

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE

Grades 11-12

World Languages Department

2020

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**Advanced Placement Spanish Language & Culture
Grades 11-12
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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Advanced Placement Spanish Language and Culture is designed for the highly motivated Spanish language student who wishes to pursue an in-depth course in which all the language skills – listening, speaking, reading, writing and culture – are addressed through activities, assessments, and authentic documents, media, and literary texts. The three modes of communication – Interpersonal, Interpretive, and Presentational – as described in the 2015 ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness Standards for Learning Languages are evidenced in each of the six identified curricular themes: families in different societies, the influence of language and culture on identity, the influence of beauty and art, how science and technology affect our lives, factors that impact the quality of life, and environmental, political and social challenges. Each theme has several sub-themes to be treated within each thematic unit as well as throughout the scope of the course as one theme/subtheme overlaps another.

The basic components of this course are discussion, presentations, weekly Language Lab activities, grammar overview and practice, authentic literary and journalistic reading, authentic Spanish media and broadcasts, bi-weekly personal journals, and assigned and spontaneous conversations, e-mails, and both interpretive and persuasive compositions. Opportunities to use Spanish outside of the classroom will be offered. Some options include attending an art exhibit, musical show or play, regular correspondence through e-mail/Skype, following recipes written in Spanish, interviewing native speakers, and more as opportunities present themselves. All communication and instruction (whether teacher-to-student, student-to-teacher, or student-to-student) will be conducted in Spanish at all times. The student will communicate in Spanish at an advanced level, using advanced vocabulary and syntax in oral and written presentations. It should be emphasized, however, that the focus in communicating will not be on grammatical perfection but rather on the elegance of expression. As new idioms and vocabulary present themselves in context, students will be encouraged to incorporate them into their verbal and written communication.

Students are encouraged to take the Advanced Placement Examination in May.

COURSE GOALS

The following Course Goals derive from the 2015 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

At the completion of this course, students will:

Interpersonal Communication (Standard 1.1)

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

Interpretive Communication (Standard 1.2)

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

Presentational Communication (Standard 1.3)

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.

Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)

Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Cultures: Relating Cultural Products to Perspectives (Standard 2.2)

Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections: Making Connections (Standard 3.1)

Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)

Access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons: Language Comparisons (Standard 4.1)

Use the language to investigate, explain, and reflect on the nature of

language through comparisons of the language studied and their own.

Comparisons: Cultural Comparisons (Standard 4.2)

Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

The following Course Goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-Literacy.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-Literacy.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCS.ELA-Literacy.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCS.ELA-Literacy.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,

focusing on addressing what is most significant for a specific purpose and audience.

CCS.ELA-Literacy.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCS.ELA-Literacy.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCS.ELA-Literacy.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following Course Goals derive from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge
Constructor
(Standard 3)

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

ISTE Creative
Communicator
(Standard 6)

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- their knowledge of Spanish connects them to the world around them.
- communities differ in societies around the world.
- they can deeply understand and appreciate the products, practices, and perspectives of Spanish and Latin American culture.
- speaking a second language connects them to societal issues around the globe.

COURSE ESSENTIAL QUESTIONS

- What are some important aspects of family values and family life in Spanish-speaking communities?
- How does language shape our cultural identity?
- How does art both challenge and reflect cultural perspectives?
- What are the social consequences of scientific or technological advancements?
- How do aspects of everyday life influence and relate to the quality of life?
- How do environmental, political, and societal challenges positively and negatively impact communities?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- necessary Spanish vocabulary related to the themes of families in different societies, the influence of language and culture on identity, the influence of beauty and art, how science and technology affect our lives, factors that impact one's quality of life, and environmental, political, and social challenges.
- the grammar required to discuss in Spanish the themes of families in different societies, the influence of language and culture on identity, the influence of beauty and art, how science and technology affect our lives, factors that impact one's quality of life, and environmental, political, and social challenges, including, but not limited to:
 - nouns and articles
 - adjectives and comparisons
 - present indicative
 - present subjunctive and present perfect subjunctive
 - preterit
 - imperfect
 - preterit vs. imperfect
 - past subjunctive formation
 - past subjunctive usage
 - if clause
 - *por* vs. *para*
 - *ser* vs. *estar*
 - transition words and phrases in Spanish.

Students will be able to . . .

- engage in spoken interpersonal communication in Spanish.
- engage in written interpersonal communication in Spanish.
- synthesize information from a variety of authentic Spanish language audio, visual, and audiovisual resources.
- synthesize information from a variety of authentic Spanish language written and print resources.
- plan, produce, and present spoken presentational communications in Spanish.
- plan and produce written presentational communications in Spanish.

COURSE SYLLABUS

Course Name

Advanced Placement Spanish Language & Culture

Level

Advanced Placement

Prerequisites

Grades of B- or better in all quarters, midterm, and final exam in Honors Spanish IV

Materials Required

None

General Description of the Course

This course provides students with the opportunity to follow the suggested curriculum in preparation for the AP exam in Spanish Language and Culture. The students will develop their oral/aural proficiency through intensive weekly use of the Language Lab, impromptu conversations, and prepared presentations in class. Course content will reflect the six themes of the AP curriculum and exam: families in different societies, the influence of language and culture on identity, the influence of beauty and art, how science and technology affect our lives, factors that impact the quality of life, and environmental, political and social challenges. Students will develop and integrate the skills for interpersonal writing, presentational writing, interpersonal conversation, and presentational speaking into each theme. It is recommended that the AP exam be taken in the spring. Summer work packets and other culturally specific assignments will be assigned.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Poster creation (Units 1, 5)
- Written cultural comparison (Unit 2)
- Simulated conversations (Unit 3)
- Creative writing assignment (Unit 4)
- Close reading exercise (Unit 6)

Summative Assessments:

- Exam on summer packet (Unit 1)
- Oral presentations (Units 2, 3, 4)
- Persuasive essay (Unit 5)
- Opinion essay (Unit 6)

Core Texts

- Allende, Isabel. "Tales of Passion."
https://www.ted.com/talks/isabel_allende_tales_of_passion?language=en. Accessed November 23, 2020. Web.

