

SPANISH 51

Description

The Spanish 51 course, a two semester two credit - course, which meets daily and is conducted predominantly in Spanish, is an introduction to literature. Short stories, poems, biographies and authentic articles are utilized to improve reading comprehension, to acquire vocabulary and to master advanced grammatical structures. The literature becomes the basis for class discussion and writing as students analyze and interpret the literature.

Students are also exposed to contemporary Spanish and Latin American authors and authentic materials such as music, films and periodicals. Students will continue to develop their aural, oral, reading and writing skills and by the end of the course are expected to perform at an advanced level.

It is expected that students will be prepared for the rigor of the Advanced Placement Spanish language course.

Course Overview

Course Goals

Students should:

- read and comprehend authentic literature.
- explore strategies to develop reading comprehension.
- engage in small group and whole class discussions.
- generate vocabulary lists in order to facilitate analysis of the characters, the plot, and cultural nuances.
- prepare lists of synonyms, antonyms and definitions of vocabulary in the target language.
- gain a deeper understanding of Spanish and Hispanic culture.

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

Assessments

Common Assessments

Skill Assessments

	to communicate and function appropriately in another culture?	
Content Outline I. Unit 1 – Los Valores Personales – Personal Values II. Unit 2 - Experiencias de la Juventud - Childhood Experiences III. Unit 3 - La Felicidad - Happiness IV. Unit 4 - La Inmigración - Immigration V. Unit 5 - El Papel de la Mujer - The Role of Women VI. Unit 6 - La Venganza – Revenge VII. Unit 7 - Las Costumbres – Customs VIII. Unit 8 - La Inestabilidad Política - Political Unrest	Standards Connecticut SDE – World Language Curriculum Framework 2005 Connecticut World Language Standards are met in the following areas: <ul style="list-style-type: none"> • Communication (Interpersonal Mode) • Communication (Interpretive Mode) • Communication (Presentational Mode) • Cultures • Connections (Interdisciplinary Mode) • Comparisons Among Languages • Comparisons Among Cultures • Communities 	Grade Level Skills Students will:

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	Unit 7	Unit 8		
Los Valores Personales - Personal Values	Experiencias de la Juventud - Childhood Experiences	La Felicidad - Happiness	La Inmigración - Immigration	El Papel de la Mujer - The Role of Women	La Venganza - Revenge	Las Costumbres – Customs	La Inestabilidad Política - Political Unrest		
4 weeks	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks		

Unit 1 - Los Valores Personales - Personal Values, 4 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:

- share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels.

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:

- use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.

Unit Objectives

Students will be able to:

- compare and contrast the personal and social values of the characters in the story with their own personal and social values.
- analyze and discuss customs and celebrations of the target culture.
- justify their reactions to the story.

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)

Focus Questions

- What can I learn about the target culture as I read?
- What personal and social values do the main characters possess and how do they influence their actions?
- What are my personal and social values and how do they influence my actions?
- How did I feel after reading the story and why?
- How can I use a dictionary or thesaurus entirely in the target language to enhance my oral and written work?
- How do I distinguish between the preterit and the imperfect tenses when narrating in the past?

Assessment

- Y, ¿quién eres tú?

Skill Objectives

Students will:

- identify the personal and social values of the characters in the story.
- list the reasons for their personal reaction to the story.
- identify when to use the preterit and the imperfect in complex passages.
- demonstrate orally and in writing increased control of the following:
 - uses of the preterit and imperfect
 - new vocabulary

Unit 2 – Experiencias de la Juventud - Childhood Experiences, 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:

- recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).

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 compare and contrast their experiences with those of their peers in the target culture(s).

Unit Objectives

Students will be able to:

- analyze and discuss the childhood experiences of the characters in the story and the impact they have on their lives.
- examine their own childhood experiences and compare and contrast them with those experiences of the characters in the stories.

Essential Questions

- 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 cultures?

