

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

SPANISH 20

BOARD OF EDUCATION APPROVED 03/10/2009

SPANISH 20

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 20, students will continue to develop basic language skills and an increased awareness of the products, practices and perspectives of the target culture.

Audience

Grades 9, 10, 11, 12

Prerequisite

Successful completion of Spanish 10

Design and Description

Spanish 20, a two-semester, two credit course which meets daily, presents a thorough review of the grammar presented in Spanish 10 and completes the introduction to the basic structures of the language. It focuses on the development of comprehension and verbal communication by extending the variety of structures and vocabulary that students have already acquired. Students will be exposed to a variety of authentic material as well as materials developed for student use.

Course Objectives

Students will be able to:

- examine traditions and activities related to food.
- compare and contrast traditional meals from the United States and Spanish speaking countries.
- develop strategies to maintain a healthy life style.
- participate in a typical shopping experience.
- compare and contrast creative expression across cultures.
- predict the meaning of new words in context.
- summarize the plot.
- compare and contrast the lives of the characters in the short novel with their own lives.
- compare and contrast holidays and celebrations across cultures.
- document the ways in which different people celebrate holidays and celebrations.
- organize a visit to a Spanish speaking country.
- observe personal growth as a result of travel.

Skill Objectives

Students will:

- list vocabulary related to food.
- identify when to use ser and estar.
- conjugate e to i, o to ue stem-changing verbs in the present.
- form affirmative informal commands.
- replace direct objects with direct object pronouns.

- identify customs developed around the concept of food.
- generate vocabulary related to daily routines and health.
- conjugate reflexive verbs.
- recognize when the infinitive is used.
- conjugate stem changing verbs.
- form ways to maintain negative informal commands.
- list ways to maintain a healthy life style.
- generate a list of stores and what is purchased in them.
- list clothing and vocabulary related to clothing.
- list expressions of time.
- count to 1,000,000.
- list demonstrative adjectives.
- write comparisons.
- conjugate the verb *quedar*.
- conjugate regular - *ar* verbs and the verb “*ir*” in the preterit.
- list customs related to shopping.
- read a short novel adapted for students.
- generate a list of new vocabulary.
- list characteristics of the characters.
- generate a list holidays and vocabulary related to celebrating them.
- conjugate the verb *conocer*.
- identify when to use the *personal a*.
- conjugate regular - *er* and - *ir* verbs in the preterit.
- conjugate verbs in the present progressive.
- name different celebrations around the world.
- list vocabulary related to travel and transportation.
- conjugate – *car*, - *gar* and - *zar* verbs in the preterit.
- conjugate *hacer* in the preterit.
- list informal commands of irregular verbs.

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 work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.

Students will acquire goods and/or services through basic negotiations and exchange of monies.

Students will give and follow directions in order to travel from one location to another and ask questions for clarification.

Students will exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

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 begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

Students will work individually to collect data on familiar topics from various print, digital and electronic resources.

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 summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in the target language.

Students will prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.

Students will prepare a diary of their daily activities and those of their families and friends 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 use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

Students will identify authentic products, such as those found in the target culture's homes and communities, and discuss their significance.

Students will participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

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 critical thinking gained through world language study to expand their personal knowledge.

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 expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

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 oral and written language to relate their own experiences and construct their own stories.

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 art forms, such as music and songs across cultures.

Students will solicit their peers' opinions on aspects of culture through face-to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.

Students will use new information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other 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 interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.

Students will use various media from the target language and culture for entertainment.

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 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 do food and traditions related to food differ in various cultures?
- How do daily routines affect health?
- How do customs related to shopping differ across cultures?
- How does creative expression differ across cultures?
- How can I use my knowledge of Spanish to enrich my understanding of other people and cultures?
- What holidays and celebrations are similar across cultures and what holidays and celebrations are unique to a particular culture?
- What are customs related to celebrations?
- What are ways to promote tourism?
- How can I expand my perspective by visiting other countries?

UNITS OF STUDY

Unit 1: ¡A Comer! - Let's eat!

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 work in groups to plan events and activities to be carried out in the target language, evaluate their efforts and identify ways to improve their communication in the target language.

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 critical thinking gained through world language study to expand their personal knowledge.

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?

Focus Question

- How do food and traditions related to food differ in various cultures?

Core Topics

Vocabulary

- Food

Grammar

- Ser and Estar
- Present tense – stem changing verbs
- Direct object pronouns
- Affirmative informal commands

Culture

- Mexico
- Meals

Unit Objectives

Students will be able to:

- examine traditions and activities related to food.
- compare and contrast traditional meals from the United States and Spanish speaking countries.

Skill Objectives

Students will:

- list vocabulary related to food.
- identify when to use ser and estar.
- conjugate e to i, o to ue stem-changing verbs in the present.
- form affirmative informal commands.
- replace direct objects with direct object pronouns.
- identify customs developed around the concept of food.

Sample Assessment

Pacing

6 weeks

Unit 2 : Cuerpo sano, menta sana - Healthy Body, Healthy Mind

World Language 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 audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.

Students will prepare a diary of their daily activities and those of their families and friends 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 use appropriate verbal and nonverbal behavior for daily activities among peers and for activities or contexts that include adult interaction.