- AP Classroom online resources. <https://myap.collegeboard.org/>. Accessed November 23, 2020. Web.
- Draggett, Parthena, Cole Conlin, Max Ehram, and Elizabeth Millan. *Temas: AP Spanish Language and Culture*. Boston: Vista, 2014. Print.
- Frisancho, Jorge, María Redman, and Marta Lucía Restrepo Bravo. *AP Spanish Language and Culture Exam Preparation*. Boston: Vista, 2014. Print.
- Trumbull High School World Languages Museum.

UNIT 1
Familias en Diferentes Sociedades
(Families in Different Societies)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.11-12.4	Based on two readings about influences from other cultures, use effective transition words and academic vocabulary to describe in an informative essay in Spanish how families and cultural values are impacted and challenged.
ACTFL Interpersonal Communication (Standard 1.1)	Create a word web of the meaning of “family” and discuss in Spanish opinions on how the meaning can be interpreted in a variety of contexts.
ACTFL Interpretive Communication (Standard 1.2)	Read the text “Tiempo de Juego” and answer comprehension questions in Spanish.
ACTFL Presentational Communication (Standard 1.3) ACTFL Cultural Comparisons (Standard 4.2)	Research examples of community organizations in our region of the country and compare them to “Tiempo de Juego” in a small-group oral presentation in Spanish.
CCS.ELA-Literacy.RI.11-12.1 CCS.ELA-Literacy.RI.11-12.4	Determine the meaning of vocabulary words regarding social networks and technology based on context in the reading “Facebook: el monstruo de las dos cabezas.”
ISTE Creative Communicator (Standard 6) ACTFL Interpretive Communication (Standard 1.2)	Create a visual graphic in Spanish to depict the positive and negative attributes of social media today by citing what was read in “Facebook: el monstruo de las dos cabezas.”
ISTE Knowledge Constructor (Standard 3)	Apply digital tools to gather, evaluate, and use information to learn about Spanish-speaking families and communities around the world.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Explore the THS World Languages Museum to understand the making of and wearing of the traditional <i>huipil</i> .

Unit Essential Questions

- How does one define family in different societies?
- How do individuals contribute to the well-being of communities at large?

- What are some of the differences between the roles that families and communities play within diverse global societies?

Scope and Sequence

- Summer packet vocabulary and grammar review
- Filling in a blank map of capitals and countries of the Spanish-speaking world
- Student discussion of and reflection on what the definition of “family” means to them
- Listing of community organizations that reach out to those in need
- Written comparison of non-profit organizations in South America and the United States
- Reading “Tiempo de Juego” and answering comprehension questions
- Listening to “Tocar y Luchar” with note-taking strategies in second language audio activities
- Oral presentation in the Language Lab: What are the similarities and differences of diverse societies in their attempts to educate the entire population?
- Vocabulary on social networks and technology
- Reading of “Facebook: el monstruo de las dos cabezas” (“Facebook: The monster with Two Heads”)
- Creation of visual graphic of the positive and negative attributes of social media, and group presentation
- Viewing of YouTube videos of Mayan culture and clothing surrounding the area of Lago Atitlan
- Reading comprehension determining the changes in Lago Atitlan, Guatemala due to the influx of tourism
- Discussion of the role of the mother in Colombia
- Visit to the Trumbull High School World Languages Museum to learn about the traditional vestments worn by Central and South American women, *los huipiles*, and handicrafts
- College Board Personal Progress Check

Assured Assessments

Formative Assessment:

Students will create a poster with a group to convey visually their comprehension of the reading “Facebook: el monstruo de las dos cabezas.” The poster will be scored on accuracy of information as it pertains to the reading, and attention to detail in the use of new and contextually appropriate vocabulary and grammar structures. The poster should count as a grade, weighted x2, in the informal assessments category of the gradebook.

Summative Assessment:

Students will take an exam on the summer packet of vocabulary and grammar. The exam format will include, but not be limited to, multiple-choice questions, fill-in-the-blank questions, and short-answer questions. Scaffolding such as word banks and matching opportunities may provide differentiation. The exam should count as a grade, weighted x2, in the formal assessments category of the gradebook.

Resources

Core

- AP Classroom online resources. <https://myap.collegeboard.org/>. Accessed November 23, 2020. Web.

- Draggett, Parthena, Cole Conlin, Max Ehram, and Elizabeth Millan. *Temas: AP Spanish Language and Culture*. Boston: Vista, 2014. Print.
- Frisancho, Jorge, María Redman, and Marta Lucía Restrepo Bravo. *AP Spanish Language and Culture Exam Preparation*. Boston: Vista, 2014. Print.
- Trumbull High School World Languages Museum.

Supplemental

- “Indígenas guatemaltecos, tradiciones y costumbres.” *YouTube* uploaded by Cristian Rodríguez on August 8, 2013. https://www.youtube.com/watch?v=9Qmy-BV-uqY&feature=emb_logo. Accessed November 23, 2020. Web.
- Textbook support online materials

Time Allotment

- Approximately 5-6 weeks

UNIT 2
La Influencia del Lenguaje y Cultura en la Identidad
(The Influence of Language and Culture on Identity)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.SL.11-12.4	Effectively cite evidence in a two-minute recorded presentation in Spanish from a variety of readings, videos, and audio sources to support their opinions about how language and technology influence and shape a cultural and/or personal identity.
ACTFL Interpretive Communication (Standard 1.2)	Interact with a variety of Spanish texts as they pertain to personal and public identities, including “Borges y yo” by Jorge Luis Borges and a fragment of <i>Expulsados</i> by Francisco Jiménez.
ACTL Language Comparisons (Standard 4.1)	Engage in discussions in Spanish about how a lexicon is created and how it changes as it relates to advancements in technology, creating new vocabulary terms to describe predictions about how technology will transform the way we speak in the future.
ACTFL Interpersonal Communication (Standard 1.1)	Interact in simulated conversations in Spanish employing a variety of situationally appropriate words and phrases.
CCS.ELA-Literacy.W.11-12.4	Write an e-mail in Spanish proposing end-of-the-year activities for the school community.
ACTFL Presentational Communication (Standard 1.3) CCS.ELA-Literacy.W.11-12.7 ACTFL Cultural Comparisons (Standard 4.2)	Conduct short research on the question “How do people’s interests influence their identity?” and prepare and deliver a two-minute oral presentation in Spanish comparing Spain, Latin America, and the United States.

