

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**SPANISH 31**

BOARD OF EDUCATION APPROVED 10/23/2007

## **SPANISH 31**

### **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. The emphasis of Spanish 31 is to strengthen a student's current level of skills introducing new grammatical structures, vocabulary and an awareness of the diversity within the Spanish-speaking world. Based on the State Standards, this course continues to provide students with a firm overall foundation in Spanish.

### **Audience**

Grades 9, 10, 11, and 12

### **Prerequisite**

Successful completion of grade 8 Spanish or Spanish 20 and/or teacher recommendation

### **Design and Description**

The Spanish 31 course, a two semester two credit - course, meets daily and is conducted primarily in Spanish. It is an intermediate course that emphasizes the development of reading, writing, listening and speaking skills acquired through the study of new grammatical structures, vocabulary and idioms within the context of a specific theme and country. The textbook, which is on line and accessible to all students, is used as the primary source in the course. Students will also be exposed to a variety of supplementary materials such as music, film and internet websites to improve their communication skills and cultural awareness.

### **Course Objectives**

Students will be able to:

- demonstrate an understanding of the following grammatical structures: present tense, Present progressive, Direct object pronouns, adjectives, Reflexive pronouns, Informal commands, and Ir a + infinitive.
- collect strategies to improve communication.
- appreciate the history and culture of Mexico.
- compile information from the internet that relates to the target culture.
- exchange thoughts about people, their professions and their homes using indirect object pronouns, the present, the preterit, and by demonstrating the proper use of ser and estar and conocer and saber.
- demonstrate alternate ways to understand a conversation or an oral presentation.
- demonstrate an understanding of the following grammatical structures: nationalities, preterit or regular verb and hacer and ir, personal a, and ser.
- compare and contrast the significance of products found in the home and community in the Target culture and one's own culture.
- compare unique features of Peru and the United States.
- ask for and give directions in order to navigate in a city or town.
- evaluate data acquired from a variety of sources.

- demonstrate knowledge of the passive voice and the preterit in a brief presentation to the class.
- demonstrate an understanding of the following grammatical structures: Hay que, deber, and tener que, Preterit of hacer and ir, Haber, and Informal commands.
- evaluate unique features of the Dominican Republic.
- demonstrate the ability to interact with members of the target culture when involved in community activities.
- compile their own stories and experiences orally and in writing using the preterit, past particles and reflexive pronouns.
- summarize the main ideas from authentic presentations.
- demonstrate an understanding of the following grammatical structures: reflexive pronouns and preterit of regular verbs and dar.
- discuss the Cuban influence and its impact on the American city of Miami.
- write brief notes to peers discussing daily routines, hobbies and activities incorporating possessive adjectives and pronouns, hace expressions and sino and pero.
- develop strategies to comprehend themes and characters in authentic literature.
- demonstrate an understanding of the following grammatical structures: possessive adjectives, negative expressions, reflexive pronouns, and preterit of decir.
- compare and contrast the daily routines, pastimes and behaviors of peers Costa Rica and in the United States.
- compare and contrast personal experiences and cultural activities with those of their peers in the target language using the preterit and the imperfect and reciprocal verbs.
- compare and contrast cultural activities with peers in the Target culture.
- evaluate sources in order to obtain accurate information on topics of personal interest.
- compare and contrast elements of the culture, geography and history of Segovia, Spain with that of American cities.
- recite poetry and/or scenes from plays.
- examine cultural traditions and celebrations related to cuisine.
- demonstrate an understanding of direct and indirect object pronouns, pronouns with affirmative and negative commands, adjective agreement, and past participles used as adjectives.
- interpret aural data in order to make comparisons and predict outcomes.
- compare and contrast elements of the culture, geography and history of Puerto Rico with other Hispanic cities.
- identify, analyze and discuss patterns of behavior related to shopping using the preterit and the imperfect, por and para, comparatives and superlatives and adjectives used as nouns.
- integrate information gained from other disciplines to form a deeper understanding of the target culture.
- demonstrate an understanding of the preterit and the imperfect, por and para.
- develop strategies to access a wide variety of printed materials.

- compare and contrast elements of the culture, geography and history of Chile with other Hispanic cities.

