

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**SPANISH 51**

BOARD OF EDUCATION APPROVED 10/23/2007

# **SPANISH 51**

## **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 51 literature is the vehicle used to attain greater proficiency. It is intended that students further their knowledge and appreciation of the literature of Spain and Latin America by reading both abridged and unabridged pieces of fiction and authentic non-fiction in Spanish. By the end of the course, students are expected to have developed an awareness of Spanish and Latin American authors and have developed their reading, writing, speaking and listening skills.

## **Audience**

Grades 11 or 12

## **Prerequisite**

Successful completion of Spanish 41 or teacher recommendation

## **Design and Description**

The Spanish 51 course, a two semester two credit - course, which meets daily and is conducted predominantly in Spanish, is an introduction to literature. Short stories, poems, biographies and authentic articles are utilized to improve reading comprehension, to acquire vocabulary and to master advanced grammatical structures. The literature becomes the basis for class discussion and writing as students analyze and interpret the literature.

Students are also exposed to contemporary Spanish and Latin American authors and authentic materials such as music, films and periodicals. Students will continue to develop their aural, oral, reading and writing skills and by the end of the course are expected to perform at an advanced level.

It is expected that students will be prepared for the rigor of the Advanced Placement Spanish language course.

## **Course Goals**

Students will:

- read and comprehend authentic literature.
- explore strategies to develop reading comprehension.
- engage in small group and whole class discussions.
- generate vocabulary lists in order to facilitate analysis of the characters, the plot, and cultural nuances.
- prepare lists of synonyms, antonyms and definitions of vocabulary in the target language.
- gain a deeper understanding of Spanish and Hispanic culture.

## **Course Objectives**

Students will be able to:

- compare and contrast the personal and social values of the characters in the story with their own personal and social values.
- analyze and discuss customs and celebrations of the target culture.
- justify their reactions to the story.
- analyze and discuss the childhood experiences of the characters in the story and the impact they have on their lives.
- examine their own childhood experiences and they will consider how they influenced their lives.
- summarize the plot and predict how the characters will react.
- compare and contrast cultural perspectives regarding personal happiness and personal relationships.
- present a brief formal presentation on topics related to daily life and/or historical or contemporary themes in the target language.
- compare and contrast how their lives differ from the life of a child of an immigrant or migrant worker.
- evaluate the role money plays in the target culture and in the students' culture.
- examine how others view the role of the United States in the world arena.
- compare and contrast the roles that women play and have played in Hispanic cultures and the role that they play and have played in our culture.
- integrate information on contemporary issues based on research using authentic texts.
- judge fact vs. fiction and formulate opinions based on this information.
- compare and contrast a film and the source it was based on.
- defend and justify the traditions, celebrations and customs of the target culture as well as their own.
- analyze themes and topics found in authentic fiction and non-fiction.
- increase their personal knowledge and appreciate interdisciplinary connections gained through the study of Spanish.
- examine what factors lead to political unrest and corruption.
- analyze the impact of political unrest and corruption on society.
- survey members of the target culture to obtain alternate viewpoints regarding political corruption and unrest.
- experience expressive forms of the culture in order to explore their effects on the community through literature, film, the arts, and the media.

## **Skill Objectives**

Students will:

- identify the personal and social values of the characters in the story.
- list the reasons for their personal reaction to the story.
- identify when to use the preterit and the imperfect in complex passages.
- demonstrate orally and in writing increased control of the following:
  - uses of the preterit and imperfect

