

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

SPANISH 41

BOARD OF EDUCATION APPROVED 03/10/2009

SPANISH 41

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 41 students continue to strengthen their reading, writing, speaking and listening skills through the introduction of new vocabulary and grammatical structures. Greater emphasis will be placed on reading comprehension. Students will be exposed to a variety of authentic reading materials as well as texts adapted for students. Based on the State Standards, this course continues to provide students with a firm overall foundation in Spanish.

Audience

Grades 10, 11, 12

Prerequisite

Successful completion of Spanish 31

Design and Description

The Spanish 41 course a two semester, two credit course, meets daily and is conducted primarily in Spanish. Students develop the ability to express themselves with relative ease and greater proficiency on a variety of topics in both oral and written language. Readings (literary works, articles, and biographies) are utilized to generate oral and written expression as well as to expand vocabulary, grammatical knowledge and cultural understanding. The course is intended for students who want to continue to develop a strong foundation in the language so that they may communicate effectively in the target language.

Course Objectives

Students will be able to:

- evaluate travel sites in Spanish.
- compare and contrast travel practices in the USA and Spanish speaking countries.
- analyze and explain popular leisure time activities among adolescents.
- compare and contrast their own life style with that of peers from Spanish speaking countries.
- analyze issues affecting adolescents to determine their universal nature.
- compare and contrast contemporary issues across cultures.
- generate solutions to these issues.
- compare and contrast the practices and significance of family celebrations among cultures.
- develop an appreciation for family celebrations and social events across cultures.
- analyze and critique a work of art.
- examine and evaluate key elements of a live or recorded presentation.
- examine current events in order to form opinions and defend them.

- analyze contemporary cultural issues in order to apply this knowledge to new situations.

Skill Objectives

Students will:

- generate a list of weather expressions.
- list vocabulary related to travel.
- list tourist destinations in Spanish speaking countries.
- conjugate verbs in the preterit and imperfect.
- identify the use of the preterit or imperfect.
- form comparatives and superlatives of adjectives.
- generate a list of negative expressions.
- identify demonstratives.
- generate sentences with “hace + time expressions”.
- identify the point of view in a reading selection.
- generate a list of leisure time activities.
- identify relationships within the family.
- form the present subjunctive.
- identify when to use present subjunctive in noun clauses.
- form “let’s” commands.
- find the main idea in a reading selection.
- generate vocabulary related to problem solving.
- conjugate the future and conditional tenses.
- identify the uses of the subjunctive in adjectival clauses.
- name contemporary issues affecting adolescents.
- paraphrase a reading selection.
- identify vocabulary related to family celebrations and social events.
- name practices related to family celebrations and social events.
- conjugate verbs in the present and past progressive.
- identify when to use the present and past progressive.
- conjugate verbs in the present perfect indicative and subjunctive.
- identify when to use the present perfect indicative and subjunctive.
- recognize contextual clues in a reading selection.
- generate a list of terms related to the arts.
- form the passive voice with “ser”.
- identify when to use the passive voice with “ser”.
- conjugate verbs in the past perfect indicative.
- identify when to use the past perfect indicative.
- list the main ideas of a live or recorded presentation.
- draw inferences in a reading selection.
- list vocabulary related to the media.
- identify when to use the indicative or subjunctive with expressions of certainty and doubt.
- designate the gender of irregular nouns.

- list indefinite expressions.
- research a contemporary cultural issue in the media.
- sequence the events in a reading selection.

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 employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

Students will participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

Students will exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

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 and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.

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 letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.

Cultures

In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

Students will interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.

Students will identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture.

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 access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

Students will use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.

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 information acquired from other school subjects to complete activities in the world language classroom.

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 analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.

Students will evaluate the style of a communicative interaction 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 discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.

Students will use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures.

Students will evaluate the effectiveness of a communicative interaction based on cultural elements.

Communities

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Students will establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.

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 forms of communication differ across cultures?
- How do the lives of adolescents in the USA compare to those in Spanish-speaking countries?
- What are some issues common to peers across cultures and what are some issues that are tied to the customs of a particular culture?
- How does my knowledge of celebrations and social events increase my understanding of the target culture as well as my own culture?
- How can an exposure to the arts enrich our lives?
- How can I access the media to increase my awareness of contemporary issues?

UNITS OF STUDY

Unit 1: ¡Adiós al verano! - Farewell to summer!

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 analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English.

Students will evaluate the style of a communicative interaction 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 discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.

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 Question

How do forms of communication differ across cultures?

Core Topics

Vocabulary

- Weather
- Travel

Grammar

Review of

- The preterit and imperfect
- Demonstratives
- Comparison of adjectives
- Negative expressions
- Time expressions with “hace”

Culture

- Travel in the Spanish speaking world

Unit Objectives

Students will be able to:

- evaluate travel sites in Spanish.
- compare and contrast travel practices in the USA and Spanish speaking countries.

Skill Objectives

Students will:

- generate a list of weather expressions.
- list vocabulary related to travel.
- list tourist destinations in Spanish speaking countries.
- conjugate verbs in the preterit and imperfect.
- identify the use of the preterit or imperfect.
- form comparatives and superlatives of adjectives.
- generate a list of negative expressions.
- identify demonstratives.
- generate sentences with “hace + time expressions”.
- identify the point of view in a reading selection.

Sample Assessment

¡Cómo mola España!

Pacing

6 weeks

Unit 2: ¡A pasarlo bien! - Let's have a good time!

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 interact in a variety of cultural contexts that reflect both peer group and adult activities within the target culture, using the appropriate verbal and nonverbal clues.