Unit Essential Questions

- How does one’s identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity?
- How does the art of a community reflect its public identity?

Scope and Sequence

- Using the Language Lab to record evidence-supported answers of the unit’s essential questions at the conclusion of the unit

- Vocabulary related to emigration and assimilation
- Reading of “Borges y yo” by Jorge Luis Borges (*Temas* p. 352)
- Reading of fragment of *Expulsados* by Francisco Jiménez (*Temas* pp. 356-57)
- Discussion of the characteristics of high and low self-esteem based on the reading of “Clases de autoestima” and the article from CNN en México, “Las redes sociales y la autoestima de los jóvenes” (“Social Networks and Self-Esteem among Youth”), the answering of comprehension questions, and coming up with solutions to some of the problems presented in the text
- In-class discussion of how advancements in technology shape our lexicon
- Discussion of how students’ observations of products and practices allow them to infer community attitudes and perspectives, generating a number of examples
- Reading of “Jogging” by José Antonio Ramos (*Temas* pp. 403-04)
- Listening to “XV festival de Jazz en Toledo” (*Temas* p. 407)
- Reading of #31, “In Mexico, 19 indigenous languages are extinguished”
- Reading of #34, “Malinche,” regarding the context of heroes and historical personalities
- Imagining a future where new technology or cultural norms exist (“What vocabulary words would we use to refer to these new products or practices?”) and creating a list of 3-5 new terms with their contexts
- Reading and interpreting of relevant tables and graphs
- Discussion of reading and listening comprehension strategies for greater comprehension
- Writing of an e-mail proposing end-of-the-year activities for the school community
- Simulated conversations #11 & #12 (*Temas* pp. 210-211)
- Creation of a Venn diagram with a partner to brainstorm the similarities of young people’s interests in the U.S. and Spain/Latin America
- Oral presentation: What are some of the similarities and differences regarding young people’s interests in the U.S., Spain, and Latin America? How do people’s interests influence their identity?
- College Board Personal Progress Check

Assured Assessments

Formative Assessment:

Students will answer the following question comparing U.S. culture to a culture from the Spanish-speaking world: ¿Cuál es la actitud de personas de una comunidad hispanohablante que te sea familiar con respect a las personas que se visten de una forma diferente? (What is the attitude of people in a Spanish-speaking community that is familiar to you in regards to people who dress differently (than the norm)?) The writing should count as a grade in the informal assessments category of the gradebook.

Summative Assessment:

Students will complete the Hero Project: they will give a two-minute presentation with accompanying slide show on a hero from the Spanish-speaking world. The hero, who will have positively influenced the world and/or the community, will be compared with a hero of equivalent value from the United States. The presentation will be scored using the Trumbull High School World Languages Presentational Speaking Rubric and should count as a grade, weighted x2, in the formal assessments category of the gradebook.

Resources

Core

- AP Classroom online resources. <https://myap.collegeboard.org/>. Accessed November 23, 2020. Web.
- Draggett, Parthena, Cole Conlin, Max Ehram, and Elizabeth Millan. *Temas: AP Spanish Language and Culture*. Boston: Vista, 2014. Print.
- Frisancho, Jorge, María Redman, and Marta Lucía Restrepo Bravo. *AP Spanish Language and Culture Exam Preparation*. Boston: Vista, 2014. Print.

Supplemental

- Textbook support online materials
- Willingham, A.J. “Los filtros de redes sociales afectan tu percepción: se llama ‘dismorfia de Snapchat’ y puede ser peligroso.” CNN August 10, 2018.
<https://cnnespanol.cnn.com/2018/08/10/los-filtros-de-redes-sociales-afectan-tu-percepcion-se-llama-dismorfia-de-snapchat-y-puede-ser-peligroso/>. Accessed November 23, 2020. Web.

Time Allotment

- Approximately 5-6 weeks

UNIT 3
La Influencia de la Belleza y el Arte
(The Influence of Beauty and Art)

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1)	Based on a reading and class survey result, use words and expressions for interpersonal communication in speaking with others in Spanish.
ACTFL Interpretive Communication (Standard 1.2)	Read a variety of texts in Spanish on the themes of beauty, self-esteem, and artistic expression.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Engage in roundtable discussions in Spanish about the ideal man or woman and how culture helps to shape our preconceptions about beauty, then create their ideal person using magazine cutouts or other tangible images or products, comparing images to teacher-led presentations.
CCS.ELA-Literacy.RL.11-12.1 CCS.ELA-Literacy.RL.11-12.2	Read examples of magical realism by Gabriel Garcia Márquez and Jorge Luis Borges, then write in Spanish a new ending to “El brujo postergado.”
ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) CCS.ELA-Literacy.SL.11-12.4	Watch a video about <i>chola</i> fashion in Bolivia and compare it to Miss Universe in the United States, then work in small groups to prepare and deliver their findings in an informal presentation to the whole class in Spanish.
CCS.ELA-Literacy.RI.11-12.1 CCS.ELA-Literacy.RI.11-12.7	Write a summary in Spanish of Isabel Allende’s TED Talk, “Tales of Passion.”
CCS.ELA-Literacy.W.11-12.4	Write an essay in Spanish using multiple sources and formats of information to answer “Why is literature fundamental in the contemporary world?”
ACTFL Interpersonal Communication (Standard 1.1)	Write an e-mail reply in Spanish using appropriate register, words, and phrases such as greetings and goodbyes.
ISTE Knowledge Constructor (Standard 3)	Research subcultures and create a visual presentation to deliver findings to the whole class in Spanish.

