards

Communication (Interpersonal Mode)

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

Students will:

- describe various objects and people found at home and school.

Communication (Interpretive Mode)

In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.

Students will:

- comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

Comparisons Among Languages

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

Students will:

- understand how idiomatic expressions affect communication and reflect culture.
- produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

Unit Objectives

Students will be able to:

- describe a school day and activities related to school.
- compare and contrast schools in the United States and schools in Hispanic countries.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Costa Rica.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Questions

- How do I communicate about school?
- How can I use printed sources to increase my comprehension regarding school?
- What are the differences and similarities

Assessment

- ¿Cómo es mi escuela?

Skill Objectives

Students will:

- list vocabulary related to school.
- list idiomatic expressions with tener.
- generate a list of interrogatives.
- identify characteristics of schools in Hispanic countries.
- express the near future.
- conjugate regular ER, IR verbs in the present tense.

	<p>between schools in the United States and schools in Hispanic countries?</p> <ul style="list-style-type: none"> • Where is Costa Rica and what are the basic elements of Costa Rican celebrations, food, architecture and art? 	<ul style="list-style-type: none"> • conjugate hacer, poner, salir, traer, ver, estar, saber, venir and tener. • assign the correct indefinite article to a noun. • locate Costa Rica and its main cities on a map. • identify elements of Costa Rican culture including celebrations, food, architecture and art.
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Unit 5: En Casa Con la Familia - At Home, 7 weeks [top](#)

Standards

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

Students will:

- identify, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children’s books, songs and dance), and describe their significance.

Comparisons Among Cultures

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

Students will:

- identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will:

- discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.
- review materials and/or media from the target language and culture for enjoyment.
- demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

Unit Objectives

Students will be able to:

- describe family members, their routines and responsibilities at home.

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?

Assessment

- mi familia

<ul style="list-style-type: none"> compare and contrast their own cultural practices and perspectives related to celebrations, food, music, and art with those of Chile. 	<ul style="list-style-type: none"> How do I demonstrate an understanding of the similarities, differences and interactions across cultures? How do I use my knowledge of language and culture to enrich my life and broaden my opportunities? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> How can I talk about or write about my home and my family and some cultural beliefs related to these? Where is Chile and what are the basic elements of Chilean celebrations, food, architecture and art? 	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> conjugate stem-changing verbs, (o-ue, e-ie,) in the present tense. list family members. generate a list of vocabulary related to the house and chores. list possessive adjectives. conjugate the verb estar. list prepositions of place. identify negative words. conjugate parecer and tocar. locate the Chile and its main cities on a map. identify elements of Chilean culture including celebrations, food, architecture and art.
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