

## SPANISH 42

### Description

This two-semester, two credit course, which meets daily and is conducted primarily in Spanish, focuses on increasing the student's level of comfort in the target language. Students will be exposed to a wide variety of level appropriate authentic materials and materials adapted and/or created for student. Students will have the opportunity to revisit previously learned material and also to continue their study of grammar and vocabulary with an emphasis on improving communication in Spanish. A wide variety of written, auditory, and visual materials including music, video, film, Pod casts, periodicals and authentic literature will be integrated into the course.

### 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"> <li>• How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?</li> </ul>	
<p><b>Content Outline</b></p> <p>I. <a href="#">Unit 1</a> - Unidad Uno : Las Vacaciones - Vacations</p> <p>II. <a href="#">Unit 2</a> - Unidad Dos : La Salud - Health and Wellness</p> <p>III. <a href="#">Unit 3</a> - Unidad Tres : Tecnología - Technology</p> <p>IV. <a href="#">Unit 4</a> - Unidad Cuatro: La naturaleza - Environment</p> <p>V. <a href="#">Unit 5</a> - Unidad Cinco : Las Artes - The Arts</p>	<p><b>Standards</b></p> <p><a href="#">Connecticut SDE – World Language Curriculum Framework 2005</a></p> <p>Connecticut World Language Standards are met in the following areas:</p> <ul style="list-style-type: none"> <li>• <i>Communication (Interpersonal Mode)</i></li> <li>• <i>Communication (Interpretive Mode)</i></li> <li>• <i>Communication (Presentational Mode)</i></li> <li>• <i>Cultures</i></li> <li>• <i>Connections (Interdisciplinary Mode)</i></li> <li>• <i>Connections (Interdisciplinary Mode)</i></li> <li>• <i>Comparisons Among Languages</i></li> <li>• <i>Comparisons Among Cultures</i></li> <li>• <i>Communities</i></li> </ul>	<p><b>Grade Level Skills</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Skills Matrix</li> </ul>

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		
<a href="#">Unidad Uno : Las Vacaciones - Vacations</a>		<a href="#">Unidad Dos : La Salud - Health and Wellness</a>		<a href="#">Unidad Tres : Tecnología - Technology</a>		<a href="#">Unidad Cuatro: La naturaleza - Environment</a>		<a href="#">Unidad Cinco : Las Artes - The Arts</a>		
7 weeks		7 weeks		8 weeks		7 weeks		7 weeks		

**Unit 1 - Unidad Uno : Las Vacaciones – Vacations, 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 information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.
- employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

**Unit Objectives**

Students will be able to:

- be able to discuss everyday activities.
- compare and contrast summer activities in Spanish speaking countries and the United States.

**Essential Question**

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

**Focus Question**

- What is the role that vacation plays in society?

**Assessments**

**Skill Objectives**

Students will:

- generate vocabulary related to daily activities.
- list expressions used to identify and describe people.
- create a list of tener expressions.
- conjugate regular and irregular verbs in the present tense.
- conjugate regular verbs in the preterit and *ir* and *ser*.
- determine the gender of nouns and select the appropriate form of the adjective and definite article.
- substitute direct and indirect object pronouns for direct and indirect objects.
- conjugate *gustar* and similar verbs.

**Unit 2 – Unidad Dos : La Salud - Health and Wellness, 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:

- identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.

***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:

- evaluate medical conditions (injuries or illnesses) and hypothesize appropriate treatment.
- compare and contrast health care systems in Spanish speaking countries and the U.S.
- outline the main ideas, themes and details of an authentic literary text and identify the main characters.

**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**

- What are similarities and differences in healthcare practices between Spanish-speaking countries and the United States?

**Assessments**

**Skill Objectives**

Students will:

- generate vocabulary related to health and the body.
- conjugate verbs in the imperfect.
- identify when to use the imperfect and when to use the preterit.
- recognize when the passive with *se* is used.
- identify when to use *se* for unplanned events.
- change adjectives to adverbs.
- construct sentences with adverbs.
- read an authentic literary text adapted for student use and identify the main characters.

**Unit 3 - Unidad Tres : Tecnología – Technology, 8 weeks [top](#)**

**Standards**

***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).

***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:

- consult various sources in the target language to obtain information on topics of personal interest.

**Unit Objectives**

Students will be able to:

- examine how to navigate and utilize the internet in Spanish.
- compare and contrast common customs related to the internet, phones, and other popular electronics.

**Essential Questions**

- 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?

**Focus Question**

- How is technology accessed and utilized differently in the U.S. and Spanish speaking countries?

**Assessments**

**Skill Objectives**

Students will:

- list vocabulary related to technology.
- generate a list of vocabulary related to cars.
- write Familiar positive and negative commands.
- select either por or para to complete sentences.
- demonstrate the correct use of Reciprocal reflexive verbs.
- select the correct form of Possessive adjectives and pronouns.

**Unit 4 - Unidad Cuatro: La naturaleza – Environment, 7 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:

- make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.

***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 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:

- examine cross-cultural environmental concerns.
- express and defend their beliefs and opinions about these issues.

**Essential Questions**

- 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**

- In what ways are environmental concerns universal?

**Assessments**

**Skill Objectives**

Students will:

- list vocabulary related to the environment and conservation.
- conjugate verbs in the present subjunctive.
- recognize when to use the indicative, the subjunctive or the infinitive in noun and adjective clauses.

**Unit 5 - Unidad Cinco : Las Artes - The Arts, 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, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.

***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.

**Unit Objectives**

Students will be able to:

- analyze influences in the various Art media.
- identify both medium and genre within the Arts in the target language.
- make predictions based on observation, context, and/or background knowledge.

**Essential Questions**

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

**Focus Question**

- How do the Arts help us understand and transcend cultural differences?

**Assessments**

**Skill Objectives**

Students will:

- generate vocabulary related to the arts.
- conjugate the future, the conditional, the future perfect and the conditional perfect.
- identify when to use the future, the conditional, the future perfect and the conditional perfect.