

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**SPANISH 42**

BOARD OF EDUCATION APPROVED 03/10/2009

## **SPANISH 42**

### **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 Spanish 42 course encourages students to develop the skills necessary to function in a variety of authentic situations. In this course emphasis is placed on increasing the students' awareness of culturally appropriate behavior as they continue to strengthen oral and listening skills in order to prepare our students to compete in the twenty-first century.

### **Audience**

Grades 10, 11, 12

### **Prerequisite**

Successful completion of Spanish 31

### **Design and Description**

This two-semester, two credit course, which meets daily and is conducted primarily in Spanish, focuses on increasing the student's level of comfort in the target language. Students will be exposed to a wide variety of level appropriate authentic materials and materials adapted and/or created for student. Students will have the opportunity to revisit previously learned material and also to continue their study of grammar and vocabulary with an emphasis on improving communication in Spanish. A wide variety of written, auditory, and visual materials including music, video, film, Pod casts, periodicals and authentic literature will be integrated into the course.

### **Course Objectives**

Students will be able to:

- be able to discuss everyday activities.
- compare and contrast summer activities in Spanish speaking countries and the United States.
- evaluate medical conditions (injuries or illnesses) and hypothesize appropriate treatment.
- compare and contrast health care systems in Spanish speaking countries and the U.S.
- outline the main ideas, themes and details of an authentic literary text and identify the main characters.
- examine how to navigate and utilize the internet in Spanish.
- compare and contrast common customs related to the internet, phones, and other popular electronics.
- examine cross-cultural environmental concerns.
- express and defend their beliefs and opinions about these issues.
- analyze influences in the various Art media.
- identify both medium and genre within the Arts in the target language.
- make predictions based on observation, context, and/or background knowledge.

### **Skill Objectives**

Students will:

- generate vocabulary related to daily activities.
- list expressions used to identify and describe people.
- create a list of tener expressions.
- conjugate regular and irregular verbs in the present tense.
- conjugate regular verbs in the preterit and *ir* and *ser*.
- determine the gender of nouns and select the appropriate form of the adjective and definite article.
- substitute direct and indirect object pronouns for direct and indirect objects
- conjugate *gustar* and similar verbs.
- generate vocabulary related to health and the body.
- conjugate verbs in the imperfect.
- identify when to use the imperfect and when to use the preterit.
- recognize when the passive with *se* is used.
- identify when to use *se* for unplanned events.
- change adjectives to adverbs.
- construct sentences with adverbs.
- read an authentic literary text adapted for student use and identify the main characters.
- list vocabulary related to technology.
- generate a list of vocabulary related to cars.
- write Familiar positive and negative commands.
- select either *por* or *para* to complete sentences.
- demonstrate the correct use of Reciprocal reflexive verbs.
- select the correct form of Possessive adjectives and pronouns.
- list vocabulary related to the environment and conservation.
- conjugate verbs in the present subjunctive.
- recognize when to use the indicative, the subjunctive or the infinitive in noun and adjective clauses.
- generate vocabulary related to the arts.
- conjugate the future, the conditional, the future perfect and the conditional perfect.
- identify when to use the future, the conditional, the future perfect and the conditional perfect.

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

#### ***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 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.

*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 (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.

*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).

*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.

*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 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 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**

- What is the role that vacation plays in society?
- What are similarities and differences in healthcare practices between Spanish-speaking countries and the United States?
- How is technology accessed and utilized differently in the U.S. and Spanish speaking countries?
- In what ways are environmental concerns universal?
- How do the Arts help us understand and transcend cultural differences?

## UNITS OF STUDY

### Unit 1 : Unidad Uno : Las Vacaciones - Vacations

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

#### Essential Question

How do I use another language to communicate with others?

#### Focus Question

What is the role that vacation plays in society?

#### Core Topics

##### Vocabulary

- Identifying and describing people
- Tener expressions
- Daily activities

##### Grammar

- Present tense of regular and irregular verbs
- Preterit of regular verbs
- Preterit of *ser* and *ir*
- Verbs that change meaning in the preterit
- Adjectives and definite articles
- Direct object pronouns
- Indirect object pronouns
- *Gustar* and similar verbs
- Double object pronouns

##### Culture

- Vacations

#### Unit Objectives

Students will be able to:

- be able to discuss everyday activities.
- compare and contrast summer activities in Spanish speaking countries and the United States.