- uses of present perfect, past perfect and future perfect indicative
- uses of the future tense
- uses of the present subjunctive in noun clauses
- uses of the imperfect and pluperfect subjunctive in noun clauses
- uses of por and para
- the subjunctive vs. the indicative in adjective clauses
- uses of the subjunctive vs. the indicative in adverbial clauses
- uses of the passive voices (with se and with ser)
- si clauses
- relative pronouns
- new vocabulary
- identify the characters and the significance of their roles.
- list problems that adolescents experience and list solutions to these problems.
- identify when to use the future, the present perfect, past perfect and future perfect indicative.
- construct a graphic organizer listing the events of story.
- list themes, ideas and perspectives that are related to happiness and personal and social relationships.
- research a topic related to daily life and/or historical or contemporary themes.
- underline relevant material from websites in the target culture.
- pick out the relevant details of brief formal presentations on topics.
- identify when to use the present subjunctive in noun clauses.
- list the issues related to immigration and migration in our society.
- list the ways in which immigration and migration affect the lives of the characters in the story.
- identify why people immigrate to the United States.
- select appropriate sources for research.
- recognize the way others view the citizens of the United State and how citizens of the United States views others.
- identify the use of the imperfect and pluperfect subjunctive in noun clauses.
- identify the way women are perceived in society.
- identify the roles that women have played and play in society.
- research a contemporary issue by using authentic texts.
- select information based on relevancy and accuracy.
- identify the uses of the subjunctive in adjective clauses.
- demonstrate the proper use of por and para.
- list reasons why people seek revenge.
- list alternate solutions to a problem.
- view a film and retell the plot.
- list the reasons why they liked or disliked the movie.
- cite evidence to support conclusions
- identify the uses of indicative and the subjunctive mood with adverbial clauses.
- list the customs and activities related to a specific Spanish or Latin American tradition or celebration.
- identify the appropriate use of the passive voice with ser and with se.

- identify the patterns of si clauses.
- identify the causes of political unrest and corruption.
- list the ways in which the political unrest and corruption impact society.
- list and elaborate on contemporary examples of political corruption.
- select the correct relative pronouns in order to construct a complex sentence.

### **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 develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

Students will share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels.

Students will discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.

#### ***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 and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.

Students will recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).

#### ***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 oral presentations and/or written summaries on topics of current or historical interest in the target language.

Students will prepare oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction.

Students will use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.

### *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 and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.

Students will identify experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.

Students will identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to 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 analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes.

Students will use new information and perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

### *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 cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.

### *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 analyze how other cultures view the role of the United States in the world arena.

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 read literature, listen to music and view films and websites in the target language for entertainment.

### **Information and Technology Standards (to be added)**

#### **Essential Questions**

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)
- How do I understand what others are trying to communicate in another language? (Interpretive 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 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 can I learn about the target culture as I read?
- What personal and social values do the main characters possess and how do they influence their actions?
- What are my personal and social values and how do they influence my actions?
- How did I feel after reading the story and why?
- How can I use a dictionary or thesaurus entirely in the target language to enhance my oral and written work?
- How do I distinguish between the preterit and the imperfect tenses when narrating in the past?
- Who are the characters, what roles do they play and what factors influence their actions?
- What are the main events of the plot and relevant subplots?
- What are some common experiences in childhood and adolescence across cultures?
- What impact do childhood and youth experiences have upon a person later in life?

- How do I use the future tense?
- When and how do I use the present perfect, pluperfect and future perfect tenses?
- How can I predict how the characters will react to situations?
- What makes an individual happy and how does that affect personal relationships?
- How is happiness perceived by various cultures and how do the actions of others influence our happiness?
- When and why do I use the present subjunctive in noun clauses?
- What role do social, political, legal and economic issues play in the lives of the characters?
- How do different cultures perceive immigration and how does that attitude affect migrant workers and immigrants?
- How do other countries view the United States and why?
- When do I use the imperfect and pluperfect subjunctive in noun clauses?
- What are roles of women in society and how are these roles perceived?
- How do I research a topic of contemporary significance using authentic texts and present my findings to the class?
- How do I distinguish between *por* and *para*?
- How do I know when to use the subjunctive and when to use the indicative in adjective clauses?
- How do I determine the difference between fact and fiction and formulate an opinion?
- Why do people seek revenge and what are some alternatives?
- How do I determine the accuracy of a story turned into a film?
- When do I use the indicative versus the subjunctive in adverbial clauses?
- How can I defend a custom or celebration to someone unfamiliar with it?
- What interdisciplinary connections can I make through my study of Spanish?
- How are *si* clauses formed and what are their subtle differences in meaning?
- How do I form the passive voice, how do I determine when to use the passive voice rather than the active voice, and what are the differences between the *se* and the *ser* forms?
- How does literature become a reflection of the times?
- What are some causes of civil and political unrest?
- How does power affect the choices one makes?
- What are some examples of corruption and political unrest that we see in contemporary society?
- How do others view corruption and political unrest?
- How do I utilize relative pronouns to construct complex sentences?



