

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

SPANISH 10

BOARD OF EDUCATION APPROVED 10/23/2007

SPANISH 10

Statement of Purpose

The goal of our World Language program is to encourage an understanding of and an interest in other cultures through the study of another language and to develop skills that allow for communication in a target language. In Spanish 10, students will develop basic language skills and an awareness of the products, practices and perspectives of the Target culture.

Audience

Grades 9, 10, 11, and 12

Prerequisite

None

Design and Description

This two semester, two credit course is an introductory course that provides a basic foundation in Spanish. It is intended for a student who has had no prior experience in Spanish. The emphasis is on acquiring basic grammatical structures, vocabulary and idioms to begin communicating in Spanish. Students will begin to develop reading, writing, listening and speaking skills and become familiar with the geography and culture of Spanish speaking countries.

Course Objectives

Students will be able to:

- greet and introduce themselves to others as well as solicit and give basic information.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Spain.
- describe themselves, other people and things and find out what others are like.
- express preferences.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Puerto Rico.
- explain what they like to do or want to do, where they do it and how often they do it.
- discuss the weather and how it affects their everyday activities.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Texas.
- access information about the target culture and use it for enjoyment and evaluate the information.
- describe a school day and activities related to school.
- compare and contrast schools in the United States and schools in Hispanic countries.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Costa Rica.

- describe family members, their routines and responsibilities at home.
- compare and contrast their own cultural practices and perspectives related to celebrations, food, music, and art with those of Chile.

Skill Objectives

Students will:

- pronounce Spanish vocabulary.
- generate a list of greetings, basic courtesies and farewells.
- identify the days of the week, months of the year and the seasons.
- count from 1 to 30.
- tell the time.
- list the subject pronouns.
- conjugate the verb SER in the present tense.
- recite the alphabet, spell words in Spanish and give e-mail addresses.
- recognize Spanish punctuation.
- locate Spain and its various regions on a map.
- identify basic elements of Spanish culture including celebrations, food, architecture and art.
- determine the gender of nouns; select the appropriate form of the adjective and the definite article.
- conjugate gustar.
- list the meanings of “de.”
- form questions.
- generate a list of adjectives to describe people.
- list colors.
- locate Puerto Rico and its major cities on a map.
- identify elements of Puerto Rican culture including celebrations, food, architecture and art.
- list pastimes and where they occur.
- generate a list of weather expressions.
- create a list of expressions of frequency.
- use the verb GUSTAR to talk about things that they like to do.
- conjugate regular AR verbs, Querer, Ir and Jugar a.
- form the contraction “al”.
- replace nouns with pronouns after prepositions.
- locate the State of Texas and its main cities on a map.
- identify elements of Texan culture including celebrations, food, architecture and art.
- list vocabulary related to school.
- list idiomatic expressions with tener.
- generate a list of interrogatives.
- identify characteristics of schools in Hispanic countries.
- express the near future.
- conjugate regular ER, IR verbs in the present tense.

- conjugate hacer, poner, salir, traer, ver, estar, saber, venir and tener.
- assign the correct indefinite article to a noun.
- locate Costa Rica and its main cities on a map.
- identify elements of Costa Rican culture including celebrations, food, architecture and art.
- conjugate stem-changing verbs, (o-ue, e-ie,) in the present tense.
- list family members.
- generate a list of vocabulary related to the house and chores.
- list possessive adjectives.
- conjugate the verb estar.
- list prepositions of place.
- identify negative words.
- conjugate parecer and tocar.
- locate the Chile and its main cities on a map.
- identify elements of Chilean culture including celebrations, food, architecture and art.

World Language 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 greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.

Students will describe various objects and people found at home and school.

Students will recognize that there are often multiple ways to express an idea in the target language.

Students will exchange thoughts about people, activities and events in their personal lives or communities.

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 and respond appropriately to questions, statements or commands.

Students will comprehend the main ideas when listening to peers and familiar adults discuss topics of personal interest.

Students will comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

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 short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.

Students will present short plays and skits, recite selected poems and anecdotes, and perform songs in the target language.

Students will effectively use repetition, rephrasing and gestures to assist them in communicating their meaning 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, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance.

Students will observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.

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 acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

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 access information regarding the target culture(s).

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 understand how idiomatic expressions affect communication and reflect culture.

Students will produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

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 identify and describe some cultural beliefs and perspectives relating to family, school, work and play across cultures.