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 interact with members of the local community who are employed in a variety of professions to learn how they use the target language in their work.

Essential Questions

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

Focus Question

- How do daily routines affect health?

Core Topics

Vocabulary

- Daily routines
- Health

Grammar

- Reflexive verbs

- Infinitives
- stem changing verbs
- Negative informal commands

Culture

- Argentina
- Fitness

Unit Objective

Students will be able to:

- develop strategies to maintain a healthy life style.

Skill Objectives

Students will:

- generate vocabulary related to daily routines and health.
- conjugate reflexive verbs.
- recognize when the infinitive is used.
- conjugate stem changing verbs.
- form ways to maintain negative informal commands.
- list ways to maintain a healthy life style.

Sample Assessment

Pacing

6 weeks

Unit 3 : Vamos de compras - Let's go shopping

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 acquire goods and/or services through basic negotiations and exchange of monies.

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 art forms, such as music and songs across cultures.

Students will solicit their peers' opinions on aspects of culture through face- to-face contact or written exchanges and compare this information with how their peers in the target culture(s) view the same topic.

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 Questions

- How do customs related to shopping differ across cultures?
- How does creative expression differ across cultures?

Core Topics

Vocabulary

- Stores
- Clothing
- Expressions of time

Grammar

- Numbers to 1,000,000
- Demonstrative adjectives
- Comparisons
- The verb *quedar*
- Preterite of regular - *ar* verbs
- Preterite of "*ir*"

Culture

- Shopping practices around the world
- Florida

Unit Objectives

Students will:

- participate in a typical shopping experience.
- compare and contrast creative expression across cultures.

Skill Objectives

Students will:

- generate a list of stores and what is purchased in them.
- list clothing and vocabulary related to clothing.
- list expressions of time.
- count to 1,000,000.
- list demonstrative adjectives.
- write comparisons.
- conjugate the verb *quedar*.
- conjugate regular - *ar* verbs and the verb “*ir*” in the preterit.
- list customs related to shopping.

Sample Assessment

Pacing

6 weeks

Unit 4 : Vamos a leer – Let´s Read

World Language 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 begin to make informed hypotheses about the meaning of unfamiliar, more complicated passages in the target language, based on contextual clues.

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 summarize the plot and provide brief descriptions of characters in selected poems, short stories, folk tales and anecdotes 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 identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- 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 can I use my knowledge of Spanish to enrich my understanding of other people and cultures?

Core Topics

Vocabulary

- Based on short novel

Grammar

- Review of verb forms
- Review of adjectives

Unit Objectives

Students will be able to:

- predict the meaning of new words in context.
- summarize the plot.

- compare and contrast the lives of the characters in the short novel with their own lives.

Skill Objectives

Students will:

- read a short novel adapted for students.
- generate a list of new vocabulary.
- list characteristics of the characters.

Sample Assessment

Pacing

4 weeks

Unit 5: ¡ Festejemos ! - Let's party!

World Language 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 work individually to collect data on familiar topics from various print, digital and electronic resources.

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 authentic products, such as those found in the target culture's homes and communities, and discuss their significance.

Students will participate in age-appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.

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 use various media from the target language and culture for entertainment.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Questions

- What holidays and celebrations are similar across cultures and what holidays and celebrations are unique to a particular culture?
- What are customs related to celebrations?

Core Topics

Vocabulary

- Holidays
- Parties

Grammar

- Preterit of - *er* and - *ir* verbs
- Infinitives
- Personal *a*
- Conocer
- Present progressive

Culture

- Celebrations across cultures
- La Republica Dominicana

Unit Objectives

Students will be able to:

- compare and contrast holidays and celebrations across cultures.
- document the ways in which different people celebrate holidays and celebrations.

Skill Objectives

Students will:

- generate a list holidays and vocabulary related to celebrating them.
- conjugate the verb *conocer*.
- identify when to use the *personal a*.
- conjugate regular - *er* and - *ir* verbs in the preterit.
- conjugate verbs in the present progressive.
- name different celebrations around the world.

Sample Assessment

Pacing

7 weeks

Unit 6: ¡ A viajar ! - Let's travel!

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 give and follow directions in order to travel from one location to another and ask questions for clarification.

Students will exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past.

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 expand their understanding of the target culture(s) and integrate it with their existing knowledge base.

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 oral and written language to relate their own experiences and construct their own stories.

Essential Questions

- How do I use another language to communicate with others?
- 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?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

Focus Questions

- What are ways to promote tourism?
- How can I expand my perspective by visiting other countries?

Core Topics

Vocabulary

- Travel
- Transportation

Grammar

- Preterit of – *car*, - *gar* and - *zar* verbs
- Preterit of *hacer*

- Informal commands of irregular verbs

Culture

- Tourism
- Perú

Unit Objectives

Students will be able to:

- organize a visit to a Spanish speaking country.
- observe personal growth as a result of travel.

Skill Objectives

Students will:

- list vocabulary related to travel and transportation.
- conjugate – *car*, - *gar* and - *zar* verbs in the preterit.
- conjugate *hacer* in the preterit.
- list informal commands of irregular verbs.

Sample Assessment

Pacing

7 weeks