# UNITS OF STUDY

## Unit 1: Los Valores Personales - Personal Values

### 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 share their personal reactions and feelings about authentic literary texts such as poems, plays, short stories and novels.

#### *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 use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.

### Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I present information, concepts and ideas in another language in a way that is understood? (Presentational Mode)

### Focus Questions

- What can I learn about the target culture as I read?
- What personal and social values do the main characters possess and how do they influence their actions?
- What are my personal and social values and how do they influence my actions?
- How did I feel after reading the story and why?
- How can I use a dictionary or thesaurus entirely in the target language to enhance my oral and written work?
- How do I distinguish between the preterit and the imperfect tenses when narrating in the past?

### Core Topics

Themes

- Personal and social values

Grammar

- Preterit and imperfect tenses

### Unit Objectives

Students will be able to:

- compare and contrast the personal and social values of the characters in the story with their own personal and social values.
- analyze and discuss customs and celebrations of the target culture.
- justify their reactions to the story.

### **Skill Objectives**

Students will:

- identify the personal and social values of the characters in the story.
- list the reasons for their personal reaction to the story.
- identify when to use the preterit and the imperfect in complex passages.
- demonstrate orally and in writing increased control of the following:
  - uses of the preterit and imperfect
  - new vocabulary

### **Sample Assessment**

Y, ¿quién eres tú?

### **Pacing**

4 weeks

## Unit 2: Experiencias de la Juventud - Childhood Experiences

### 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 recognize the characters and the significance of their roles when reading authentic literary texts and comprehend the main plot and relevant subplot(s).

#### *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 understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

### Focus Questions

- Who are the characters, what roles do they play and what factors influence their actions?
- What are the main events of the plot and relevant subplots?
- What are some common experiences in childhood and adolescence across cultures?
- What impact do childhood and youth experiences have upon a person later in life?
- How do I use the future tense?
- When and how do I use the present perfect, pluperfect and future perfect tenses?

### Core Topics

Themes

- Childhood Experiences

Grammar

- Present Perfect, Pluperfect and Future Perfect Indicative
- Future Tense

### Unit Objectives

Students will be able to:

- analyze and discuss the childhood experiences of the characters in the story and the impact they have on their lives.
- examine their own childhood experiences and compare and contrast them with those experiences of the characters in the stories.

### **Skill Objectives**

Students will:

- identify the characters and the significance of their roles.
- list problems that adolescents experience and list solutions to these problems.
- identify when to use the future, the present perfect, past perfect and future perfect indicative.
- demonstrate orally and in writing increasing control of the following:
  - uses of present perfect, past perfect and future perfect indicative
  - uses of the future tense
  - new vocabulary

### **Sample Assessment**

“Un problema gordo”

### **Pacing**

4 weeks

## Unit 3: La Felicidad - Happiness

### 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 and relevant details of extended discussions, lectures and formal presentations on topics related to daily life and/or historical or contemporary themes in the target culture.

#### *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 target culture.

### Essential Questions

- How do I understand what others are trying to communicate in another language? (Interpretive Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?

### Focus Questions

- How can I predict how the characters will react to situations?
- What makes an individual happy and how does that affect personal relationships?
- How is happiness perceived by various cultures and how do the actions of others influence our happiness?
- When and why do I use the present subjunctive in noun clauses?

### Core Topics

#### Themes

- Nature of Happiness
- Personal and Family Relationships

#### Grammar

- Present Subjunctive in Noun Clauses (impersonal expressions and verbs of volition, emotion, etc.).

### Unit Objectives

Students will be able to:

- summarize the plot and predict how the characters will react.
- compare and contrast cultural perspectives regarding personal happiness and personal relationships.

- present a brief formal presentation on topics related to daily life and/or historical or contemporary themes in the target language.