### **Skill Objectives**

Students will:

- list family members and friends and the adjectives to describe them.
- generate a list of expressions used with tener.
- generate a list of vocabulary related to daily routines.
- conjugate regular and irregular verbs in the present tense and the present progressive including the verb gustar.
- conjugate ir a + infinitive.
- list the forms of the reflexive pronouns and direct object pronouns.
- form affirmative and negative informal commands.
- list alternate ways to express one's self when oral communication is limited.
- list elements of the geography, art, history and celebrations in Mexico City.
- generate a list of websites in order to gain information related to the target culture.
- generate a vocabulary list related to professions.
- generate a vocabulary list of vocabulary related to the home.
- identify authentic products found in the home and community.
- list indirect object pronouns and replace indirect objects with indirect object pronouns.
- conjugate saber and conocer and identify the proper use of each verb.
- conjugate ser and estar and identify the proper use of each verb.
- conjugate the verbs dar and decir in the present.
- place infinitives after conjugated verbs.
- conjugate regular verbs in the preterit and hacer and ir.
- list nationalities and identify their use.
- identify the proper use of the personal a.
- list elements of the geography, art, history and celebrations in Cuzco, Peru.
- list vocabulary related to cities and towns and giving directions.
- list the ordinal numbers.
- construct sentences using the passive voice.
- form formal commands with pronouns.
- form informal commands with pronouns.
- conjugate the Preterit – conocer, andar, tener, venir, dar, ver, hacer, ir and verbs ending in –car, -gar, -zar.
- identify the use of the infinitive after hay que, deber, and tener que.
- identify the use of haber.
- identify presentational skills.
- list elements of the geography, art, history and food in Santo Domingo.
- list medical vocabulary including parts of the body.
- identify different sports and athletic activities.
- conjugate various irregular verbs in the preterit.
- conjugate IR stem changing verbs in the preterit.

- form past participles and use them as adjectives.
- list elements of Latin American influences in Miami.
- record data from various print resources.
- list vocabulary that reflects daily routines and pastimes.
- conjugate poder, traer and decir in the preterit.
- list possessive adjectives and pronouns.
- identify negative expressions.
- identify when to use the reflexive pronouns.
- list patterns used with *hace* and time expressions.
- identify when to use pero and sino.
- list the major events of a story in chronological order.
- list common behaviors of peers in the Target culture.
- list elements of the geography, art, celebrations in San José, Costa Rica.
- list vocabulary related to childhood activities and life events.
- generate a list of adjectives describing people.
- conjugate verbs in the imperfect.
- conjugate various irregular verbs in the preterit tense.
- list the uses of ponerse, sentirse, querer, and saber in the preterit.
- list verbs with reciprocal actions.
- conjugate ir in the present.
- list the uses of hay.
- list elements of the culture, geography and history of Segovia, Spain.
- list vocabulary related to cuisine.
- identify uses of the imperfect.
- form adverbs from adjectives.
- list indirect and direct object pronouns.
- identify the placement of pronouns with commands.
- form past participles.
- assign the correct form of an adjective based on gender.
- list elements of Puerto Rican culture and history.
- list vocabulary related to shopping.
- list demonstrative adjectives.
- identify when to use por and para.
- identify when to use the preterit and imperfect.
- form comparatives and superlatives.
- use adjectives as nouns.
- generate a list reflecting strategies to make predictions when reading.
- list elements of the culture, history and geography of Santiago, Chile.

### **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 information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.

Students will find alternate methods of communication when they cannot express their intended message adequately.

***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, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

Students will identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.

Students will sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

***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 make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.

Students will write notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

Students will perform scenes from plays and/or recite poems or excerpts from short stories 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, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

*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 more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, 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 develop the necessary skills to use the Internet in order to gain greater access to 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 access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.

Students will expand comprehension strategies to predict outcomes and make comparisons.

*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 investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist 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 demonstrate their target language skills while involved in community activities, including community service activities.

Students will consult various sources in the target language to obtain information on topics of personal interest.

## **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 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 I talk about people, routines, and plans using the present tense, Present progressive, Direct object pronouns, adjectives, Reflexive pronouns, Informal commands, and Ir a + infinitive?
- How do I use the skills that I have to communicate my message?
- How do I use the skills that I have to access information from the internet?
- What means can I use to enhance verbal communication?
- What are some similarities and differences between Mexican City and large American cities?
- What words or expressions will facilitate a discussion about people's backgrounds and professions?
- What are some products that are found in a typical house or in the community and how would I compare them to products found in my home?
- How can my awareness of rephrasing, circumlocution and gestures facilitate my comprehension?
- How do talk about live in Peru including the geography, art, history and customs?
- How do I give directions using formal and informal affirmative and negative commands?
- How do I conjugate various irregular verbs in the preterit?
- How do I use the passive voice to express information regarding cities and towns?