Comparisons Among 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 and evolving information and perspectives to demonstrate understanding of the similarities and differences 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 establish and/or maintain interpersonal relations with speakers of the target language via letters or e-mail and/or exchange programs.

Essential Questions

- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?
- How do I use my understanding of culture to communicate and function appropriately in another culture?

Focus Question

How do the lives of adolescents in the USA compare to those in Spanish-speaking countries?

Core Topics

Vocabulary

- Leisure time activities
- Relationships

Grammar

- Present subjunctive in noun clauses
- Nosotros commands

Culture

- Adolescence in Spanish speaking countries

Unit Objectives

Students will be able to:

- analyze and explain popular leisure time activities among adolescents.
- compare and contrast their own life style with that of peers from Spanish speaking countries.

Skill Objectives

Students will:

- generate a list of leisure time activities.
- identify relationships within the family.
- form the present subjunctive.
- identify when to use present subjunctive in noun clauses.
- form “let’s” commands.
- find the main idea in a reading selection.

Sample Assessment

Noche de juerga

Pacing

6 weeks

Unit 3: Todo Tiene Solución - There Are Solutions For Everything

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 participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.

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 letters in the target language to peers in the target culture, describing and analyzing current events of mutual interest.

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 evaluate the effectiveness of a communicative interaction based on cultural elements.

Essential Questions

- How do I use another language to communicate with others?
- How do I present information, concepts and ideas in another language in a way that is understood?
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

Focus Question

What are some issues common to peers across cultures and what are some issues that are tied to the customs of a particular culture?

Core Topics

Vocabulary

- Problem solving

Grammar

- The subjunctive in adjective clauses
- Future and conditional tenses

Culture

- Contemporary issues affecting adolescents

Unit Objectives

Students will be able to:

- analyze issues affecting adolescents to determine their universal nature.
- compare and contrast contemporary issues across cultures.
- generate solutions to these issues.

Skill Objectives

Students will:

- generate vocabulary related to problem solving.
- conjugate the future and conditional tenses.
- identify the uses of the subjunctive in adjectival clauses.
- name contemporary issues affecting adolescents.
- paraphrase a reading selection.

Sample Assessment

Celebremos el Día Mundial de la Diversidad Cultural

Pacing

6 weeks

Unit 4: Entre Familia - It's All in the Family

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 employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages.

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 and analyze various patterns of behaviors or interactions that are typical of the target culture.

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 access and analyze materials, looking for sources of information for potential use in original work on the target language or culture(s).

Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I use my understanding of another language and culture to broaden and deepen my understanding of that language and culture and access and use information that would otherwise be unavailable to me?
- How do I use another language to communicate with others?

Focus Question

How does my knowledge of celebrations and social events increase my understanding of the target culture as well as my own culture?

Core Topics

Vocabulary

- Family celebrations and social events

Grammar

- Present and past progressive
- Present perfect indicative and subjunctive

Culture

- Celebrations of family life
- Preparation of traditional meals

Unit Objectives

Students will be able to:

- compare and contrast the practices and significance of family celebrations among cultures.
- develop an appreciation for family celebrations and social events across cultures.

Skill Objectives

Students will:

- identify vocabulary related to family celebrations and social events.
- name practices related to family celebrations and social events.
- conjugate verbs in the present and past progressive.
- identify when to use the present and past progressive.
- conjugate verbs in the present perfect indicative and subjunctive.
- identify when to use the present perfect indicative and subjunctive.
- recognize contextual clues in a reading selection.

Sample Assessment

Las fiestas y las tradiciones del Caribe

Pacing

6 weeks

Unit 5: El Arte y La Música - Art and Music

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 comprehend the main ideas and relevant details of live and recorded presentations of culturally significant songs, folk tales, plays, comedies and anecdotes.

Connections (Interdisciplinary Mode)

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

Students will use information acquired from other school subjects to complete activities in the world language classroom.

Essential Questions

- How do I understand what others are trying to communicate in another language?
- How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa?

Focus Question

How can an exposure to the arts enrich our lives?

Core Topics

Vocabulary

- The Arts

Grammar

- Passive voice with “ser”
- Past perfect indicative

Culture

- The Arts

Unit Objectives

Students will be able to:

- analyze and critique a work of art.
- examine and evaluate key elements of a live or recorded presentation.

Skill Objectives

Students will:

- generate a list of terms related to the arts.
- form the passive voice with “ser”.
- identify when to use the passive voice with “ser”.
- conjugate verbs in the past perfect indicative.
- identify when to use the past perfect indicative.

- list the main ideas of a live or recorded presentation.
- draw inferences in a reading selection.

Sample Assessment

Soy artista

Pacing

6 weeks

Unit 6: ¡Ponte al Día! - Get with it! /Catch up?????

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 opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.

Connections (Intradisciplinary Mode)

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

Students will use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.

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?

Focus Question

How can I access the media to increase my awareness of contemporary issues?

Core Topics

Vocabulary

- The media

Grammar

- Indicative after expressions of certainty
- Subjunctive after expressions of doubt
- Gender of irregular nouns
- Indefinite expressions

Culture

- Contemporary Issues

Unit Objectives

Students will be able to:

- examine current events in order to form opinions and defend them.
- analyze contemporary cultural issues in order to apply this knowledge to new situations.

Skill Objectives

Students will:

- list vocabulary related to the media.
- identify when to use the indicative or subjunctive with expressions of certainty and doubt.
- designate the gender of irregular nouns.
- list indefinite expressions.
- research a contemporary cultural issue in the media.
- sequence the events in a reading selection.

Sample Assessment

¿Cómo puede ser?

Pacing

6 weeks