



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

***COURSE/GRADE LEVEL(S): Spanish Language and Culture Part 2
Grades 10-11***

I.Course Overview

This course is the second part of a two-year sequence and is designed for students who have not studied a world language prior to high school. Through additional exposure to the Spanish language, students continue to develop basic skills in listening, speaking, reading, and writing. Students also expand their functional knowledge of basic elements of language, vocabulary, and structure. Instruction is multi-modal, employing a variety of approaches such as Total Physical Response, creative dramatics, song, and deductive and inductive approaches to understanding language in context. Students are evaluated by a variety of assessment types. Their cultural awareness also continues to grow and develop as they deepen their study of various aspects of life in Spanish-speaking countries.

II. Units of Study

Unit 1: Description

Unit 2: Daily Life

Unit 3: The Future

Unit 4: Art

Unit 5: Food

Unit 6: Pobre Ana

III. Learning Objectives

At the conclusion of this course, students should be able to:

7.1A: Interpretative Mode

- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
- Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.



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- Identify people, places, objects, and activities in daily life based on oral, aural and written descriptions.
- Discuss people, places, objects, and daily activities based on oral, aural, and written descriptions.
- Comprehend short conversations and brief written messages on familiar topics
- Connect the learning of the target language to information studied in other core content areas.
- Apply knowledge and skills gained in other core content areas to the learning of the target language.
- Demonstrate comprehension of the main idea and identify the principal characters in readings from age-appropriate, culturally-authentic selections.
- Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally- authentic selections.
- Compare and contrast unique linguistic elements in English and the target language.
- Compare daily practices of people in the target culture(s) with those of their own culture
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.
- Identify aspects of culture presented in photographs, plays, artwork, songs or films.
- Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

7.1B: Interpersonal Mode

- Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
- Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
- Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- Engage in short conversations about personal experiences or events, and/or topics in other core content areas



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- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
- Interact in a wide range of social and professional contexts that reflect both peer- group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
- Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
- Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

7.1C: Presentational Mode

- Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
- Use language creatively in writing for a variety of purposes.
- Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
- Compare and contrast similarities and differences between tangible products of the target culture(s) and their own

IV. Essential Questions

Unit 1: Description

Can I describe physical and personality traits of myself and others, including age and nationality? Can I ask others to do the same? Can I identify people or things based on their descriptions?

Can I tell where I am from and ask others where they are from? Can I describe where other people are from?

Can I describe the emotional and physical states of myself and others? Can I ask that information of someone else?

Can I describe the location of items? Can I ask that information of someone else?

Can I describe what is in my bedroom or in the bedrooms of others? Can I describe what I need, want and already have in my room?

Do I recognize the differences between houses in Chatham and those in various Spanish-speaking countries?

Unit 2: Daily Life

Can I describe my daily actions and those of others in the areas of home, school, family, friends, and hobbies?



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Can I ask someone else about his/her daily actions?
Can I identify who does different activities with me?
Can I discuss with detail activities that are a regularly scheduled part of my week or year? Can I discuss how often something occurs?
Can I describe the likes/dislikes of myself and others?
Can I ask others about their likes and dislikes?
Can I make comparisons between what I like/dislike and what others like/dislike?
Can I correctly identify the countries that speak Spanish? Do I know their capitals and locations? Can I identify major geographical features in the Spanish-speaking world?

Unit 3: The Future

Can I tell people where I and other people are going? Can I ask others where they are going?
Can I understand where other people are going?
Can I describe what I will be doing in the future? Can I predict future actions and events? Can I understand what others will be doing in the future?
Can I state to whom something belongs by using possessive constructions?
Can I use possessive adjectives to describe to whom something belongs? Can I ask and answer questions about ownership by using possessive adjectives?

Unit 4: Art

Can I identify well-known Hispanic and Spanish artists?
Can I recognize and describe the various genres of art that were embraced and produced by these artists?
Can I understand the cultural significance of these artists?

Unit 5: Food

Can I identify foods that are common to my daily life? Can I explain these dishes and their components to others? Can I understand when others tell me how different dishes are made?
Can I identify typical Spanish/Hispanic dishes and their ingredients? Can I explain to what regions these dishes are common?
Can I understand what a waiter is asking me? Can I order what I want to and express my food preferences?
Can I discuss my opinions of certain foods? Can I tell what others like and dislike about specific foods/dishes?

Unit 6: Pobre Ana

Can I describe Ana and her problem(s)?
Can I describe Ana's friends?
Can I describe in detail the events in a Spanish novel?
Can I use the vocabulary presented in the book to describe my own experiences?
Can I describe typical places in a Mexican city?
Can I state where various places in a city are in relation to one another?
Can I ask and answer questions about the events in Pobre Ana?
Can I use new vocabulary to summarize the events in Pobre Ana?
Can I illustrate the events of the story to demonstrate my understanding of the novel?



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Can I compare our school to the school that Ana attends in Mexico?

Can I identify significant quotes from the novel thus far and explain their significance to the story?

Can I compare Ana before her trip to Ana after her trip?

Can I compare Ana's definition of "poor" in the beginning of the novel to her definition of "poor" at the end?

Can I recount events from the story from Ana's point of view?

V. Key Performance and Benchmark Tasks

Unit 1: Frequent quizzes, daily participation in drills, games, and activities, "Mi casa ideal" project, unit exam

Unit 2: Frequent quizzes, Photostory project: drama creation, authentic assessment part 1: country video/PP, unit test

Unit 3: Frequent quizzes, written essays, dialogue creation and presentation, performance-based assessment Part 2: Family album project, unit test

Unit 4: Artist oral presentation/assessment creation, unit test

Unit 5: PhotoStory, cooking show project, unit test

Unit 6: Journals, creation of original "drama", unit test

VI. Instructional Materials

Textbook resources

VenConmigo Level 1

Exprésate Level 1

Spanish is Fun Levels 1 and 2

Pobre Ana

Language Lab Program

Exprésate Level 1

QUIA activities

Teacher-designed culture, grammar and vocabulary units

Various articles, songs, speeches, slides and newscasts found from the Internet and from Spanish-language publications