- How do I record and analyze data from a variety of sources?
- How can I show an understanding of the people and culture of Santo Domingo?
- How do I describe an injury in order to obtain appropriate medical care?
- How do I use the preterit in order to share experiences and personal stories orally and in writing?
- What words and expressions will help me to discuss various sporting events?
- What strategies can I develop to understand authentic presentations?
- How can I utilize my language skills to interact in the community?
- How has the Cuban population influenced the development of Miami over the years?
- How do I write a note to a peer describing my daily routine and activities and telling how long the activities have been going on?
- How do I show an understanding of the principal character and main ideas when reading authentic material?
- How do the daily routines, pastimes and behaviors of young people in Costa Rica compare to those of young people in the US?
- How do I use the preterit and the imperfect and reciprocal verbs to describe my childhood and other life events?
- How can I show an understanding of the people and culture of Spain?
- How do my experiences compare to those of my peers in the target culture?
- How do I read a poem or scenes from a play in order to be understood?
- How do I talk about common practices related to cuisine in the target culture and how do I compare them to my own?
- How do I report on traditions and celebrations that exist across cultures?
- How do I use both indirect and direct object pronouns to enhance my speaking skills?
- What strategies can I develop to increase my comprehension?
- What are some typical dishes of Puerto Rico?
- How do I tell a story about shopping in the past using both the preterit and the imperfect?
- When do I use comparatives and superlatives?
- How do I use por and para in Spanish?
- How do I show an understanding of a wide variety of printed material?
- How do shopping practices in Chile compare to those in the US?

# UNITS OF STUDY

## Unit 1: Familiares y Amigos – Family and Friends

### 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 find alternate methods of communication when they cannot express their intended message adequately.

#### *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 develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).

### 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 broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me? (Intradisciplinary Mode)

### Focus Questions

- How do I talk about people, routines, and plans using the present tense, Present progressive, Direct object pronouns, adjectives, Reflexive pronouns, Informal commands, and Ir a + infinitive?
- How do I use the skills that I have to communicate my message?
- How do I use the skills that I have to access information from the internet?
- What means can I use to enhance verbal communication?
- What are some similarities and differences between Mexican City and large American cities?

### Core Topics

#### Vocabulary

- Friends and Family
- Daily Routine
- Expressions with tener

#### Grammar

- Review of the following
  - Present tense

- Present progressive
- Direct object pronouns
- adjectives
- Reflexive pronouns
- Informal commands
- Ir a + infinitive

#### Culture

- México

#### **Unit Objectives**

Students will be able to:

- demonstrate an understanding of the following grammatical structures: present tense, Present progressive, Direct object pronouns, adjectives, Reflexive pronouns, Informal commands, and Ir a + infinitive.
- collect strategies to improve communication.
- appreciate the history and culture of Mexico.
- compile information from the internet that relates to the target culture.

#### **Skill Objectives**

Students will:

- list family members and friends and the adjectives to describe them.
- generate a list of expressions used with tener.
- generate a list of vocabulary related to daily routines.
- conjugate regular and irregular verbs in the present tense and the present progressive including the verb gustar.
- conjugate ir a + infinitive.
- list the forms of the reflexive pronouns and direct object pronouns.
- form affirmative and negative informal commands.
- list alternate ways to express one's self when oral communication is limited.
- list elements of the geography, art, history and celebrations in Mexico City.
- generate a list of websites in order to gain information related to the target culture.

#### **Sample Assessment**

*Esta es mi vida*

#### **Pacing**

4 - 5 weeks

## Unit 2: En el Vecindario - In the Neighborhood

### 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 information about current and past events, as well as aspirations in their personal lives and the lives of their friends, families and others within their community.

#### *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 sustain listening comprehension when confronted with less familiar topics by relying on verbal and nonverbal cues and listening for rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts.