Students will use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.

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 discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

Students will review materials and/or media from the target language and culture for enjoyment.

Students will demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

Information and Technology Standards (to be added)

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

Focus Questions

- How do I greet people and exchange basic courtesies and information?
- Where is Spain and what are some basic elements of Spanish celebrations, food, architecture and art?
- How do I write a brief note providing information about myself and others?
- How do I understand what people are saying to me and how do I respond?
- Where is Puerto Rico and what are the basic elements of Puerto Rican celebrations, food, architecture and art?
- How do I comprehend what others are saying and how do I make myself understood?
- How can I access information about the target culture using multiple media resources?
- How do I communicate about school?
- How can I use printed sources to increase my comprehension regarding school?
- What are the differences and similarities between schools in the United States and schools in Hispanic countries?
- Where is Costa Rica and what are the basic elements of Costa Rican celebrations, food, architecture and art?
- How can I talk about or write about my home and my family and some cultural beliefs related to these?
- Where is Chile and what are the basic elements of Chilean celebrations, food, architecture and art?

UNITS of STUDY

Unit 1: Empecemos - Let's Begin

World Language 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 greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.

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 and respond appropriately to questions, statements or commands.

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 effectively use repetition, rephrasing and gestures to assist them in communicating their meaning 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 observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture.

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?

Focus Questions

- How do I greet people and exchange basic courtesies and information?
- Where is Spain and what are some basic elements of Spanish celebrations, food, architecture and art?

Core Topics

Vocabulary

- Greetings and Farewells
- Courtesy (Titles)
- The Date, Days, Months and Seasons
- Numbers: 1-30
- Time
- Alphabet

Grammar

- Subject Pronouns
- Present tense of the verb SER
- Qué, Cómo, Quién(es), De dónde
- Punctuation Marks and Accents

Culture

- Spain

Unit Objectives

Students will be able to:

- greet and introduce themselves to others as well as solicit and give basic information.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Spain.

Skill Objectives

Students will:

- pronounce Spanish vocabulary.
- generate a list of greetings, basic courtesies and farewells.
- identify the days of the week, months of the year and the seasons.
- count from 1 to 30.
- tell the time.
- list the subject pronouns.
- conjugate the verb SER in the present tense.
- recite the alphabet, spell words in Spanish and give e-mail addresses.
- recognize Spanish punctuation.
- locate Spain and its various regions on a map.
- identify basic elements of Spanish culture including celebrations, food, architecture and art.

Sample Assessment

El gusto es mío

Pacing
7 weeks

Unit 2: A Conocernos - Getting to Know You

World Language 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 recognize that there are often multiple ways to express an idea in the target language.

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 short, informal notes in which they describe or provide information about themselves, their friends and families, and their school activities.

Students will present short plays and skits, recite selected poems and anecdotes, and perform songs 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 use new information and perspectives to discuss the differences across cultures and begin to explain the reasons for such differences.

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 demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Questions

- How do I write a brief note providing information about myself and others?
- How do I understand what people are saying to me and how do I respond?
- Where is Puerto Rico and what are the basic elements of Puerto Rican celebrations, food, architecture and art?

Core Topics

Vocabulary

- Adjectives to describe people
- Colors

Grammar

- Gender and noun/adjective agreement
- Question formation
- definite articles
- Gustar
- The preposition “de”

Culture

- Puerto Rico

Unit Objectives

Students will be able to:

- describe themselves, other people and things and find out what others are like.
- express preferences.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Puerto Rico.

Skill Objectives

Students will:

- determine the gender of nouns; select the appropriate form of the adjective and the definite article.
- conjugate gustar.
- list the meanings of “de.”
- form questions.
- generate a list of adjectives to describe people.
- list colors.
- locate Puerto Rico and its major cities on a map.
- identify elements of Puerto Rican culture including celebrations, food, architecture and art.

Sample Assessment

Mi álbum de fotos

Pacing

7 weeks

Unit 3: ¿Qué te Gusta Hacer? - What Do You Like to Do?

World Language 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 thoughts about people, activities and events in their personal lives or communities.

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 when listening to peers and familiar adults discuss topics of personal interest.

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 acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.

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 access information regarding 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 review materials and/or media from the target language and culture for enjoyment.

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 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 use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- How do I comprehend what others are saying and how do I make myself understood?
- How can I access information about the target culture using multiple media resources?

