



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## CAPP Spanish 5 and Spanish 5

### **Course Description:**

The curriculum for this college level elective course is developed from the [Wisconsin Standards for World Languages](#). Students will be exposed to the cultures of Spanish speaking countries and practice skills related to: reading, writing, speaking, and listening. Grades are determined by performance assessments, quizzes, tests, projects, essays, and daily work. This course receives .5 credits per trimester and is a weighted class. Students who successfully complete CAPP Spanish 5 will receive 5 college credits (with an additional 11 retroactive credits available for earning a B or better.)

### **Mastery Standards:**

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes:

#### Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

#### Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

#### Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Expected [proficiency level](#) at the end of this course: [Intermediate Low - Intermediate Mid](#)

Unit	Description of Unit and Learning Targets
<p><b>Unit Title: Living and feelings</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>Who am I?</li> <li>Who are you?</li> <li>How are people different?</li> <li>What makes a person who he/she is?</li> </ul>	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Follow the main story, and some supporting detail across major time frames in fictional texts. (WL.IT.1.b.a7)</li> <li>Demonstrate understanding of the main idea, and flow of events expressed in various time frames in conversations and discussions. (WL.IT.1.c.i6)</li> <li>Exchange information in conversations, and some discussions on a variety of familiar and some concrete topics that have been researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. (WL.IP.2.a.i6)</li> </ul>
<p><b>Unit Title: Living in the City</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>What makes a community a good place to live?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>Follow the main story, and some supporting detail across major time frames in fictional texts. (WL.IT.1.b.a7)</li> </ul>

<ul style="list-style-type: none"> <li>• Why do people move?</li> <li>• How does where someone lives affect decisions and habits of daily life?</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the main idea, and flow of events expressed in various time frames in conversations and discussions. (WL.IT.1.c.i6)</li> <li>• Exchange information in conversations, and some discussions on a variety of familiar and some concrete topics that have been researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. (WL.IP.2.a.i6)</li> <li>• Identify different personal and community perspectives about what makes a community a good place to live.</li> </ul>
<p><b>Unit Title: The influence of media</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does media influence the way we think?</li> <li>• Are we informed or hypnotized by media?</li> <li>• How can media help to promote tolerance with different points of view?</li> <li>• How is a message different if it comes from the original source in its original language than if it is translated?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Follow the main story, and some supporting detail across major time frames in fictional texts. (WL.IT.1.b.a7)</li> <li>• Demonstrate understanding of the main idea, and flow of events expressed in various time frames in conversations and discussions. (WL.IT.1.c.i6)</li> <li>• Exchange information in conversations, and some discussions on a variety of familiar and some concrete topics that have been researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. (WL.IP.2.a.i6)</li> <li>• Research and give straightforward presentations on a variety of familiar topics and some concrete topics using sentences and series of connected sentences. (WL.PS.3.c.i5)</li> <li>• Identify different personal and community perspectives about how media influences the way we think.</li> </ul>
<p><b>Unit Title: Generations in movement</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What does a culture lose if traditions aren't followed?</li> <li>• How have actions, ideas, and values changed with the passing of time?</li> <li>• Is today's world better than that of the past?</li> <li>• How can we promote tolerance and understanding if we recognize many points of view?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Follow the main story, and some supporting detail across major time frames in fictional texts. (WL.IT.1.b.a7)</li> <li>• Demonstrate understanding of the main idea, and flow of events expressed in various time frames in conversations and discussions. (WL.IT.1.c.i6)</li> <li>• Exchange information in conversations, and some discussions on a variety of familiar and some concrete topics that have been researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. (WL.IP.2.a.i6)</li> <li>• Identify different personal and community perspectives about how ideas and values have changed.</li> </ul>
<p><b>Unit Title: The value of ideas</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How and why do beliefs change?</li> <li>• How does culture change to accommodate different ideas and beliefs?</li> <li>• What are the responsibilities of a citizen/What makes someone a good citizen?</li> <li>• Can one person make a difference?</li> </ul>	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Follow the main story, and some supporting detail across major time frames in fictional texts. (WL.IT.1.b.a7)</li> <li>• Demonstrate understanding of the main idea, and flow of events expressed in various time frames in conversations and discussions. (WL.IT.1.c.i6)</li> <li>• Exchange information in conversations, and some discussions on a variety of familiar and some concrete topics that have been researched, using connected sentences that may</li> </ul>

- How do politics influence citizens (in a good way/bad way)?
- What is power

- combine to form paragraphs and asking a variety of questions, often across various time frames. (WL.IP.2.a.i6)
- Identify different personal and community perspectives about how and why beliefs change.