

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

SPANISH 60

BOARD OF EDUCATION APPROVED 03/10/2009

SPANISH 60

Statement of Purpose

The purpose of the Spanish 60 course is to prepare students not only for Spanish at the university level but also to provide them with skills that will allow them to use the language in the world that extends outside the classroom. It is intended for students who want to develop a strong foundation in the language so that they may communicate effectively in the target language.

This course provides students with a comprehensive experience in studying the culture and language of Spanish speaking countries and prepares them to compete in the global society in which they will live and work.

Audience

Grade 12

Prerequisite

Successful completion of Spanish 51 or 52 or teacher recommendation

Design and Description

This two semester, two credit course, which meets daily and is conducted primarily in Spanish, focuses on increasing proficiency. In order to build this proficiency, students will be exposed to a wide variety of authentic written, auditory, and visual materials including excerpts from literature, film, materials from periodicals, music, video and Podcasts. They will be exposed to grammar review and topical vocabulary with the goal of functioning in a variety of authentic situations.

Course Objectives

Students will be able to:

- evaluate and judge different ideologies and beliefs.
- compare and contrast current issues across cultures.
- evaluate the current global labor market.
- analyze the role that the United States plays in a global economy and how others view this role.
- examine and assess the effects of globalization in our society.
- examine various scientific and technological advances.
- assess how these advances have impacted our society.
- summarize the plot and subplots of a film, radio or television program.
- compare and contrast how their leisure activities differ from those of peers in Spanish speaking culture.
- devise a writing process that includes self-assessment and discussion with other students.
- examine the impact of diversity in the twenty first century.
- analyze problems present in multicultural societies and develop solutions.
- increase understanding of the history, art, music, food, celebrations and other aspects of the culture of Spanish speaking countries.
- demonstrate a deep understanding of cultural similarities and differences.

- elaborate on a topic in the target language.
- demonstrate an understanding of Spanish grammar.

Skill Objectives

Students will:

- identify different types of government.
- generate vocabulary related to human rights and politics.
- identify the use of the indicative or the subjunctive in adverbial clauses.
- conjugate verbs in the past subjunctive.
- identify when to use the present and past subjunctive.
- form comparisons and superlatives.
- generate vocabulary related to the workplace and finances.
- form the present perfect indicative.
- form the present perfect subjunctive.
- recognize when to use the present perfect indicative and the present perfect subjunctive.
- recognize the uses of *se* - the passive, the impersonal, and to express unexpected events.
- define words in Spanish using a Spanish dictionary.
- list vocabulary related to technology and science.
- form the Past perfect Indicative and Past perfect subjunctive.
- recognize when to use the past perfect indicative and the past perfect subjunctive.
- identify various uses of the infinitive.
- outline details of the plots and subplots of a film, radio or television programs.
- identify vocabulary related to sports and leisure time activities.
- form the future perfect and conditional perfect.
- recognize when to use the future perfect and conditional perfect.
- identify the patterns of *si* clauses.
- generate a list of vocabulary related to multiculturalism.
- identify problems and their solutions.
- form the passive voice.
- identify when to use the passive voice.
- generate a list of indefinite and negative expressions.
- identify when to use the subjunctive and when to use the indicative.
- describe cultural practices in Spanish speaking countries.
- define key elements of Spanish and Hispanic culture.
- research a topic of cultural, historical or social interest in the target language.
- select information based on relevancy and accuracy.
- demonstrate an understanding of the use of technology.

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 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 understand the main idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.

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 describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites.

Students will prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.

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 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.

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.

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 use a writing process in producing work that includes self-assessment and discussion with other students.

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 compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

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 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 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 are different beliefs and ideologies addressed in Spanish speaking countries and in the United States?
- How does employment and finance affect the role of the United States in a global economy?
- How have scientific and technological advances shaped and impacted society?
- In what ways do leisure time activities differ in Spanish speaking countries and the United States?
- How does diversity affect individuals and groups in contemporary society?
- How do various forms of artistic expression impact society?

UNITS OF STUDY

Unit 1: El valor de las ideas: creencias e ideologías - The Value of Ideas: Beliefs and Ideologies

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.

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 compare and contrast the treatment of current issues across cultures by drawing on authentic texts.

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 are different beliefs and ideologies addressed in Spanish speaking countries and in the United States?

Core Topics

Theme

- Beliefs

Vocabulary

- Human rights
- Politics

Grammar

- Present Subjunctive in adverbial clauses
- Formation and uses of the Past subjunctive
- Comparisons and superlatives

Unit Objectives

Students will be able to:

- evaluate and judge different ideologies and beliefs.
- compare and contrast current issues across cultures.

Skill Objectives

Students will:

- identify different types of government.
- generate vocabulary related to human rights and politics.
- identify the use of the indicative or the subjunctive in adverbial clauses.
- conjugate verbs in the past subjunctive.
- identify when to use the present and past subjunctive.
- form comparisons and superlatives.