Focus Questions

- Who are the characters, what roles do they play and what factors influence their actions?
- What are the main events of the plot and relevant subplots?
- What are some common experiences in childhood and adolescence across cultures?
- What impact do childhood and youth experiences have upon a person later in life?
- How do I use the future tense?
- When and how do I use the present perfect, pluperfect and future perfect tenses?

Assessment

- “Un problema gordo”

Skill Objectives

Students will:

- identify the characters and the significance of their roles.
- list problems that adolescents experience and list solutions to these problems.
- identify when to use the future, the present perfect, past perfect and future perfect indicative.
- demonstrate orally and in writing increasing control of the following:
 - uses of present perfect, past perfect and future perfect indicative
 - uses of the future tense
 - new vocabulary

Unit 3 - La Felicidad – Happiness, 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:

- understand the main ideas and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.

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, analyze and evaluate themes, ideas and perspectives that are related to the target culture.

Unit Objectives

Students will be able to:

- summarize the plot and predict how the characters will react.
- compare and contrast cultural perspectives regarding personal happiness and personal relationships.
- present a brief formal presentation on topics related to daily life and/or historical or contemporary themes in the target language.

Essential Questions

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Questions

- How can I predict how the characters will react to situations?
- What makes an individual happy and how does that affect personal relationships?
- How is happiness perceived by various cultures and how do the actions of others influence our happiness?
- When and why do I use the present subjunctive in noun clauses?

Assessment

- En cartelera

Skill Objectives

Students will:

- construct a graphic organizer listing the events of story.
- list themes, ideas and perspectives that are related to happiness and personal and social relationships.
- research a topic related to daily life and/or historical or contemporary themes.
- underline relevant information from websites in the target culture.
- pick out the relevant details of brief formal presentations on topics.
- identify when to use the present subjunctive in noun clauses.
- demonstrate orally and in writing increasing control of the following:
 - uses of the present subjunctive in noun clauses
 - new vocabulary

Unit 4 - La Inmigración – Immigration, 4 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 develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

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:

- analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes.

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:

- analyze how other cultures view the role of the United States in the world arena.

Unit Objectives

Students will be able to:

- compare and contrast how their lives differ from the life of a child of an immigrant or migrant worker.
- evaluate the role money plays in the target culture and in students' culture.
- examine how others view the role of the United States in the world arena.

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? (Interdisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Questions

- What role do social, political, legal and economic issues play in the lives of the characters?
- How do different cultures perceive immigration and how does that attitude affect migrant

Assessment

- “Un día en la vida de una familia itinerante en Estados Unidos”

Skill Objectives

Students will:

- list the issues related to immigration and migration in our society.
- list the ways in which immigration and migration affect the lives of the characters in the story.
- identify why people immigrate to the United States.
- select appropriate sources for research.
- recognize the way others view the

	<p>workers and immigrants?</p> <ul style="list-style-type: none"> • How do other countries view the United States and why? • When do I use the imperfect and pluperfect subjunctive in noun clauses? 	<p>citizens of the United State and how citizens of the United States views others.</p> <ul style="list-style-type: none"> • identify the use of the imperfect and pluperfect subjunctive in noun clauses. • demonstrate orally and in writing increasing control of the following: <ul style="list-style-type: none"> ○ uses of the imperfect and pluperfect subjunctive in noun clauses ○ new vocabulary
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Unit 5 - El Papel de la Mujer - The Role of Women, 4 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 oral presentations and/or written summaries on topics of current or historical interest 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:

- identify and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.

Unit Objectives

Students will be able to:

- compare and contrast the roles that women play and have played in Hispanic cultures and the role that the play and have played in our culture.
- integrate information on a contemporary issue based on research using authentic text.

Essential Questions

- 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?

Focus Questions

- What are roles of women in society and how are these roles perceived?
- How do I research a topic of contemporary significance using authentic texts and present my findings to the class?
- How do I distinguish between por and para?
- How do I know when to use the subjunctive and when to use the indicative in adjective clauses?

