

SPANISH 52

Description

This two-semester, two credit course, which meets daily and is conducted primarily in Spanish, continues to focus on increasing the student's level of comfort in the target language. Authentic materials, including video, music, film, Podcasts, periodicals and literature are used to provide more hands on learning for the students with a focus on speaking and listening. The course provides opportunities for further development of vocabulary and grammatical structures as well as a heightened understanding of cultural similarities and differences.

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 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

Content Outline

Standards

Grade Level Skills

| | | |
|---|--|---|
| <p>I. Unit 1 - Sentir y vivir - Feeling and Living</p> <p>II. Unit 2 - Vivir en la ciudad - Life in the City</p> <p>III. Unit 3 - La influencia de los medios - The Influence of the Media</p> <p>IV. Unit 4 - Generaciones en movimiento - Generations in Movement</p> <p>V. Unit 5 - Las riquezas naturales - Natural resources</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>Comparisons Among Languages</i> • <i>Comparisons Among Cultures</i> • <i>Communities</i> | <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 Sentir y vivir - Feeling and Living 8 weeks | Unit 2 Vivir en la ciudad - Life in the City 7 weeks | | Unit 3 La influencia de los medios - The Influence of the Media 7 weeks | | | Unit 4 Generaciones en movimiento - Generations in Movement 7 weeks | | Unit 5 Las riquezas naturales - Natural resources 7 weeks | |

Unit 1 - Sentir y vivir - Feeling and Living, 8 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.

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).

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 the universal forces that drive people to survive.
- examine the reasons for Hispanic immigration to the United States.

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?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Question

- How do our instinct to survive and our desire to live affect our relationships with others?

Assessment

- ¡Yo sobreviviré! - I will survive!

Skill Objectives

Students will:

- generate vocabulary related to personal relations.
- conjugate verbs in the present tense.
- conjugate gustar and similar verbs.
- identify when to use ser and estar.
- outline the role Spanish plays in American society.
- identify why people immigrate to the United States and list issues related to immigration.

Unit 2 – Vivir en la ciudad - Life in the City, 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:

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

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 the way of life in Hispanic towns and cities.
- analyze their own way of life in the suburbs and compare it to the Hispanic way of life.

Essential Questions

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

Focus Question

- How does life in a Hispanic city differ from my own?

Assessment

- ¡Qué viaje más interesante! - What an interesting trip!

Skill Objectives

Students will:

- generate vocabulary related to the city.
- conjugate the preterit tense.
- conjugate the imperfect tense.
- recognize the uses of the preterit and the imperfect.
- identify famous sites in Hispanic cities and locate them on a map.
- identify aspects of Mexican culture.

Unit 3 - La influencia de los medios - The Influence of the Media, 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 international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.

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 the role of media in society.
- compare and contrast how the media reports information in both the target and native 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 Question

- How does the media influence public opinion, social behaviors and our interpretations of reality?

Assessment

- ¿Puede ser la verdad? - Can it really be true?

Skill Objectives

Students will:

- generate vocabulary related to the media.
- form familiar and formal commands.
- conjugate verbs in the present subjunctive.
- identify when to use the subjunctive in noun clauses.
- substitute direct and indirect objects with direct and indirect object pronouns.
- locate the countries in the Caribbean and identify aspects of Caribbean culture.

Unit 4 - Generaciones en movimiento - Generations in Movement, 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:

- comprehend the main 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 new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

Unit Objectives

Students will be able to:

- compare and contrast family traditions.
- evaluate the evolution of family life.

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 do beliefs and traditions evolve in families over time?

Assessment

- Generaciones en movimiento - Generations in movement

Skill Objectives

Students will:

- list vocabulary related to the family.
- identify when to use the subjunctive in noun clauses.
- conjugate reflexive pronouns.
- locate cities in Central America.
- list aspects of Central American culture.
- name family traditions and beliefs.

Unit 5 - Las riquezas naturales - Natural Resources, 7 weeks [top](#)

Standards

Communication (Presentational Mode)

In at least one language other than English, students will present information, concepts and ideas to listeners and 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.

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.

Unit Objectives

Students will be able to:

- assess environmental problems and devise solutions to them.
- appreciate natural resources.

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 languages?

Focus Question

- What can the global community do to preserve our environment?

Assessment

- ¡Aviso! - Warning!

Skill Objectives

Students will:

- generate vocabulary related to the environment.
- conjugate verbs in the future tense.
- conjugate verbs in the conditional tense.
- select relative pronouns.
- identify aspects of culture in Colombia, Ecuador and Venezuela.
- locate geographic features of Venezuela, Colombia and Ecuador and list natural resources in each area.