### 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)

### Focus Questions

- What words or expressions will facilitate a discussion about people's backgrounds and professions?
- What are some products that are found in a typical house or in the community and how would I compare them to products found in my home?
- How can my awareness of rephrasing, circumlocution and gestures facilitate my comprehension?
- How do talk about live in Peru including the geography, art, history and customs?

### Core Topics

#### Vocabulary

- Professions
- The House

#### Grammar

- Indirect object pronouns
- Present tense of dar and decir
- Saber and conocer
- Ser and estar
- Verbs and expressions followed by an infinitive
- Review of the following:

- nationalities
- preterit or regular verb and hacer and ir
- personal a
- ser

#### Culture

- Cuzco, Peru

#### **Unit Objectives**

Students will be able to:

- exchange thoughts about people, their professions and their homes using indirect object pronouns, the present, the preterit, and by demonstrating the proper use of ser and estar and conocer and saber.
- demonstrate alternate ways to understand a conversation or an oral presentation.
- demonstrate an understanding of the following grammatical structures: nationalities, preterit or regular verb and hacer and ir, personal a, and ser.
- compare and contrast the significance of products found in the home and community in the Target culture and one's own culture.
- compare unique features of Peru and the United States.

#### **Skill Objectives**

Students will:

- generate a vocabulary list related to professions.
- generate a vocabulary list of vocabulary related to the home.
- identify authentic products found in the home and community.
- list indirect object pronouns and replace indirect objects with indirect object pronouns.
- conjugate saber and conocer and identify the proper use of each verb.
- conjugate ser and estar and identify the proper use of each verb.
- conjugate the verbs dar and decir in the present.
- place infinitives after conjugated verbs.
- conjugate regular verbs in the preterit and hacer and ir.
- list nationalities and identify their use.
- identify the proper use of the personal a.
- list elements of the geography, art, history and celebrations in Cuzco, Peru.

#### **Sample Assessment**

*¿Que quieres hacer en tu vida?*

#### **Pacing**

4 weeks

## Unit 3: Pueblos y Cuidadas - Towns and Cities

### 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 make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas.

#### *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 more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.

### 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 do I give directions using formal and informal affirmative and negative commands?
- How do I conjugate various irregular verbs in the preterite?
- How do I use the passive voice to express information regarding cities and towns?
- How do I record and analyze data from a variety of sources?
- How can I show an understanding of the people and culture of Santo Domingo?

### Core Topics

#### Vocabulary

- Towns and cities
- Ordinal numbers
- directions

#### Grammar

- Se - Passive
- Se - impersonal
- Preterite of irregular verbs – conocer, andar, tener, venir, dar, ver and verbs ending in –car, -gar, -zar
- Formal commands with pronouns
- Review of the following material
  - Hay que, deber, and tener que

- Preterit of hacer and ir
- Haber
- Informal commands

#### Culture

- Santo Domingo, La República Dominicana

#### **Unit Objectives**

Students will be able to:

- ask for and give directions in order to navigate in a city or town.
- evaluate data acquired from a variety of sources.
- demonstrate knowledge of the passive voice and the preterite in a brief presentation to the class.
- demonstrate an understanding of the following grammatical structures: Hay que, deber, and tener que, Preterit of hacer and ir, Haber, and Informal commands.
- evaluate unique features of the Dominican Republic.

#### **Skill Objectives**

Students will:

- list vocabulary related to cities and towns and giving directions.
- list the ordinal numbers.
- construct sentences using the passive voice.
- form formal commands with pronouns.
- form informal commands with pronouns.
- conjugate the Preterite— conocer, andar, tener, venir, dar, ver, hacer, ir and verbs ending in –car, -gar, -zar.
- identify the use of the infinitive after hay que, deber, and tener que.
- identify the use of haber.
- identify presentational skills.
- list elements of the geography, art, history and food in Santo Domingo.

#### **Sample Assessment**

*un mapa interactivo*

#### **Pacing**

4 weeks

## Unit 4: Mantente en Forma! – Stay in Shape

### 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 understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.

#### *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 demonstrate their target language skills while involved in community activities, including community service activities.

### Essential Questions

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### Focus Questions

- How do I describe an injury in order to obtain appropriate medical care?
- How do I use the preterite in order to share experiences and personal stories orally and in writing?
- What words and expressions will help me to discuss various sporting events?
- What strategies can I develop to understand authentic presentations?
- How can I utilize my language skills to interact in the community?
- How has the Cuban population influenced the development of Miami over the years?

