

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**SPANISH 52**

BOARD OF EDUCATION APPROVED 03/10/2009

## **SPANISH 52**

### **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 52 course continues to emphasize the development of oral and listening skills as well as increase the students' familiarity with cultural similarities and differences preparing students to function in an ever expanding global society.

### **Audience**

Grades 11, 12

### **Prerequisite**

Successful completion of Spanish 41 or 42 or teacher recommendation

### **Design and Description**

This two-semester, two credit course, which meets daily and is conducted primarily in Spanish, continues to focus on increasing the student's level of comfort in the target language. Authentic materials, including video, music, film, Podcasts, periodicals and literature are used to provide more hands on learning for the students with a focus on speaking and listening. The course provides opportunities for further development of vocabulary and grammatical structures as well as a heightened understanding of cultural similarities and differences.

### **Course Objectives**

Students will be able to:

- analyze the universal forces that drive people to survive.
- examine the reasons for Hispanic immigration to the United States.
- examine the way of life in Hispanic towns and cities.
- analyze their own way of life in the suburbs and compare it to the Hispanic way of life.
- evaluate the role of media in society.
- compare and contrast how the media reports information in both the target and native cultures.
- compare and contrast family traditions.
- evaluate the evolution of family life.
- assess environmental problems and devise solutions to them.
- appreciate natural resources.

### **Skill Objectives**

Students will:

- generate vocabulary related to personal relations.
- conjugate verbs in the present tense.
- conjugate gustar and similar verbs.

- identify when to use ser and estar.
- outline the role Spanish plays in American society.
- identify why people immigrate to the United States and list issues related to immigration.
- generate vocabulary related to the city.
- conjugate the preterit tense.
- conjugate the imperfect tense.
- recognize the uses of the preterit and the imperfect.
- identify famous sites in Hispanic cities and locate them on a map.
- identify aspects of Mexican culture.
- generate vocabulary related to the media.
- form familiar and formal commands.
- conjugate verbs in the present subjunctive.
- identify when to use the subjunctive in noun clauses.
- substitute direct and indirect objects with direct and indirect object pronouns.
- locate the countries in the Caribbean and identify aspects of Caribbean culture.
- list vocabulary related to the family.
- identify when to use the subjunctive in noun clauses.
- conjugate reflexive pronouns.
- locate cities in Central America.
- list aspects of Central American culture.
- name family traditions and beliefs.
- generate vocabulary related to the environment.
- conjugate verbs in the future tense.
- conjugate verbs in the conditional tense.
- select relative pronouns.
- identify aspects of culture in Colombia, Ecuador and Venezuela.
- locate geographic features of Venezuela, Colombia and Ecuador and list natural resources in each area.

### **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.

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

Students will exchange information about international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet

resources, and compare and contrast how information is reported in both 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 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 and 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.

***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.

***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.

***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 use new information and perspectives to compare and contrast their experiences with those of their peers in the target culture(s).

Students will discuss and analyze different forms of communication across cultures such as signs, symbols, advertisements, displays, songs and rhymes.

### *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 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 our instinct to survive and our desire to live affect our relationships with others?
- How does life in a Hispanic city differ from my own?
- How does the media influence public opinion, social behaviors and our interpretations of reality?
- How do beliefs and traditions evolve in families over time?
- What can the global community do to preserve our environment?

## UNITS of STUDY

### Unit 1: Sentir y vivir - Feeling and Living

#### 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.

##### *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).

##### *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 another language to communicate with others?
- 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 Question

- How do our instinct to survive and our desire to live affect our relationships with others?

#### Core Topics

##### Vocabulary

- Personal relations

##### Grammar

- The Present tense
- Ser and estar

- Gustar and similar verbs

Culture

- The United States

### **Unit Objectives**

Students will be able to:

- analyze the universal forces that drive people to survive.
- examine the reasons for Hispanic immigration to the United States.

### **Skill Objectives**

Students will:

- generate vocabulary related to personal relations.
- conjugate verbs in the present tense.
- conjugate gustar and similar verbs.
- identify when to use ser and estar.
- outline the role Spanish plays in American society.
- identify why people immigrate to the United States and list issues related to immigration.

