

SPANISH 60

Description

This two semester, two credit course, which meets daily and is conducted primarily in Spanish, focuses on increasing proficiency. In order to build this proficiency, students will be exposed to a wide variety of authentic written, auditory, and visual materials including excerpts from literature, film, materials from periodicals, music, video and Podcasts. They will be exposed to grammar review and topical vocabulary with the goal of functioning in a variety of authentic situations.

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 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 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

<p>Content Outline</p> <p>I. Unit 1 - El valor de las ideas: creencias e ideologías - The Value of Ideas: Beliefs and Ideologies</p> <p>II. Unit 2 - Perspectivas laborales: El trabajo y las finanzas - Perspectives: Employment and Finances</p> <p>III. Unit 3 - Ciencia y tecnología - Science and Technology</p> <p>IV. Unit 4 - Escapar y divertirse: las diversiones - Leisure Time</p> <p>V. Unit 5 - Destino y diversidad: nuestro futuro - Destiny and Diversity: Our Future</p> <p>VI. Unit 6 - Estudios Culturales - Cultural Studies</p>	<p>Standards</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 (Intradisciplinary Mode)</i> • <i>Comparisons Among Languages</i> • <i>Comparisons Among Cultures</i> • <i>Communities</i> 	<p>Grade Level Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • Skills Matrix
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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
El valor de las ideas: creencias e ideologías - The Value of Ideas: Beliefs and Ideologies	Perspectivas laborales: El trabajo y las finanzas - Perspectives: Employment and Finances		Ciencia y tecnología - Science and Technology		Escapar y divertirse: las diversiones - Leisure Time		Destino y diversidad: nuestro futuro - Destiny and Diversity: Our Future		Estudios Culturales - Cultural Studies
6 weeks	6 weeks		6 weeks		6 weeks		6 weeks		6 weeks

Unit 1 - El valor de las ideas: creencias e ideologías - The Value of Ideas: Beliefs and Ideologies, 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.

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 the treatment of current issues across cultures by drawing on authentic texts.

Unit Objectives

Students will be able to:

- evaluate and judge different ideologies and beliefs.
- compare and contrast current issues 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 Question

- How are different beliefs and ideologies addressed in Spanish speaking countries and in the United States?

Assessments

Skill Objectives

Students will:

- identify different types of government.
- generate vocabulary related to human rights and politics.
- identify the use of the indicative or the subjunctive in adverbial clauses.
- conjugate verbs in the past subjunctive.
- identify when to use the present and past subjunctive.
- form comparisons and superlatives.

Unit 2 – Perspectivas laborales: El trabajo y las finanzas - Perspectives: Employment and Finances, 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:

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

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:

- evaluate the current global labor market.
- analyze the role that the United States plays in a global economy and how others view this role.
- examine and assess the effects of globalization in our society.

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

- How does employment and finance affect the role of the United States in a global economy?

Assessments

Skill Objectives

Students will:

- generate vocabulary related to the workplace and finances.
- form the present perfect indicative.
- form the present perfect subjunctive.
- recognize when to use the present perfect indicative and the present perfect subjunctive.
- recognize the uses of *se* - the passive, the impersonal, and to express unexpected events.
- define words in Spanish using a Spanish dictionary.

Unit 3 - Ciencia y tecnología - Science and Technology, 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:

- understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.

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 various scientific and technological advances.
- assess how these advances have impacted our society.
- summarize the plot and subplots of a film, radio or television program.

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 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 have scientific and technological advances shaped and impacted society?

Assessments

Skill Objectives

Students will:

- list vocabulary related to technology and science.
- form the Past perfect Indicative and Past perfect subjunctive.
- recognize when to use the past perfect indicative and the past perfect subjunctive.
- identify various uses of the infinitive.
- outline details of the plots and subplots of a film, radio or television programs.

Unit 4 - Escapar y divertirse: las diversiones - Leisure 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 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 a writing process in producing work that includes self-assessment and discussion with other students.

Unit Objectives

Students will be able to:

- compare and contrast how their leisure activities differ from those of peers in Spanish speaking culture.
- devise a writing process that includes self-assessment and discussion with other students.

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

- In what ways do leisure time activities differ in Spanish speaking countries and the United States?

Assessments

Skill Objectives

Students will:

- identify vocabulary related to sports and leisure time activities.
- form the future perfect and conditional perfect.
- recognize when to use the future perfect and conditional perfect.
- identify the patterns of *si* clauses.

Unit 5 - Destino y diversidad: nuestro futuro - Destiny and Diversity: Our Future, 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 develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

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.

Unit Objectives

Students will be able to:

- examine the impact of diversity in the twenty first century.
- analyze problems present in multicultural societies and develop solutions.

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?

Focus Question

- How does diversity affect individuals and groups in contemporary society?

Assessments

Skill Objectives

Students will:

- generate a list of vocabulary related to multiculturalism.
- identify problems and their solutions.
- form the passive voice.
- identify when to use the passive voice.
- generate a list of indefinite and negative expressions.
- identify when to use the subjunctive and when to use the indicative.

Unit 6 – Estudios Culturales - Cultural Studies, 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:

- describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites.

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:

- increase understanding of the history, art, music, food, celebrations and other aspects of the culture of Spanish speaking countries.
- demonstrate a deep understanding of cultural similarities and differences.
- elaborate on a topic in the target language.
- demonstrate an understanding of Spanish grammar.

Essential Questions

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

Focus Questions

- How do various forms of artistic expression impact society?

Assessments

Skill Objectives

Students will:

- describe cultural practices in Spanish speaking countries.
- define key elements of Spanish and Hispanic culture.
- research a topic of cultural, historical or social interest in the target language.
- select information based on relevancy and accuracy.
- demonstrate an understanding of the use of technology.