### **Skill Objectives**

Students will:

- construct a graphic organizer listing the events of story.
- list themes, ideas and perspectives that are related to happiness and personal and social relationships.
- research a topic related to daily life and/or historical or contemporary themes.
- underline relevant information from websites in the target culture.
- pick out the relevant details of brief formal presentations on topics.
- identify when to use the present subjunctive in noun clauses.
- demonstrate orally and in writing increasing control of the following:
  - uses of the present subjunctive in noun clauses
  - new vocabulary

### **Sample Assessment**

En cartelera

### **Pacing**

4 weeks

## Unit 4: La Inmigración - Immigration

### 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 develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.

#### *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 analyze the similarities and differences among sources, selecting the most appropriate information for specific purposes.

#### *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 analyze how other cultures view the role of the United States in the world arena.

### 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? (Interdisciplinary Mode)
- How do I demonstrate an understanding of the similarities, differences and interactions across cultures?

### Focus Questions

- What role do social, political, legal and economic issues play in the lives of the characters?
- How do different cultures perceive immigration and how does that attitude affect migrant workers and immigrants?
- How do other countries view the United States and why?
- When do I use the imperfect and pluperfect subjunctive in noun clauses?

### Core Topics

#### Themes

- Class Distinction and the Role it Plays in Society
- Perceptions of the United States by Others

## Grammar

- Imperfect and Pluperfect Subjunctive Tenses in Noun Clauses

### **Unit Objectives**

Students will be able to:

- compare and contrast how their lives differ from the life of a child of an immigrant or migrant worker.
- evaluate the role money plays in the target culture and in students' culture.
- examine how others view the role of the United States in the world arena.

### **Skill Objectives**

Students will:

- list the issues related to immigration and migration in our society.
- list the ways in which immigration and migration affect the lives of the characters in the story.
- identify why people immigrate to the United States.
- select appropriate sources for research.
- recognize the way others view the citizens of the United State and how citizens of the United States views others.
- identify the use of the imperfect and pluperfect subjunctive in noun clauses.
- demonstrate orally and in writing increasing control of the following:
  - uses of the imperfect and pluperfect subjunctive in noun clauses
  - new vocabulary

### **Sample Assessment**

[“Un día en la vida de una familia itinerante en Estados Unidos”](#)

### **Pacing**

4 weeks



## Unit 5: El Papel de la Mujer - The Role of Women

### 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 oral presentations and/or written summaries on topics of current or historical interest 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 and analyze products and practices of the target culture (e.g., social, economic, legal and political), and explore the relationships between these products and practices and the perspectives of the culture.

### 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 culture to communicate and function appropriately in another culture?

### Focus Questions

- What are roles of women in society and how are these roles perceived?
- How do I research a topic of contemporary significance using authentic texts and present my findings to the class?
- How do I distinguish between *por* and *para*?
- How do I know when to use the subjunctive and when to use the indicative in adjective clauses?

### Core Topics

Themes

- Role of Women in Society

Grammar

- *Por* vs. *Para*
- Subjunctive in Adjective Clauses

### Unit Objectives

Students will be able to:

- compare and contrast the roles that women play and have played in Hispanic cultures and the role that they play and have played in our culture.

- integrate information on a contemporary issue based on research using authentic text.

### **Skill Objectives**

Students will:

- identify the way women are perceived in society.
- identify the roles that women have played and play in society.
- research a contemporary issue by using authentic texts.
- select information based on relevancy and accuracy.
- identify the uses of the subjunctive in adjective clauses.
- demonstrate the proper use of por and para.
- demonstrate orally and in writing increasing control of the following:
  - uses of por and para
  - the subjunctive vs. the indicative in adjective clauses
  - new vocabulary

### **Sample Assessment**

La mujer del año

### **Pacing**

4 weeks

## Unit 6: La Venganza - Revenge

### 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 cite evidence to support conclusions, distinguish between fact and opinion, and connect new and previous learning both in written and oral communication.

#### *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 read literature, listen to music and view films and websites in the target language for entertainment.