Unit Essential Questions

- How do ideals of beauty and aesthetics influence daily life?

- How does art both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?

Scope and Sequence

- Using the Language Lab to record evidence-supported answers of the unit’s essential questions at the conclusion of the unit
- Reading of “El concepto de lo estético a través de la historia” (“The Concept of Aesthetics throughout History”) (*Temas* pp. 144-45) with pre- and post-reading activities
- Creation of the “ideal man or woman” from magazine cutouts and presentation of the “Franken-chicos” to the class in an informal roundtable discussion of beauty
- Reading of “Encuesta sobre la belleza” (“Survey about Beauty”) (*Temas* pp. 148-49)
- Reading of “Hipsters, la moda de no estar a la moda” (“Hipsters: The Fashion of Being out of Fashion”) (*Temas* pp. 157-58)
- Reading of the short story “La luz es como el agua” (“Light is like Water”) by Márquez and “El brujo postergado” (“The Delayed Wizard”) by Borges
- Reading of “Remedios Varo” (*Temas* pp. 191-92)
- Viewing of video to compare *chola* fashion of Bolivia to Miss Universe in the U.S.
- Viewing of TED Talk, “Tales of Passion” by Allende and writing of a summary
- Listening to “Belleza y autoestima” (“Beauty and Self-Esteem”) (*Temas* p. 152)
- Listening to “Isabel Allende: Escribir es igual que enamorarse” (*Temas* p. 182)
- Writing of an analytical essay based on topics studied (*Temas* p. 183)
- Viewing of “Cinematoca: Huevos fritos con chorizo y con patatas” (*Temas* pp. 274-75)
- Viewing of “Tortilla de patatas”
- “Speed dating”: students line up in class facing one another, speak on a given topic for two minutes, and then move along to a new partner
- Creation of students’ own surveys, asking the prepared questions to their classmates, then sharing their findings with the class
- Writing of the e-mail reply #9 (*Temas* p. 166)
- Simulated conversations #5 & #6 (*Temas* pp. 204-05)
- Reading of #15, “Curitiba: Primer Mundo Tropical” (*Temas* p. 37)
- Reading of #18, “Leer, imaginar, mejorar” (*Temas* p. 44)
- Reading of and listening to #7 (*Temas* p. 106)
- Listening to #8 (*Temas* p. 143)
- Oral presentation regarding subcultures, including any visual aids that may be appropriate (*Temas* p. 159, Activity #7)
- Persuasive essay: What is the purpose of a dress code? (*Temas* p. 164)
- Oral presentation #7: What is the importance of the fine arts in modern society? Give examples from your own community compared to what you have studied in the Spanish-speaking world. (*Temas* p. 217)
- Class discussion about Gaudí’s Sagrada Familia in Barcelona
- College Board Personal Progress Check

Assured Assessments

Formative Assessment:

Students will participate in simulated conversations to demonstrate interpersonal communication. See *Temas* pp. 204-05, #5 & #6. The conversations will be scored using the AP Simulated

Conversation Rubric and should count as a grade in the informal assessments category of the gradebook.

Summative Assessment:

Students will deliver an oral presentation on the importance of fine arts in modern society. The presentation will be scored using the Trumbull High School World Languages Presentational Speaking Rubric and should count as a grade, weighted x2, in the formal assessments category of the gradebook.

Resources

Core

- Allende, Isabel. "Tales of Passion." https://www.ted.com/talks/isabel_allende_tales_of_passion?language=en. Accessed November 23, 2020. Web.
- AP Classroom online resources. <https://myap.collegeboard.org/>. Accessed November 23, 2020. Web.
- Draggett, Parthena, Cole Conlin, Max Ehram, and Elizabeth Millan. *Temas: AP Spanish Language and Culture*. Boston: Vista, 2014. Print.
- Frisancho, Jorge, María Redman, and Marta Lucía Restrepo Bravo. *AP Spanish Language and Culture Exam Preparation*. Boston: Vista, 2014. Print.

Supplemental

- "Revealed: How Gaudí's Barcelona Cathedral Will Finally Look on Completion in 2016 . . . 144 Years After Building Started." *Daily Mail Reporter* October 1, 2013. <https://www.dailymail.co.uk/news/article-2440014/How-Gaudis-finished-La-Sagrada-Familia-cathedral-look-completion-2026--144-years-building-started.html>. Accessed November 23, 2020. Web.
- Textbook support online materials
- "Tortilla de patatas: receta de cocina española." *YouTube* uploaded by Recetas de Cocina on September 6, 2011. <https://www.youtube.com/watch?v=pv1kYYdIBV0>. Accessed November 23, 2020. Web.

Time Allotment

- Approximately 5-6 weeks

UNIT 4

Cómo Afectan la Ciencia y la Tecnología a Nuestras Vidas (How Science and Technology Affect Our Lives)

Unit Goals

At the completion of this unit, students will:

ACTFL Presentational Communication (Standard 1.3) ISTE Creative Communicator (Standard 6) CCS.ELA-Literacy.W.11-12.6 CCS.ELA-Literacy.SL.11-12.5	For presentational speaking in Spanish, use digital tools to plan and research a topic relating to innovations in the fields of science and technology.
ACTFL Interpretive Communication (Standard 1.2)	Read and listen to a variety of sources that address the topic of science and technology in Spanish.
CCS.ELA-Literacy.SL.11-12.1	Interview classmates in Spanish on the types of technology and social media accounts they have and their dependency on or addiction to such devices or accounts in order to better understand their own usage of technology.
CCS.ELA-Literacy.RI.11-12.4 ACTFL Interpretive Communication (Standard 1.2)	Read about nomophobia in Spanish and define new vocabulary terms in order to answer multiple-choice questions.
CCS.ELA-Literacy.SL.11-12.1	Use the conditional mood and the imperfect of the subjunctive to create “if” statements in Spanish about the world had certain inventions never been made.
CCS.ELA-Literacy.W.11-12.4	Write a persuasive essay in Spanish about whether new technology connects or disconnects people today.
ACTFL Language Comparisons (Standard 4.1)	Record a cultural comparison in Spanish answering the question “What achievements are considered manifestations of the human impact on the environment?”