Sample Assessments

Pacing

6 weeks

Unit 2: Perspectivas laborales: El trabajo y las finanzas - Perspectives: Employment and Finances

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

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 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

How does employment and finance affect the role of the United States in a global economy?

Core Topics

Theme

- Employment and finance

Vocabulary

- Workplace
- Finances

Grammar

- Present perfect
- Present perfect subjunctive
- Uses of se
- Passive voice
- Impersonal
- To express unexpected events

Unit Objectives

Students will be able to:

- evaluate the current global labor market.
- analyze the role that the United States plays in a global economy and how others view this role.
- examine and assess the effects of globalization in our society.

Skill Objectives

Students will

- generate vocabulary related to the workplace and finances.
- form the present perfect indicative.
- form the present perfect subjunctive.
- recognize when to use the present perfect indicative and the present perfect subjunctive.
- recognize the uses of *se* - the passive, the impersonal, and to express unexpected events.
- define words in Spanish using a Spanish dictionary.

Sample Assessments

Pacing

6 weeks

Unit 3: Ciencia y tecnología - Science and Technology

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 idea or plot and relevant details or subplots of radio or television programs, films or other forms of media designed primarily by native speakers of the target language.

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 understand what others are trying to communicate in another language?
- 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 have scientific and technological advances shaped and impacted society?

Core Topics

Theme

- Science and Technology

Vocabulary

- Technology
- Science

Grammar

- Past perfect indicative
- Past perfect subjunctive
- Uses of the infinitive

Unit Objectives

Students will be able to:

- examine various scientific and technological advances.
- assess how these advances have impacted our society.
- summarize the plot and subplots of a film, radio or television program.

Skill Objectives

Students will:

- list vocabulary related to technology and science.

- form the Past perfect Indicative and Past perfect subjunctive.
- recognize when to use the past perfect indicative and the past perfect subjunctive.
- identify various uses of the infinitive.
- outline details of the plots and subplots of a film, radio or television programs.

Sample Assessments

Pacing

6 weeks

Unit 4: Escapar y divertirse: las diversiones - Leisure 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 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 use a writing process in producing work that includes self-assessment and discussion with other students.

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

In what ways do leisure time activities differ in Spanish speaking countries and the United States?

Core Topics

Theme

- Free time

Vocabulary

- Sports
- Leisure

Grammar

- Future perfect
- Conditional perfect
- Si clauses

Unit Objectives

Students will be able to:

- compare and contrast how their leisure activities differ from those of peers in Spanish speaking culture.
- devise a writing process that includes self-assessment and discussion with other students.

Skill Objectives

Students will:

- identify vocabulary related to sports and leisure time activities.
- form the future perfect and conditional perfect.
- recognize when to use the future perfect and conditional perfect.
- identify the patterns of *si* clauses.

Sample Assessments

Pacing

6 weeks

Unit 5: Destino y diversidad: nuestro futuro - Destiny and Diversity: Our Future

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.

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.

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?

Focus Question

How does diversity affect individuals and groups in contemporary society?

Core Topics

Theme

- Diversity

Vocabulary

- Multiculturalism
- Problems and solutions

Grammar

- Passive voice
- Negative and indefinite expressions
- Review of indicative and subjunctive.

Unit Objectives

Students will be able to:

- examine the impact of diversity in the twenty first century.
- analyze problems present in multicultural societies and develop solutions.

Skill Objectives

Students will

- generate a list of vocabulary related to multiculturalism.
- identify problems and their solutions.
- form the passive voice.
- identify when to use the passive voice.

- generate a list of indefinite and negative expressions.
- identify when to use the subjunctive and when to use the indicative.

Sample Assessments

Pacing

6 weeks

Unit 6: Estudios Culturales - Cultural Studies

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 describe, explain, express opinions about and analyze stories, plays, poems or other literature, as well as radio programs, music, films, art and websites.

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 present information, concepts and ideas in another language in a way that is understood?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?

Focus Question

How do various forms of artistic expression impact society?

Core Topics

Theme

- Cultural studies
 - The arts
 - History
 - Politics
 - Celebrations

Unit Objectives

Students will be able to:

- increase understanding of the history, art, music, food, celebrations and other aspects of the culture of Spanish speaking countries.
- demonstrate a deep understanding of cultural similarities and differences.
- elaborate on a topic in the target language.
- demonstrate an understanding of Spanish grammar.

Skill Objectives

Students will:

- describe cultural practices in Spanish speaking countries.
- define key elements of Spanish and Hispanic culture.

- research a topic of cultural, historical or social interest in the target language.
- select information based on relevancy and accuracy.
- demonstrate an understanding of the use of technology.

Sample Assessments

Pacing

6 weeks