### Core Topics

#### Vocabulary

- Sports and activities
- Health

#### Grammar

- Preterite of ponerse, decir, estar, ser, ir, and verbs like caerse.
- Preterite of -ir stem changing verbs
- Past participles used as adjectives
- Review of the following
  - Preterit of regular verbs and dar
  - Reflexive pronouns

## Culture

- Miami

### **Unit Objectives**

Students will be able to:

- demonstrate the ability to interact with members of the target culture when involved in community activities.
- compile their own stories and experiences orally and in writing using the preterit, past particles and reflexive pronouns.
- summarize the main ideas from authentic presentations.
- demonstrate an understanding of the following grammatical structures: reflexive pronouns and preterit of regular verbs and *dar*.
- discuss the Cuban influence and its impact on the American city of Miami.

### **Skill Objectives**

Students will:

- list medical vocabulary including parts of the body.
- identify different sports and athletic activities.
- conjugate various irregular verbs in the preterite.
- conjugate IR stem changing verbs in the preterite.
- form past participles and use them as adjectives.
- list elements of Latin American influences in Miami.
- record data from various print resources.

### **Sample Assessment**

*Mantente en forma*

### **Pacing**

4 weeks

## Unit 5: Día a Día – Daily Routines

### 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 identify the principal characters and comprehend the main ideas, themes and significant details when reading authentic literary texts that have been adapted for student use.

#### *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 notes or short letters in the target language to peers in the target culture on topics of shared personal interest, including daily events and activities.

### Essential Questions

- 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)

### Focus Questions

- How do I write a note to a peer describing my daily routine and activities and telling how long the activities have been going on?
- How do I show an understanding of the principal character and main ideas when reading authentic material?
- How do the daily routines, pastimes and behaviors of young people in Costa Rica compare to those of young people in the US?

### Core Topics

#### Vocabulary

- Daily routines
- Hobbies

#### Grammar

- preterite of poder and traer.
- Possessive pronouns
- Hacer + time expressions
- pero and sino
- review of the following material
  - possessive adjectives
  - negative expressions
  - reflexive pronouns
  - preterit of decir

Culture  
San José, Costa Rica

### **Unit Objectives**

Students will be able to:

- write brief notes to peers discussing daily routines, hobbies and activities incorporating possessive adjectives and pronouns, *hace* expressions and *sino* and *pero*.
- develop strategies to comprehend themes and characters in authentic literature.
- demonstrate an understanding of the following grammatical structures: possessive adjectives, negative expressions, reflexive pronouns, and preterit of *decir*.
- compare and contrast the daily routines, pastimes and behaviors of peers Costa Rica and in the United States.

### **Skill Objectives**

Students will:

- list vocabulary that reflects daily routines and pastimes.
- conjugate *poder*, *traer* and *decir* in the preterite.
- list possessive adjectives and pronouns.
- identify negative expressions.
- identify when to use the reflexive pronouns.
- list patterns used with *hace* and time expressions.
- identify when to use *pero* and *sino*.
- list the major events of a story in chronological order.
- list common behaviors of peers in the Target culture.
- list elements of the geography, art, celebrations in San José, Costa Rica.

### **Sample Assessment**

*mi diario personal*

### **Pacing**

4 weeks

## Unit 6: Recuerdos - Memories

### 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 perform scenes from plays and/or recite poems or excerpts from short stories 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 compare and contrast their experiences with those of their peers in the target culture(s).

### Essential Questions

- 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 use the preterit and the imperfect and reciprocal verbs to describe my childhood and other life events?
- How can I show an understanding of the people and culture of Spain?
- How do my experiences compare to those of my peers in the target culture?
- How do I read a poem or scenes from a play in order to be understood?

### Core Topics

#### Vocabulary

- Childhood activities
- Life events
- Adjectives to describe people

#### Grammar

- The imperfect
- Use of ponerse, sentirse, querer, saber in the preterite
- Verbs with reciprocal actions
- Preterite forms of construir, crear, leer, oír.
- Review of the following grammar
  - Hay
  - Preterit of estar and ponerse
  - Present of oír

#### Culture

- Segovia, España

### **Unit Objectives**

Students will be able to:

- compare and contrast personal experiences and cultural activities with those of their peers in the target language using the preterit and the imperfect and reciprocal verbs.
- compare and contrast cultural activities with peers in the Target culture.
- evaluate sources in order to obtain accurate information on topics of personal interest.
- compare and contrast elements of the culture, geography and history of Segovia, Spain with that of American cities.
- recite poetry and/or scenes from plays.