Unit Essential Questions

- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the social consequences of scientific or technological advancements?

Scope and Sequence

- Using the Language Lab to record evidence-supported answers of the unit’s essential questions at the conclusion of the unit
- Listening to “Proyecto MARTA: el coche del futuro con tecnología Española” (*Temas* p. 82)
- Reading of and listening to #4 (*AP Spanish Language and Culture Exam Preparation* p. 98) regarding health care and medicine, and answering of comprehension questions
- Reading of “No sin mi móvil” (*Temas* pp. 74-75), with discussion of pre-reading activities as a whole group, and students interviewing each other about the types of technology they have and depend on and then identifying the worst habits that young people have today as a result of their dependency on technology; review of vocabulary pertinent to the reading, like “nomofobia” (fear of being without one’s mobile device) and answering multiple-choice comprehension questions
- Viewing of short television broadcast about children and cell phone usage and answering of comprehension questions
- Reading of “Nosotros, no” (“Not Us”) by Adolph (*Temas* pp. 78-79), after brainstorming a list of scientific/technological inventions that have impacted humanity and writing of “if” statements about how the world would look if those inventions had not been made; teacher reads the story aloud, then students re-read in groups, answering true/false comprehension questions.
- Independent writing assignment: a new ending to the story or a letter to the scientific community at large either exalting or criticizing the invention of an immortality injection.
- Viewing of “Nutrición: alimentación saludable” about healthy eating habits, practicing note-taking skills while using teacher-created guiding questions
- Reading of “Sustentabilidad” (*Temas* p. 109) with accompanying Venn diagram, and preparation of an oral presentation with a digital visual aid on one of the following topics: 1. Responsible development for the 21st Century; 2. The mining industry and its relationship to society and the economy; 3. Sustainability as a basic principle of human rights; or 4. Basic ethics that society imposes upon itself to protect the planet and guarantee the lives of future generations
- Reading of “Cazadores de tornados” (*Temas* pp. 121-22) with pre- and post-reading activities
- Listening to “Las sequías: el peligro natural más destructivo del planeta” (*Temas* p. 125)
- Simulated Conversations #3 and #4 (*AP Spanish Language and Culture Exam Preparation* pp. 202-03)
- Writing of an e-mail reply (*AP Spanish Language and Culture Exam Preparation* p. 159) & an e-mail letter to a friend (*Temas* p. 108 #3)
- Persuasive Essay: ¿Nos conectan o desconectan las tecnologías de comunicación? (*AP Spanish Language and Culture Exam Preparation* pp. 179-80)
- Cultural Comparison: ¿Qué hechos y acontecimientos son considerados manifestaciones del impacto humano sobre el medio ambiente? (*AP Spanish Language and Culture Exam Preparation* p. 216)
- College Board Personal Progress Check

Assured Assessments

Formative Assessment:

Students will participate in a creative writing assignment, choosing to either write a new ending to the story “Nosotros, no” or a letter to the scientific community at large either exalting or criticizing the invention of an immortality injection. The writing will be scored using the

Trumbull High School School-Wide Writing Rubric and should count as a grade, weighted x2, in the informal assessments category of the gradebook.

Summative Assessment:

Students will research a topic relating to innovations in the fields of science and technology to deliver an oral presentation with an accompanying digital visual aid. The presentation will be scored using the Trumbull High School World Languages Presentational Speaking Rubric and should count as a grade, weighted x2, in the formal assessments category of the gradebook.

Resources

Core

- AP Classroom online resources. <https://myap.collegeboard.org/>. Accessed November 23, 2020. Web.
- Draggett, Parthena, Cole Conlin, Max Ehram, and Elizabeth Millan. *Temas: AP Spanish Language and Culture*. Boston: Vista, 2014. Print.
- Frisancho, Jorge, María Redman, and Marta Lucía Restrepo Bravo. *AP Spanish Language and Culture Exam Preparation*. Boston: Vista, 2014. Print.

Supplemental

- “Niños cada vez más pequeños enganchados a los móviles.” *YouTube* uploaded by euronews (en español) on September 2, 2013. <https://www.youtube.com/watch?v=vOSOrbNHnT0>. Accessed November 23, 2020. Web.
- “Nutrición: alimentación saludable.” *YouTube* uploaded by ClinicaNatMedInt on July 8, 2011. <https://www.youtube.com/watch?v=GU8WFy9io4Y>. Accessed November 23, 2020. Web.
- Textbook support online materials

Time Allotment

- Approximately 5-6 weeks

UNIT 5
Factores que Impactan la Calidad de Vida
(Factors that Impact the Quality of Life)

Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Interact with a variety of Spanish texts, videos, and audios in order to understand what is read, viewed, and heard on a variety of topics surrounding contemporary life.
ACTFL Comparisons: Language Comparisons (Standard 4.1)	Compare their daily school experiences to those of students in Argentina who attend floating schools.
ACTFL Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Relating Cultural Products to Perspectives (Standard 2.2) CCS.ELA-Literacy.SL.11-12.1	Research a traditional Mexican <i>mole</i> recipe and discuss it in Spanish.
CCS.ELA-Literacy.RI.11-12.4	Infer the meanings of words in a reading in Spanish about education and professional careers.
CCS.ELA-Literacy.W.11-12.5	Respond to an e-mail in Spanish in an appropriate tone and register, including advanced grammar structures, about an international travel scholarship.
CCS.ELA-Literacy.W.11-12.5	Answer a question about ecotourism in rural areas in a persuasive essay in Spanish that demonstrates comprehension of the source materials and accurate usage of transition words and other cohesion devices.
ACTFL Interpretive Communication (Standard 1.2) ACTFL Interpersonal Communication (Standard 1.1)	Listen to an audio in Spanish about gender equality in the teaching profession, and read a graph about the percentage of female teachers around the world in order to discuss observations in Spanish.