### **Sample Assessments**

¡Yo sobreviviré!

I will survive!

### **Pacing**

8 weeks

## Unit 2: Vivir en la ciudad - Life in the City

### 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.

#### *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?
- How do I use my understanding of culture to communicate and function appropriately in another culture?

### Focus Question

- How does life in a Hispanic city differ from my own?

### Core Topics

#### Vocabulary

- The City

#### Grammar

- Preterite
- Imperfect

#### Culture

- Hispanic Cities
- Mexico

### Unit Objectives

Students will be able to:

- examine the way of life in Hispanic towns and cities.
- analyze their own way of life in the suburbs and compare it to the Hispanic way of life.

### Skill Objectives

Students will:

- generate vocabulary related to the city.
- conjugate the preterit tense.
- conjugate the imperfect tense.
- recognize the uses of the preterit and the imperfect.
- identify famous sites in Hispanic cities and locate them on a map.
- identify aspects of Mexican culture.

**Sample Assessments**

¡Qué viaje más interesante!

What an interesting trip!

**Pacing**

7 weeks

## **Unit 3: La influencia de los medios - The Influence of the Media**

### **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 international current events based on newspaper or magazine articles, television and radio programs, videos, films and Internet resources, and compare and contrast how information is reported in both the target and their native cultures.

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

### **Focus Question**

- How does the media influence public opinion, social behaviors and our interpretations of reality?

### **Core Topics**

Vocabulary

- Media

Grammar

- Subjunctive in noun clauses
- Commands
- Object pronouns

Culture

- The Caribbean

### **Unit Objectives**

Students will be able to:

- evaluate the role of media in society.
- compare and contrast how the media reports information in both the target and native cultures.

### **Skill Objectives**

Students will:

- generate vocabulary related to the media.
- form familiar and formal commands.
- conjugate verbs in the present subjunctive.
- identify when to use the subjunctive in noun clauses.
- substitute direct and indirect objects with direct and indirect object pronouns.
- locate the countries in the Caribbean and identify aspects of Caribbean culture.

**Sample Assessments**

¿Puede ser la verdad?

Can it really be true?

**Pacing**

7 weeks

## **Unit 4: Generaciones en movimiento - Generations in Movement**

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

### **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 do beliefs and traditions evolve in families over time?

### **Core Topics**

#### Vocabulary

- The Family

#### Grammar

- Subjunctive in adjective clauses
- Reflexive verbs

#### Culture

- Central America

### **Unit Objectives**

Students will be able to:

- compare and contrast family traditions.
- evaluate the evolution of family life.

### **Skill Objectives**

Students will:

- list vocabulary related to the family.
- identify when to use the subjunctive in noun clauses.
- conjugate reflexive pronouns.
- locate cities in Central America.
- list aspects of Central American culture.

- name family traditions and beliefs.

**Sample Assessments**

Generaciones en movimiento

Generations in movement

**Pacing**

7 weeks

## Unit 5: Las riquezas naturales - Natural resources

### World Language Standards

#### *Communication (Presentational Mode)*

**In at least one language other than English, students will present information, concepts and ideas to listeners and 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.

#### *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.

### Essential Question

- 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 languages?

### Focus Question

- What can the global community do to preserve our environment?

### Core Topics

#### Vocabulary

- The environment

#### Grammar

- Future tense
- Conditional tense
- Relative pronouns

#### Culture

- The Amazon
- The Andes of Colombia, Ecuador and Venezuela

### Unit Objectives

Students will be able to:

- assess environmental problems and devise solutions to them.
- appreciate natural resources.

### Skill Objectives

Students will:

- generate vocabulary related to the environment.

- conjugate verbs in the future tense.
- conjugate verbs in the conditional tense.
- select relative pronouns.
- identify aspects of culture in Colombia, Ecuador and Venezuela.
- locate geographic features of Venezuela, Colombia and Ecuador and list natural resources in each area.

### **Sample Assessments**

¡Aviso!  
Warning!

### **Pacing**

7 weeks