### **Skill Objectives**

Students will:

- list vocabulary related to childhood activities and life events.
- generate a list of adjectives describing people.
- conjugate verbs in the imperfect.
- conjugate various irregular verbs in the preterite tense.
- list the uses of ponerse, sentirse, querer, and saber in the preterite.
- list verbs with reciprocal actions.
- conjugate oír in the present.
- list the uses of hay.
- list elements of the culture, geography and history of Segovia, Spain.

### **Sample Assessment**

*Cuando yo era joven*

### **Pacing**

4 weeks

## **Unit 7: Buen Provecho! – Enjoy Your Meal!**

### **World Language 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 expand comprehension strategies to predict outcomes and make comparisons.

#### ***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 investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures.

### **Essential Questions**

- 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?

### **Focus Questions**

- How do I talk about common practices related to cuisine in the target culture and how do I compare them to my own?
- How do I report on traditions and celebrations that exist across cultures?
- How do I use both indirect and direct object pronouns to enhance my speaking skills?
- What strategies can I develop to increase my comprehension?
- What are some typical dishes of Puerto Rico?

### **Core Topics**

#### Vocabulary

- Cuisine

#### Grammar

- Double object pronouns
- Form adverbs from adjectives
- Imperfect tense
- Review of following grammar
  - direct and indirect object pronouns
  - pronouns with affirmative and negative commands
  - adjective agreement
  - past participles used as adjectives

#### Culture

- San Juan, Puerto Rico

### **Unit Objectives**

Students will be able to:

- examine cultural traditions and celebrations related to cuisine.
- demonstrate an understanding of direct and indirect object pronouns, pronouns with affirmative and negative commands, adjective agreement, and past participles used as adjectives.
- interpret aural data in order to make comparisons and predict outcomes.
- compare and contrast elements of the culture, geography and history of Puerto Rico with other Hispanic cities.

### **Skill Objectives**

Students will:

- list vocabulary related to cuisine.
- identify uses of the imperfect.
- form adverbs from adjectives.
- list indirect and direct object pronouns.
- identify the placement of pronouns with commands.
- form past participles.
- assign the correct form of an adjective based on gender.
- list elements of Puerto Rican culture and history.

### **Sample Assessment**

*Así cocinamos*

### **Pacing**

4 weeks

## Unit 8: Tiendas y Puestos – Shopping

### 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, discuss, analyze and evaluate themes, ideas and perspectives that are related to the practices and products being studied.

#### *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 access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.

### 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 Questions

- How do I tell a story about shopping in the past using both the preterite and the imperfect?
- When do I use comparatives and superlatives?
- How do I use por and para in Spanish?
- How do I show an understanding of a wide variety of printed material?
- How do shopping practices in Chile compare to those in the US?

### Core Topics

#### Vocabulary

- Shopping

#### Grammar

- Preterite vs. imperfect
- Superlatives
- Por and para
- Demonstrative adjectives
- Adjectives used as nouns
- Review of the following grammar
  - Comparatives

#### Culture

- Santiago, Chile

## **Unit Objectives**

Students will:

- identify, analyze and discuss patterns of behavior related to shopping using the preterit and the imperfect, por and para, comparatives and superlatives and adjectives used as nouns.
- integrate information gained from other disciplines to form a deeper understanding of the target culture.
- demonstrate an understanding of the preterit and the imperfect, por and para.
- develop strategies to access a wide variety of printed materials.
- compare and contrast elements of the culture, geography and history of Chile with other Hispanic cities.

## **Skill Objectives**

Students will:

- list vocabulary related to shopping.
- list demonstrative adjectives.
- identify when to use por and para.
- identify when to use the preterite and imperfect.
- form comparatives and superlatives.
- use adjectives as nouns.
- generate a list reflecting strategies to make predictions when reading.
- list elements of the culture, history and geography of Santiago, Chile.

## **Sample Assessment**

*Vamos de compras*

## **Pacing**

4 weeks