Core Topics

Vocabulary

- Leisure activities
- Places
- Weather
- Expressions of frequency

Grammar

- Infinitives used after a conjugated verb
- conjugation of regular AR verbs
- Querer, Ir and Jugar a
- A + definite article
- pronouns after prepositions

Culture

- Texas

Unit Objectives

Students will be able to:

- explain what they like to do or want to do, where they do it and how often they do it.
- discuss the weather and how it affects their everyday activities.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Texas.
- access information about the target culture and use it for enjoyment and evaluate the information.

Skill Objectives

Students will:

- list pastimes and where they occur.
- generate a list of weather expressions.
- create a list of expressions of frequency.

- use the verb GUSTAR to talk about things that they like to do.
- conjugate regular AR verbs, Querer, Ir and Jugar a.
- form the contraction “al”.
- replace nouns with pronouns after prepositions.
- locate the State of Texas and its main cities on a map.
- identify elements of Texan culture including celebrations, food, architecture and art.

Sample Assessment

Lo que a mí me gusta...

Pacing

7 weeks

Unit 4: La Vida Escolar - School

World Language 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 describe various objects and people found at home and school.

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 basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

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 understand how idiomatic expressions affect communication and reflect culture.

Students will produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).

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 demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Questions

- How do I communicate about school?
- How can I use printed sources to increase my comprehension regarding school?
- What are the differences and similarities between schools in the United States and schools in Hispanic countries?
- Where is Costa Rica and what are the basic elements of Costa Rican celebrations, food, architecture and art?

Core Topics

Vocabulary

- School

Grammar

- Indefinite articles
- Interrogatives: Cuánto(s), Cuál(es), A qué hora,
- Ir + a+ infinitive
- Present tense of regular ER, IR verbs
- venir
- Tener and Idiomatic expressions with TENER
- hacer, poner, salir, traer, ver, estar, saber

Culture

- Costa Rica

Unit Objectives

Students will be able to:

- describe a school day and activities related to school.
- compare and contrast schools in the United States and schools in Hispanic countries.
- compare their own cultural practices and perspectives related to celebrations, food, music, and art with those of Costa Rica.

Skill Objectives

Students will:

- list vocabulary related to school.
- list idiomatic expressions with tener.
- generate a list of interrogatives.
- identify characteristics of schools in Hispanic countries.
- express the near future.
- conjugate regular ER, IR verbs in the present tense.
- conjugate hacer, poner, salir, traer, ver, estar, saber, venir and tener.
- assign the correct indefinite article to a noun.
- locate Costa Rica and its main cities on a map.
- identify elements of Costa Rican culture including celebrations, food, architecture and art.

Sample Assessment

¿Cómo es mi escuela?

Pacing

7 weeks

Unit 5: En Casa Con la Familia - At Home

World Language 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, experience or read about, and discuss expressive forms of the target culture, including but not limited to art, literature and music (e.g., folk art, authentic children's books, songs and dance), and describe their significance.

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 identify and describe some cultural beliefs and perspectives relating to family, school, work and play 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 discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.

Students will review materials and/or media from the target language and culture for enjoyment.

Students will demonstrate self-knowledge as well as understanding of others in areas of common interest through the target language.

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

Focus Questions

- How can I talk about or write about my home and my family and some cultural beliefs related to these?

- Where is Chile and what are the basic elements of Chilean celebrations, food, architecture and art?

Core Topics

Vocabulary

- The Family
- The house
- Chores
- Prepositions of place

Grammar

- Possessive adjectives
- Stem-changing verbs (o-ue, e-ie)
- Estar
- Negation with *nunca, tampoco, nadie, nada*
- Tocar and parecer

Culture

- Chile

Unit Objectives

Students will be able to:

- describe family members, their routines and responsibilities at home.
- compare and contrast their own cultural practices and perspectives related to celebrations, food, music, and art with those of Chile.

Skill Objectives

Students will:

- conjugate stem-changing verbs, (o-ue, e-ie,) in the present tense.
- list family members.
- generate a list of vocabulary related to the house and chores.
- list possessive adjectives.
- conjugate the verb estar.
- list prepositions of place.
- identify negative words.
- conjugate parecer and tocar.
- locate the Chile and its main cities on a map.
- identify elements of Chilean culture including celebrations, food, architecture and art.

Sample Assessment

mi familia

Pacing

7 weeks