Unit Essential Questions

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one lives impact one's quality of life?
- What influences one's interpretation and perceptions of one's quality of life?

Scope and Sequence

- Reading of "Prepárese: en el futuro, todos autónomos" (*Temas* pp. 216-17) and answering of comprehension questions

- Reading of “¿Drones al acecho? El gran despliegue de los aviones no tripulados” by Horgan, *National Geographic En Español*, March 2013
- Reading of “Receta de mole colorado Tlaxcalteca” and discussion of recipe; students will be encouraged to find a restaurant in the area that serves *mole* and try it
- Listening to “La equidad de género en la docencia” (“Gender Equality in the Teaching Profession”) (*Temas* p. 220)
- Reading of “Interview Marta Hazas” (*Temas* pp. 229-30)
- Listening to “How difficult it is to speak Spanish” (*Temas* p. 233)
- Listening to “Environment: nature trips” (*Temas* p. 252)
- Reading of “Letters from my mother” by Cortázar
- Readings of #23 & #24 (*AP Spanish Language and Culture Exam Preparation* pp. 55-59)
- Reading of and listening to #9-#11 (*AP Spanish Language and Culture Exam Preparation* pp. 111-17)
- Listening to #10-#12 (*AP Spanish Language and Culture Exam Preparation* pp. 145-47)
- Writing of e-mail reply #10 (*AP Spanish Language and Culture Exam Preparation* p. 167)
- Simulated Conversations #7 and #8 (*AP Spanish Language and Culture Exam Preparation* pp. 206-07)
- Cultural Comparisons, Presentational Speaking #10-#12 (*AP Spanish Language and Culture Exam Preparation* p. 218)
- Persuasive Essay: ¿Es el ecoturismo la mejor forma de apoyar las áreas rurales? (Is ecotourism the best way to support rural areas?) (*AP Spanish Language and Culture Exam Preparation* pp. 187-88)
- College Board Personal Progress Check

Assured Assessments

Formative Assessment:

Students will create a visually striking poster with a recipe for a traditional dish from a Spanish-speaking area (may include the United States), including step-by-step instructions using the imperative mood, and including substitutions of ingredients for cooks outside of the recipe’s place of origin. The writing will be scored using the Trumbull High School School-Wide Writing Rubric and should count as a grade, weighted x2, in the informal assessments category of the gradebook.

Summative Assessment:

Students will write a persuasive essay based on three sources providing different points of view – an article, a table, and an audio interview – using the information from the sources to support their point of view. The essay will be scored using the College Board Free-Response Question: Argumentative Essay Rubric and should count as a grade, weighted x2, in the formal assessments category of the gradebook.

Resources

Core

- AP Classroom online resources. <https://myap.collegeboard.org/>. Accessed November 23, 2020. Web.
- Draggett, Parthena, Cole Conlin, Max Ehram, and Elizabeth Millan. *Temas: AP Spanish Language and Culture*. Boston: Vista, 2014. Print.

- Frisancho, Jorge, María Redman, and Marta Lucía Restrepo Bravo. *AP Spanish Language and Culture Exam Preparation*. Boston: Vista, 2014. Print.

Supplemental

- “Mole poblano tradicional.” *YouTube* uploaded by Jauja Cocina Mexicana on October 25, 2015. <https://www.youtube.com/watch?v=fPnCCuk7BSQ>. Accessed November 23, 2020. Web.
- Textbook support online materials

Time Allotment

- Approximately 5-6 weeks

UNIT 6

Desafíos Medioambientales, Políticos, y Sociales (Environmental, Political, and Societal Challenges)

Unit Goals

At the completion of this unit, students will:

ACTFL Interpretive Communication (Standard 1.2)	Interact with a variety of Spanish texts, videos, and audios in order to understand what is read, viewed, and heard on a variety of topics surrounding contemporary life.
CCS.ELA-Literacy.W.11-12.5	Employ letter writing formalities such as culturally appropriate greetings and closures to reply in Spanish to an e-mail about social consciousness.
CCS.ELA-Literacy.SL.11-12.1	Engage in group discussions in Spanish about the economic and political challenges occurring in Venezuela under the presidency of Nicolás Maduro.
ACTFL Interpersonal Communication (Standard 1.1)	Complete AP exam-style simulated conversations in Spanish in the Language Lab on topics of social well-being and social consciousness.
ACTFL Comparisons: Language Comparisons (Standard 4.1)	Complete free-response, AP-style, presentational speaking prompts in Spanish on economic and environmental themes.
ACTFL Presentational Communication (Standard 1.3) CCS.ELA-Literacy.W.11-12.2	Write an organized opinion essay in Spanish based on a subtheme of global challenges using advanced language and structures.
ACTFL Connections: Making Connections (Standard 3.1)	Read the article from <i>El Mundo</i> entitled “El desierto israelí donde se ensaya la España del cambio climático” and examine the graphics presented to understand the desalination process of sea water into potable water.

Unit Essential Questions

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What role do individuals play in addressing complex societal issues?
- How do challenging issues affect a society’s culture?

