

SPANISH 20

Description

Spanish 20, a two-semester, two credit course which meets daily, presents a thorough review of the grammar presented in Spanish 10 and completes the introduction to the basic structures of the language. It focuses on the development of comprehension and verbal communication by extending the variety of structures and vocabulary that students have already acquired. Students will be exposed to a variety of authentic material as well as materials developed for student use.

Course Overview

Course Objectives

Students should:

Essential Questions

- How do I use another language to communicate with others?
- How do I understand what others are trying to communicate in another language?
- 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 to reinforce and expand my knowledge of other disciplines and vice versa?
- 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?
- 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?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Assessments

Common Assessments

Skill Assessments

<u>Content Outline</u>	<u>Standards</u>	<u>Grade Level Skills</u>
I. Unit 1 - ¡A Comer! - Let's eat! II. Unit 2 - Cuerpo sano, menta sana - Healthy Body, Healthy Mind III. Unit 3 - Vamos de compras - Let's go shopping IV. Unit 4 - Vamos a leer – Let's Read V. Unit 5 - ¡ Festejemos ! - Let's party! VI. Unit 6 - ¡ A viajar ! - Let's travel!	Connecticut SDE – World Language Curriculum Framework 2005 Connecticut World Language Standards are met in the following areas: <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> 	Students will: <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 ¡A Comer! - Let's eat! 6 weeks	Unit 2 Cuerpo sano, menta sana - Healthy Body, Healthy Mind 6 weeks		Unit 3 Vamos de compras - Let's go shopping 6 weeks	Unit 4 Vamos a leer – Let's Read 4 weeks	Unit 5 ¡ Festejemos ! - Let's party! 7 weeks	Unit 6 ¡ A viajar ! - Let's travel! 7 weeks			

Unit 1: ¡A Comer! - Let's eat!, 6 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:

- work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.

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:

- use new information and critical thinking gained through world language study to expand their personal knowledge.

Unit Objectives

Students will be able to:

- examine traditions and activities related to food.
- compare and contrast traditional meals from the United States and Spanish speaking countries.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Focus Question

- How do food and traditions related to food differ in various cultures?

Assessment

Skill Objectives

Students will:

- list vocabulary related to food.
- identify when to use ser and estar.
- conjugate e to i, o to ue stem-changing verbs in the present.
- form affirmative informal commands.
- replace direct objects with direct object pronouns.
- identify customs developed around the concept of food.

Unit 2: Cuerpo sano, menta sana - Healthy Body, Healthy Mind, 6 weeks [top](#)

Standards

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:

- prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.
- prepare a diary of their daily activities and those of their families and friends 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:

- use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

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:

- interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.

Unit Objective

Students will be able to:

- develop strategies to maintain a healthy life style.

Essential Questions

- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Question

- How do daily routines affect health?

Assessment

Skill Objectives

Students will:

- generate vocabulary related to daily routines and health.
- conjugate reflexive verbs.
- recognize when the infinitive is used.
- conjugate stem changing verbs.
- form ways to maintain negative informal commands.
- list ways to maintain a healthy life style.

Unit 3: Vamos de compras - Let's go shopping, 6 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:

- acquire goods and/or services through basic negotiations and exchange of monies.

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:

- compare and contrast art forms, such as music and songs across cultures.
- solicit their peers' opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.

Unit Objectives

Students will be able to:

- participate in a typical shopping experience.
- compare and contrast creative expression across cultures.

Essential Questions

- How do I use another language to communicate with others?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Questions

- How do customs related to shopping differ across cultures?
- How does creative expression differ across cultures?

Assessment

Skill Objectives

Students will:

- generate a list of stores and what is purchased in them.
- list clothing and vocabulary related to clothing.
- list expressions of time.
- count to 1,000,000.
- list demonstrative adjectives.
- write comparisons.
- conjugate the verb *quedar*.
- conjugate regular - *ar* verbs and the verb "*ir*" in the preterit.
- list customs related to shopping.

Unit 4: Vamos a leer – Let’s Read, 4 weeks [top](#)

Standards

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:

- begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

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:

- summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes 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 identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Unit Objectives

Students will be able to:

- predict the meaning of new words in context.
- summarize the plot.
- compare and contrast the lives of the characters in the short novel with their own lives.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Question

- How can I use my knowledge of Spanish to enrich my understanding of other people and cultures?

Assessment

Skill Objectives

Students will:

- read a short novel adapted for students.
- generate a list of new vocabulary.
- list characteristics of the characters.

Unit 5: ; Festejemos ! - Let's party!, 7 weeks [top](#)

Standards

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:

- work individually to collect data on familiar topics from various print, digital and electronic resources.

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 authentic products, such as those found in the target culture's homes and communities, and discuss their significance.
- participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

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:

- use various media from the target language and culture for entertainment.

Unit Objectives

Students will be able to:

- compare and contrast holidays and celebrations across cultures.
- document the ways in which different people celebrate holidays and celebrations.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- What holidays and celebrations are similar across cultures and what holidays and celebrations are unique to a particular culture?
- What are customs related to celebrations?

Assessment

Skill Objectives

Students will:

- generate a list holidays and vocabulary related to celebrating them.
- conjugate the verb *conocer*.
- identify when to use the *personal a*.
- conjugate regular - *er* and - *ir* verbs in the preterit.
- conjugate verbs in the present progressive.
- name different celebrations around the world.

Unit 6: ; A viajar ! - Let's travel!, 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:

- give and follow directions in order to travel from one location to another and ask questions for clarification.
- exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

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 expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

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:

- use oral and written language to relate their own experiences and construct their own stories.

Unit Objectives

Students will be able to:

- organize a visit to a Spanish speaking country.
- observe personal growth as a result of travel.

Essential Questions

- How do I use another language to communicate with others?
- 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?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Questions

- What are ways to promote tourism?

Assessment

Skill Objectives

Students will:

- list vocabulary related to travel and transportation.
- conjugate – *car*, - *gar* and - *zar* verbs in the preterit.
- conjugate *hacer* in the preterit.
- list informal commands of irregular verbs.

	<ul style="list-style-type: none">• How can I expand my perspective by visiting other countries?	
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