### Essential Questions

- How do I demonstrate an understanding of the similarities, differences and interactions across languages?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

### Focus Questions

- How do I determine the difference between fact and fiction and formulate an opinion?
- Why do people seek revenge and what are some alternatives?
- How do I determine the accuracy of a story turned into a film?
- When do I use the indicative versus the subjunctive in adverbial clauses?

### Core Topics

Themes

- Injustice, Revenge and Personal Dignity

Grammar

- Subjunctive in Adverbial Clauses

### Unit Objectives

Students will be able to:

- judge fact vs. fiction and formulate an opinion based on this information.
- compare and contrast a film and the source it was based on.

### Skill Objectives

Students will:

- list reasons why people seek revenge.
- list alternate solutions to a problem.

- view a film and retell the plot.
- list the reasons why they liked or disliked the film.
- cite evidence to support conclusions
- identify the uses of indicative and the subjunctive mood with adverbial clauses.
- demonstrate orally and in writing increasing control of the following:
  - uses of the subjunctive vs. the indicative in adverbial clauses
  - new vocabulary

### **Sample Assessment**

¿Cómo puede ser?

### **Pacing**

4 weeks

## Unit 7: Las Costumbres - Customs

### 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 oral and/or written analyses in the target language of the plot, character, descriptions and development, and themes found in authentic literary works, including poems, plays, short stories and short works of fiction or nonfiction.

#### *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 perspectives gained through world language study to expand their personal knowledge and interdisciplinary connections.

### 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 can I defend a custom or celebration to someone unfamiliar with it?
- What interdisciplinary connections can I make through my study of Spanish?
- How are si clauses formed and what are their subtle differences in meaning?
- How do I form the passive voice, how do I determine when to use the passive voice rather than the active voice, and what are the differences between the se and the ser forms?

### Core Topics

#### Themes

- Customs, Traditions and Celebrations in Spanish Speaking Countries

#### Grammar

- Si Clauses.
- Passive Voice with se and with ser

### Unit Objectives

Students will be able to:

- defend and justify the traditions, celebrations and customs of the target culture as well as their own.
- analyze themes and topics found in authentic non-fiction.

- increase their personal knowledge and appreciate interdisciplinary connections gained through the study of Spanish.

### **Skill Objectives**

Students will:

- list the customs and activities related to a specific Spanish or Latin American tradition or celebration.
- identify the appropriate use of the passive voice with ser and with se.
- identify the patterns of si clauses.
- demonstrate orally and in writing increasing control of the following:
  - uses of the passive voices (with se and with ser)
  - si clauses
  - new vocabulary

### **Sample Assessment**

Pasen 10 días maravillosos en la tierra de Quijote y Sancho

### **Pacing**

4 weeks

## Unit 8: La Inestabilidad Política - Political Unrest

### 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 discuss their personal feelings and ideas with members of the target culture in order to consider alternate viewpoints.

#### *Cultures*

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

Students will identify experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community.

### Essential Questions

- How do I use another language to communicate with others? (Interpersonal Mode)
- How do I use my understanding of culture to communicate and function appropriately in another culture?

### Focus Questions

- How does literature become a reflection of the times?
- What are some causes of civil and political unrest?
- How does power affect the choices one makes?
- What are some examples of corruption and political unrest that we see in contemporary society?
- How do others view corruption and political unrest?
- How do I utilize relative pronouns to construct complex sentences?

### Core Topics

Theme

- Power, Corruption, Civil and Political Unrest

Grammar

- Relative Pronouns

### Unit Objectives

Students will be able to:

- examine what factors lead to political unrest and corruption.
- analyze the impact of political unrest and corruption on society.

- survey members of the target culture to obtain alternate viewpoints regarding political corruption and unrest.
- experience expressive forms of the culture in order to explore their effects on the community through literature, film, the arts, and the media.

### **Skill Objectives**

Students will:

- identify the causes of political unrest and corruption.
- list the ways in which political unrest and corruption impact society.
- list and elaborate on contemporary examples of political corruption.
- select the correct relative pronouns in order to construct a complex sentence.
- demonstrate orally and in writing increasing control of the following:
  - relative pronouns
  - new vocabulary

### **Sample Assessment**

¿Cómo lo ve ud.?

### **Pacing**

4 weeks