Scope and Sequence

- Reading of “Microloans” (*Temas* pp. 286-87)

- Listening to “Media clase crece en América Latina y el Caribe” (“Middle Class Grows in Latin America and the Caribbean”) (*Temas* pp. 290-91)
- Reading of “La desglaciación de la cordillera andina” (“The Melting of the Glaciers in the Andean Mountain Range”) (*Temas* pp. 295-96)
- Reading of “Encuesta de consumo sustentable en Chile”(“Survey of Sustainable Consumption in Chile”) (*Temas* pp. 300-01)
- Listening to “Capacitación a los jóvenes sobre el medioambiente” (“Training of Youth about the Environment”) (*Temas* p. 303)
- Reading of part of graphic novel by Roca, *Arrugas (Wrinkles)* (*Temas* pp. 315-16), and completion of cultural comparison (p. 317) and discussion of how different cultures approach caring for the elderly, with connection back to the story “Nosotros, no” (“Not Us”)
- Reading “La población urbana mundial crecerá un 75% hasta los 6300 millones en 2050” (“Global Urban Population Grows by 75% up to 6.3 Billion in 2050”) (*Temas* pp. 319-20)
- Reading of “Déficit de espacio público ahoga a los Bogotanos” (“Public Space Deficit Drowns the People from Bogota”) (*Temas* pp. 328-29)
- Discussion of graphic about drinkable water (*Temas* p. 342)
- Viewing of Cinemateca, “Pecera: un cortometraje del océano” (“Fishbowl: A Movie Short from the Ocean”)
- Reading of and listening to relevant text and audio (*AP Spanish Language and Culture Exam Preparation* pp. 118-30, & #13-#15, pp. 148-50)
- Reading of #25-#30 (*AP Spanish Language and Culture Exam Preparation* pp. 60-72)
- Simulated conversations #9 and # 10 (*AP Spanish Language and Culture Exam Preparation* pp. 208-09)
- Writing of e-mail reply #10 (*AP Spanish Language and Culture Exam Preparation* pp. 167)
- Reading of article from *El Mundo*, “El desierto israelí donde se ensaya la España del cambio climático,” and examine the graphics presented to understand the desalination process of sea water into potable water
- Reading of interactive article regarding economic and political challenges in Venezuela under the Maduro presidency: “Venezuela: ¿cómo se echo a perder este paraíso?” by Sánchez
- Opinion Essay regarding the theme of global challenges: students select a subtheme reviewed in class or another of their choosing and compose an organized essay utilizing advanced language and structures (see *Temas* pp. 346-47)
- Cultural Comparisons, Presentational Speaking #13-#15 (*AP Spanish Language and Culture Exam Preparation* p. 219)
- Persuasive Essay: Students choose one of two options: 1. A los jóvenes argentinos se les debe permitir votar desde la edad de 16 años? (Should Argentine youth be able to vote at 16?) (*AP Spanish Language and Culture Exam Preparation* p. 189); or 2. ¿A los jóvenes indocumentados les sirve verdaderamente el Dream Act? (Does the Dream Act actually help undocumented youth?)
- College Board Personal Progress Check

Assured Assessments

Formative Assessment:

Students will read the article “La desglaciación de la cordillera andina” (“The Melting of the Glaciers in the Andean Mountain Range”) (*Temas* pp. 295-96), isolating one to two words in each paragraph that best summarizes the paragraph, and answering the comprehension questions that follow. The students’ work should count as a grade in the informal assessments category of the gradebook.

Summative Assessment:

Students will write an opinion essay based on a subtheme of global challenges reviewed in class or another of their choosing, utilizing advanced language and structures, and using as evidence the readings, audios, and videos studied in class to support their opinion. See *Temas* pp. 346-47. The essay will be scored using the Trumbull High School School-Wide Writing Rubric and should count as a grade, weighted x2, in the formal assessments category of the gradebook.

Resources

Core

- AP Classroom online resources. <https://myap.collegeboard.org/>. Accessed November 23, 2020. Web.
- Draggett, Parthena, Cole Conlin, Max Ehram, and Elizabeth Millan. *Temas: AP Spanish Language and Culture*. Boston: Vista, 2014. Print.
- Frisancho, Jorge, María Redman, and Marta Lucía Restrepo Bravo. *AP Spanish Language and Culture Exam Preparation*. Boston: Vista, 2014. Print.

Supplemental

- Guerrero, Teresa. “El desierto israelí donde se ensaya la España del cambio climático.” *El Mundo* March 13, 2019. <https://www.elmundo.es/papel/historias/2019/03/13/5c87d28ffc6c837e6b8b4728.html>. Accessed November 23, 2020. Web.
- Sánchez, Ray. “Venezuela: ¿cómo se echo a perder este paraíso?” CNN April 21, 2017. <https://cnnespanol.cnn.com/2017/04/21/venezuela-como-se-echo-a-perder-este-paraiso/>. Accessed November 23, 2020. Web.
- Textbook support online materials

Time Allotment

- Approximately 5-6 weeks

COURSE CREDIT

One credit in World Languages
One class period daily for a full year

PREREQUISITES

Grades of B- or better in all quarters, midterm, and final exam in Honors Spanish IV.

CURRENT REFERENCES

- Adey, Margaret, and Louis Albin. *Tesoro Literario*. New York: Glencoe, 2007. Print.
- BBC News: *Mundo*. <https://www.bbc.com/mundo>. Accessed November 23, 2020. Web.
- CNN *en español*. <https://cnnespanol.cnn.com/>. Accessed November 23, 2020. Web.
- College Board. “AP Spanish Language and Culture.” <https://apstudents.collegeboard.org/courses/ap-spanish-language-and-culture>. Accessed November 23, 2020. Web.
- Díaz, José M., María Nadel, and Stephen J. Collins. *Abriendo Paso Gramática*. Upper Saddle River, NJ: Prentice Hall, 2000. Print.
- *El Mundo*. <https://www.elmundo.es/>. Accessed November 23, 2020. Web.
- euronews. <https://es.euronews.com/>. Accessed November 23, 2020. Web.
- Gatski, Barbara, and John McMullan. *Triángulo Aprobado*. 5th ed. Freeport, ME: Wayside, 2013. Print.
- Igelesias, Mario, and Walter Meiden. *Spanish for Oral and Written Review*. 5th ed. Boston: Heinle, 1995. Print.
- Quizlet. <https://quizlet.com/>. Accessed November 23, 2020. Web.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School World Languages Interpersonal Speaking Rubric (attached)
- Trumbull High School World Languages Presentational Speaking Rubric (attached)