Assessment

- La mujer del año

Skill Objectives

Students will:

- identify the way women are perceived in society.
- identify the roles that women have played and play in society.
- research a contemporary issue by using authentic texts.
- select information based on relevancy and accuracy.
- identify the uses of the subjunctive in adjective clauses.
- demonstrate the proper use of por and para.
- demonstrate orally and in writing increasing control of the following:
 - uses of por and para
 - the subjunctive vs. the indicative in adjective clauses
 - new vocabulary

Unit 6 – La Venganza – Revenge, 4 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:

- cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.

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:

- read literature, listen to music and view films and websites in the target language for entertainment.

Unit Objectives

Students will be able to:

- judge fact vs. fiction and formulate an opinion based on this information.
- compare and contrast a film and the source it was based on.

Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- How do I determine the difference between fact and fiction and formulate an opinion?
- Why do people seek revenge and what are some alternatives?
- How do I determine the accuracy of a story turned into a film?
- When do I use the indicative versus the subjunctive in adverbial clauses?
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Assessment

- ¿Cómo puede ser?

Skill Objectives

Students will:

- list reasons why people seek revenge.
- list alternate solutions to a problem.
- view a film and retell the plot.
- list the reasons why they liked or disliked the film.
- cite evidence to support conclusions
- identify the uses of indicative and the subjunctive mood with adverbial clauses.
- demonstrate orally and in writing increasing control of the following:
 - uses of the subjunctive vs. the indicative in adverbial clauses
 - new vocabulary

Unit 7 - Las Costumbres – Customs, 4 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 oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction.

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 perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

Unit Objectives

Students will be able to:

- defend and justify the traditions, celebrations and customs of the target culture as well as their own.
- analyze themes and topics found in authentic non-fiction.
- increase their personal knowledge and appreciate interdisciplinary connections gained through the study of Spanish.

Essential Questions

- 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 another language and culture to reinforce and expand my knowledge of other disciplines and vice versa? (Interdisciplinary Mode)

Focus Questions

- How can I defend a custom or celebration to someone unfamiliar with it?
- What interdisciplinary connections can I make through my study of Spanish?
- How are si clauses formed and what are their subtle differences in meaning?
- How do I form the passive voice, how do I determine when to use the passive voice rather than the active voice, and what are the differences between these and the ser forms?
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Assessment

- Pasen 10 días maravillosos en la tierra de Quijote y Sancho

Skill Objectives

Students will:

- list the customs and activities related to a specific Spanish or Latin American tradition or celebration.
- identify the appropriate use of the passive voice with ser and with se.
- identify the patterns of si clauses.
- demonstrate orally and in writing increasing control of the following:
 - uses of the passive voices (with se and with ser)
 - si clauses
 - new vocabulary

Unit 8 - La Inestabilidad Política - Political Unrest, 4 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:

- discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.

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 culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.

Unit Objectives

Students will be able to:

- examine what factors lead to political unrest and corruption.
- analyze the impact of political unrest and corruption on society.
- survey members of the target culture to obtain alternate viewpoints regarding political corruption and unrest.
- experience expressive forms of the culture in order to explore their effects on the community through literature, film, the arts, and the media.

Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Questions

- How does literature become a reflection of the times?
- What are some causes of civil and political unrest?
- How does power affect the choices one makes?
- What are some examples of corruption and political unrest that we see in contemporary society?
- How do others view corruption and political unrest?
- How do I utilize relative pronouns to construct complex sentences?

Assessment

- ¿Cómo lo ve ud.?

Skill Objectives

Students will:

- identify the causes of political unrest and corruption.
- list the ways in which political unrest and corruption impact society.
- list and elaborate on contemporary examples of political corruption.
- select the correct relative pronouns in order to construct a complex sentence.
- demonstrate orally and in writing increasing control of the following:
 - relative pronouns
 - new vocabulary