#### Skill Objectives

Students will:

- generate vocabulary related to daily activities.
- list expressions used to identify and describe people.
- create a list of tener expressions.
- conjugate regular and irregular verbs in the present tense.
- conjugate regular verbs in the preterit and *ir* and *ser*.
- determine the gender of nouns and select the appropriate form of the adjective and definite article.
- substitute direct and indirect object pronouns for direct and indirect objects
- conjugate *gustar* and similar verbs.

### **Sample Assessments**

#### **Pacing**

7 weeks

## Unit 2: Unidad Dos : La Salud - Health and Wellness

### 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.

#### *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

What are similarities and differences in healthcare practices between Spanish-speaking countries and the United States?

### Core Topics

#### Vocabulary

- Health
- The body

#### Grammar

- The imperfect
- Preterit Vs. Imperfect
- Adverbs
- The passive voice with se
- Se for unplanned events

#### Culture

- Health services

### Unit Objectives

Students will be able to:

- evaluate medical conditions (injuries or illnesses) and hypothesize appropriate treatment.
- compare and contrast health care systems in Spanish speaking countries and the U.S.
- outline the main ideas, themes and details of an authentic literary text and identify the main characters.

## **Skill Objectives**

Students will:

- generate vocabulary related to health and the body.
- conjugate verbs in the imperfect.
- identify when to use the imperfect and when to use the preterit.
- recognize when the passive with *se* is used.
- identify when to use *se* for unplanned events.
- change adjectives to adverbs.
- construct sentences with adverbs.
- read an authentic literary text adapted for student use and identify the main characters.

## **Sample Assessments**

### **Pacing**

7 weeks

## Unit 3: Unidad Tres : Tecnología - Technology

### World Language Standards

#### *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).

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

### Essential Questions

- 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 Question

How is technology accessed and utilized differently in the U.S. and Spanish speaking countries?

### Core Topics

#### Vocabulary

- Electronics
- The car

#### Grammar

- Familiar positive and negative commands
- Por vs. para
- Reciprocal reflexive verbs
- Possessive adjectives and pronouns

#### Culture

- Technology

### Unit Objectives

Students will be able to:

- examine how to navigate and utilize the internet in Spanish.
- compare and contrast common customs related to the internet, phones, and other popular electronics.

### **Skill Objectives**

Students will:

- list vocabulary related to technology.
- generate a list of vocabulary related to cars.
- write Familiar positive and negative commands.
- select either por or para to complete sentences.
- demonstrate the correct use of Reciprocal reflexive verbs.
- select the correct form of Possessive adjectives and pronouns.

### **Sample Assessments**

#### **Pacing**

8 weeks

## **Unit 4: Unidad Cuatro: La naturaleza - Environment**

### **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.

#### ***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 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 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**

In what ways are environmental concerns universal?

### **Core Topics**

#### Vocabulary

- The environment
- Conservation

#### Grammar

- The present subjunctive
- The present subjunctive in noun clauses
- The present subjunctive in adjective clauses
- Use of the infinitive after a conjugated verb

#### Culture

- Mountains

### **Unit Objectives**

Students will be able to:

- examine cross-cultural environmental concerns.
- express and defend their beliefs and opinions about these issues.

### **Skill Objectives**

Students will:

- list vocabulary related to the environment and conservation.
- conjugate verbs in the present subjunctive.
- recognize when to use the indicative, the subjunctive or the infinitive in noun and adjective clauses.

### **Sample Assessments**

#### **Pacing**

7 weeks

## Unit 5: Unidad Cinco : Las Artes - The Arts

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

#### *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.

### Essential Questions

- How do I use my understanding of culture to communicate and function appropriately in another culture?
- How do I demonstrate an understanding of the similarities, differences and interactions across languages?

### Focus Question

How do the Arts help us understand and transcend cultural differences?

### Core Topics

#### Vocabulary

- The arts

#### Grammar

- Future
- Conditional
- Future perfect
- Conditional perfect

#### Culture

- The arts

### Unit Objectives

Students will be able to:

- analyze influences in the various Art media.
- identify both medium and genre within the Arts in the target language.
- make predictions based on observation, context, and/or background knowledge.

### Skill Objectives

Students will:

- generate vocabulary related to the arts.
- conjugate the future, the conditional, the future perfect and the conditional perfect.
- identify when to use the future, the conditional, the future perfect and the conditional perfect.

### **Sample Assessments**

#### **Pacing**

7 weeks