

SPANISH 41

Description

The Spanish 41 course a two semester, two credit course, meets daily and is conducted primarily in Spanish. Students develop the ability to express themselves with relative ease and greater proficiency on a variety of topics in both oral and written language. Readings (literary works, articles, and biographies) are utilized to generate oral and written expression as well as to expand vocabulary, grammatical knowledge and cultural understanding. The course is intended for students who want to continue to develop a strong foundation in the language so that they may communicate effectively in the target language.

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

Assessments

Common Assessments

Skill Assessments

	<p>the similarities, differences and interactions across cultures?</p> <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><u>Content Outline</u></p> <p>I. Unit 1 - ¡Adiós al verano! - Farewell to summer!</p> <p>II. Unit 2 - ¡A pasarlo bien! - Let's have a good time!</p> <p>III. Unit 3 - Todo Tiene Solución - There Are Solutions For Everything</p> <p>IV. Unit 4 - Entre Familia - It's All in the Family</p> <p>V. Unit 5 - El Arte y La Música - Art and Music</p> <p>VI. Unit 6 - ¡Ponte al Día! - Get with it! /Catch up????</p>	<p><u>Standards</u></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><u>Grade Level Skills</u></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	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6						
¡Adiós al verano! - Farewell to summer!	¡A pasarlo bien! - Let's have a good time!	Todo Tiene Solución - There Are Solutions For Everything	Entre Familia - It's All in the Family	El Arte y La Música - Art and Music	¡Ponte al Día! - Get with it! /Catch up????						
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks						

Unit 1 - ¡Adiós al verano! - Farewell to summer!, 6 weeks [top](#)

Standards

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:

- analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.
- evaluate the style of a communicative interaction 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:

- discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.

Unit Objectives

Students will be able to:

- evaluate travel sites in Spanish.
- compare and contrast travel practices in the USA and Spanish speaking countries.

Essential Questions

- 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?

Focus Questions

- How do forms of communication differ across cultures?

Assessment

- ¡Cómo mola España!

Skill Objectives

Students will:

- generate a list of weather expressions.
- list vocabulary related to travel.
- list tourist destinations in Spanish speaking countries.
- conjugate verbs in the preterit and imperfect.
- identify the use of the preterit or imperfect.
- form comparatives and superlatives of adjectives.
- generate a list of negative expressions.
- identify demonstratives.
- generate sentences with “hace + time

		expressions”. <ul style="list-style-type: none"> • identify the point of view in a reading selection.
--	--	---

Unit 2 – ¡A pasarlo bien! - Let's have a good time!, 6 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:

- interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.

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 and evolving information and perspectives to demonstrate understanding of the similarities and differences 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:

- establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.

Unit Objectives

Students will be able to:

- analyze and explain popular leisure time activities among adolescents.
- compare and contrast their own life style with that of peers from Spanish speaking countries.

Essential Questions

- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Questions

- How do the lives of adolescents in the USA compare to those in Spanish-speaking countries?

Assessment

- Noche de juerga

Skill Objectives

Students will:

- generate a list of leisure time activities.
- identify relationships within the family.
- form the present subjunctive.
- identify when to use present subjunctive in noun clauses.
- form “let’s” commands.
- find the main idea in a reading selection.

Unit 3 - Todo Tiene Solución - There Are Solutions For Everything, 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:

- participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

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 letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.

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:

- evaluate the effectiveness of a communicative interaction based on cultural elements.

Unit Objectives

Students will be able to:

- analyze issues affecting adolescents to determine their universal nature.
- compare and contrast contemporary issues across cultures.
- generate solutions to these issues.

Essential Questions

- How do I use another language to communicate with others?
- 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 Questions

- What are some issues common to peers across cultures and what are some issues that are tied to the customs of a particular culture?

Assessment

- Celebraremos el Día Mundial de la Diversidad Cultural

Skill Objectives

Students will:

- generate vocabulary related to problem solving.
- conjugate the future and conditional tenses.
- identify the uses of the subjunctive in adjectival clauses.
- name contemporary issues affecting adolescents.
- paraphrase a reading selection.

Unit 4 - Entre Familia - It's All in the Family, 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:

- employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

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, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.

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:

- access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

Unit Objectives

Students will be able to:

- compare and contrast the practices and significance of family celebrations among cultures.
- develop an appreciation for family celebrations and social events across cultures.

Essential Questions

- 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 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 use another language to communicate with others?

Focus Question

- How does my knowledge of celebrations and social events increase my understanding of the

Assessment

- Las fiestas y las tradiciones del Caribe

Skill Objectives

Students will:

- identify vocabulary related to family celebrations and social events.
- name practices related to family celebrations and social events.
- conjugate verbs in the present and past progressive.
- identify when to use the present and past progressive.
- conjugate verbs in the present perfect

	target culture as well as my own culture?	<p>indicative and subjunctive.</p> <ul style="list-style-type: none"> • identify when to use the present perfect indicative and subjunctive. • recognize contextual clues in a reading selection.
--	---	---

Unit 5 - El Arte y La Música - Art and Music, 6 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:

- comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.

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 information acquired from other school subjects to complete activities in the world language classroom.

Unit Objectives

Students will be able to:

- analyze and critique a work of art.
- examine and evaluate key elements of a live or recorded presentation.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- 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 can an exposure to the arts enrich our lives?

Assessment

- Soy artista

Skill Objectives

Students will:

- generate a list of terms related to the arts.
- form the passive voice with “ser”.
- identify when to use the passive voice with “ser”.
- conjugate verbs in the past perfect indicative.
- identify when to use the past perfect indicative.
- list the main ideas of a live or recorded presentation.
- draw inferences in a reading selection.

Unit 6 – ¡Ponte al Día! - Get with it! /Catch up????, 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:

- exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

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 analyze aspects of the target culture(s) and apply their knowledge to new situations.

Unit Objectives

Students will be able to:

- examine current events in order to form opinions and defend them.
- analyze contemporary cultural issues in order to apply this knowledge to new situations.

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?

Focus Question

- How can I access the media to increase my awareness of contemporary issues?

Assessment

- ¿Cómo puede ser?

Skill Objectives

Students will:

- list vocabulary related to the media.
- identify when to use the indicative or subjunctive with expressions of certainty and doubt.
- designate the gender of irregular nouns.
- list indefinite expressions.
- research a contemporary cultural issue in the media.
- sequence the events in a reading selection.