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	<ul style="list-style-type: none"> • Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> ○ Clearly identifying the purpose of the text ○ Providing initial reaction richly supported by text ○ Providing a perceptive interpretation 	<ul style="list-style-type: none"> • Demonstrates understanding of text by: <ul style="list-style-type: none"> ○ Identifying the fundamental purpose of the text ○ Providing initial reaction supported by text ○ Providing a clear/straightforward interpretation of the text 	<ul style="list-style-type: none"> • Demonstrates general understanding of text by: <ul style="list-style-type: none"> ○ Partially identifying the purpose of the text ○ Providing initial reaction supported by text ○ Providing a superficial interpretation of the text 	<ul style="list-style-type: none"> • Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> ○ Not identifying the purpose of the text ○ Providing initial reaction not supported by text ○ Providing an interpretation not supported by the text
Interpret X_____	<ul style="list-style-type: none"> • Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> ○ Extensively reshaping, reflecting, revising, and/or deepening initial understanding ○ Constructing insightful and perceptive ideas about the text ○ Actively raising critical questions and exploring multiple interpretations of the text 	<ul style="list-style-type: none"> • Demonstrates ability to interpret text by: <ul style="list-style-type: none"> ○ Reshaping, reflecting, revising, and/or deepening initial understanding ○ Summarizing main ideas of text ○ Actively interpreting text by raising questions and looking for answers in text 	<ul style="list-style-type: none"> • Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> ○ Guided reflection and/or revision of initial understanding ○ Summarizing some of the main ideas of text ○ Guided interpretation of text by locating answers to given questions in text 	<ul style="list-style-type: none"> • Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> ○ Struggle to implement guided reflection and/or revision of initial understanding ○ Struggle to summarize any main ideas of text ○ Struggle to answer questions by locating responses in text
Connect X_____	<ul style="list-style-type: none"> • Demonstrates perceptive connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world 	<ul style="list-style-type: none"> • Demonstrates specific connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world 	<ul style="list-style-type: none"> • Demonstrates general connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world 	<ul style="list-style-type: none"> • Struggles to make connections <ul style="list-style-type: none"> ○ text-to-text ○ text-to-self ○ text-to-world
Evaluate X_____	<ul style="list-style-type: none"> • Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> ○ Critical analysis to create a conclusion supported by the text ○ Perceptive judgments about the quality of the text ○ Synthesis of text ○ Expression of a personal opinion 	<ul style="list-style-type: none"> • Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> ○ Critical analysis to form a conclusion from the text ○ Thoughtful judgments about the quality of the text ○ Evaluation of text to express personal opinion(s) 	<ul style="list-style-type: none"> • Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> ○ Formulation of a superficial conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s) 	<ul style="list-style-type: none"> • Demonstrates a struggle to evaluate text by one or more of the following: <ul style="list-style-type: none"> ○ Formulation of a conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> • Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> • Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> • Establishes a purpose • Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> • Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> • Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions 	<ul style="list-style-type: none"> • Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions 	<ul style="list-style-type: none"> • Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions 	<ul style="list-style-type: none"> • Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> • Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> • Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> • May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> • Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> • Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning 	<ul style="list-style-type: none"> • Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School World Languages Interpersonal Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Vocabulary concentrates on: chapter-related, situationally appropriate words, phrases, expressions	Broad range of topic-related vocabulary and expressions, showing advanced, highly effective use of vocabulary	Appropriate, accurate, and effective use of topic-related vocabulary and expressions	Some appropriate and competent use of topic-related vocabulary and expressions	Limited competency and use of topic- related vocabulary and expressions OR Interference from another language
Task concentrates on: fulfillment, elaboration, appropriate context	Insightfully fulfills the task with vivid details	Fulfills the task and performed what was asked	Fulfills tasks with fewer details than what was asked	Fulfills the task with few to no details
Delivery concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are excellent. Student speaks clearly. Confident ease of expression throughout.	Pronunciation is effective. Student speaks clearly. Mostly confident ease of expression throughout.	Pronunciation is adequate. Student speaks with hesitation but with some clarity. Some confident ease of expression throughout.	Pronunciation is inadequate and/or incorrect. Limited ease of expression throughout.
Comprehensibility concentrates on: clarity of message	Can be easily understood by the listener; the message is clear	Can be understood by the listener; the message is mostly clear	Can be somewhat understood; the message is partially clear	Can be understood only with great effort; the message is not clear
Language Use and Structure concentrates on: grammar, accuracy, syntax	Demonstrates a highly effective use of standard speaking practices that enhances communication.	Demonstrates effective use of standard speaking practices. Errors do not detract from communicative meaning.	Demonstrates some appropriate use of standard speaking practices. Errors detract from communicative meaning.	Demonstrates limited use of standard speaking practices. Contains errors that make it very difficult to determine communicative meaning.
Other _____				

Trumbull High School World Languages Presentational Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Purpose concentrates on: task requirements	Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task	Establishes a purpose; Demonstrates an awareness of audience and task	Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task
Topic Development concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant, accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant, inaccurate, and lacks organization and details
Language Use and Structure concentrates on: target language, vocabulary, grammar	Highly effective use and control of level-appropriate structures	Effective use of level-appropriate structures	Some use of level-appropriate structures	Limited or no use of simple structures
Delivery concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation; Clear voice, engaging presence	Ease of expression; Mostly accurate pronunciation and intonation; Clear voice	Some hesitation; Some inaccurate pronunciation and intonation	Much hesitation; Little to no fluency
Other _____				

May add Visual Communication for fifth category of evaluation for presentations.