

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

SPANISH CONVERSATION & CULTURE III

Grades 10-12

World Languages Department

2018

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Spanish Conversation & Culture III
Grades 10-12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

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

Space-age technology has reduced the world to the size of a silicon chip. It has not increased our ability to communicate effectively with one another. To be able to communicate requires discipline, intelligence, cultural awareness, and diplomacy. World language instruction needs to reach out and touch other people in an effort to understand not only the spoken word, but also the culture. It is our desire to impart a cultural awareness to our students through the spoken and written word. That is only the beginning, however, in strengthening the ties which bind us all together in our world community.

Knowledge of a world language is essential to our economy and germane to our very existence. Being able to speak, read, and write a world language is no longer a luxury; it is a necessity. With this in mind, we give our students in Trumbull the opportunity to learn at least one world language other than English, and we encourage them to learn others, so that America will remain a leader among nations. Leadership requires knowledge of other people's diverse values, of a multiplicity of cultures. It is our purpose, therefore, to enlighten, to instill, and to sustain a love of learning of world languages among students in the Trumbull Public Schools.

The primary goal of the four-year Spanish Conversation & Culture sequence is for students to develop linguistic proficiency and cultural sensitivity. Students will broaden their communication skills while simultaneously deepening their appreciation for Hispanic cultures.

Spanish Conversation & Culture III is structured sequentially to help build skill development. Each unit is organized to address listening, speaking, reading, writing, and culture as outlined in the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Learning. Activities are aligned to the 5 "C's" of communication, cultures, connections, comparisons, and communities. Each unit includes assured experiences to form a firm foundation for each student as she/he builds upon these language skills, and assessments that continually monitor each student's progress. As a framework to the language teacher, the curriculum guide encourages teachers to use additional sources, additional technology, realia, and personal experiences to enhance this curriculum and make it most relevant to each student.

COURSE GOALS

The following Course Goals derive from the 2012 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 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.

Communities: School and Global Communities
(Standard 5.1)

Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Communities: Lifelong Learning (Standard 5.2)

Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

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.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.11-12.2a

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.11-12.2b

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and

	examples appropriate to the audience’s knowledge of the topic.
CCS.ELA-Literacy.W.11-12.2c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCS.ELA-Literacy.W.11-12.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCS.ELA-Literacy.W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCS.ELA-Literacy.W.11-12.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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.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 Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. 2a. Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b. Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
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. 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
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. 6d. Students publish or present content that customizes the message and medium for their intended audiences.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- new concepts of the Spanish language can be practiced in appreciation of the value of communication with people of other cultures.
- important differences in culture exist between the United States and Spanish-speaking countries, especially southern Spain and the Caribbean.
- the Spanish region of Castilla-La Mancha has a rich culture, and has had a significant influence on the Americas.

- the early history of the Caribbean islands included struggles of early immigration and survival.
- key inherited aspects connect Europe and the Americas through the food trade.

COURSE ESSENTIAL QUESTIONS

- Why is it important to understand the origins and the cultures behind the food we eat?
- Despite the differences of geographical borders, languages, and economics, what connects the peoples of the American continent?
- What key responsibilities do we, or should we, have in order to maintain the integrity of our families?
- What key human traits have remain unchanged throughout history, and why?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- how to listen to authentic sources of spoken Spanish.
- how to react in the Spanish language using the future tense and with potential expressions in relation to present circumstances
- how to write essays in the Spanish language at the intermediate level, expressing ideas and opinions in various styles.
- new Spanish vocabulary about food, family, extracurricular activities, and relationships with others.
- the geography of various Spanish-speaking countries.
- the history of various Spanish-speaking countries.

Students will be able to . . .

- listen to authentic sources of spoken Spanish.
- speak in Spanish about the past using appropriate verbs.
- speak in Spanish about progressive actions using present and past progressive tenses.
- speak in Spanish using the future tense and with potential expressions in relation to present circumstances
- make presentations to their peers, about various topics, in Spanish.
- participate in unit-focused skits using Spanish, presenting either in person or via technology.
- write essays in the Spanish language at the intermediate level, expressing ideas and opinions in various styles.
- how to employ new Spanish vocabulary about food, family, extracurricular activities, and relationships with others.
- conduct research about Hispanic food and present their learning in both spoken and written forms.

COURSE SYLLABUS

Course Name

Spanish Conversation & Culture III

Level

College-Preparatory

Prerequisites

Spanish Conversation & Culture II, or Spanish II, with teacher recommendation

Materials Required

None

General Description of the Course

This course will follow ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Learning Language. In the third year of study, the emphasis will be placed on communicative skills based upon the 5 “C’s” of language learning. Culturally authentic contemporary situations will motivate proficient oral production. Self-expression in the target language will be emphasized as well as a continued study and practice of the language with embedded culture. The previous grammatical foundation will expand and broaden written skills. Language lab usage will enhance listening and speaking skills. Cultural references and interdisciplinary connections will be enhanced and paralleled through authentic readings, films, poems, research, etc., whose topics will include art, music and literature. Software and interactive materials are available to students. Students are encouraged to join the Spanish Club.

Assured Assessments

Formative Assessments:

Formative assessments can include, but are not limited to:

- Personal narrative writing (Unit 1)
- Open-notebook quizzes (Unit 2)
- Writing using grammatical structures taught (Unit 3)
- Video and presentation using vocabulary and grammatical structures taught (Unit 4)

Summative Assessments:

- Unit test (Unit 1)
- Week-long itinerary (Unit 2)
- Informative essay (Unit 3)
- Reading comprehension test (Unit 4)

Core Text

- *¡Exprésate! Spanish 3*. New York: Holt, Rinehart, and Winston, 2008. Print.

UNIT 1

¡Adios al Verano!

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1) ACTFL Presentational Communication (Standard 1.3) ACTFL Connections: Making Connections (Standard 3.1) ACTFL Comparisons: Language Comparisons (Standard 4.1) ACFTL Communities: School and Global Communities (Standard 5.1) CCS.ELA-Literacy.W.11-12.3 CCS.ELA-Literacy.W.11-12.3a CCS.ELA-Literacy.W.11-12.3b CCS.ELA-Literacy.W.11-12.3c ISTE Digital Citizen (Standard 2) ISTE Global Collaborator (Standard 7)	Write an organized and coherent e-mail in Spanish to a penpal from a Spanish-speaking country, expressing what a person can do with his/her free time in Trumbull and informing the penpal of the student's likes and dislikes about his/her environment.
ACTFL Interpretive Communication (Standard 1.2) CCS.ELA-Literacy.RL.11-12.1 CCS.ELA-Literacy.RL.11-12.2 CCS.ELA-Literacy.RI.11-12.3 CCS.ELA-Literacy.RI.11-12.4	Understand, interpret, and analyze what is heard, read, and viewed in Spanish about weather, likes, and dislikes, and what one did during his/her free time in the past.
ACTFL Connections: Making Connections (Standard 3.1) ACTFL Comparisons: Cultural Comparisons (Standard 4.2) CCS.ELA-Literacy.SL.11-12.1 CCS.ELA-Literacy.SL.11-12.4	Investigate and explain in Spanish the geographical profile and the culture of the Castilla-La Mancha region of Spain, comparing and contrasting the geography and culture to the geography and culture of New England.
ACFTL Communities: School and Global Communities (Standard 5.1) CCS.ELA-Literacy.SL.11-12.5 ISTE Knowledge Constructor (Standard 3) ISTE Creative Communicator (Standard 6)	Create an electronic list of websites published in Spanish with the purpose of informing Spanish-speaking tourists of places of interest to visit in the United States.

Unit Essential Questions

- What do people do during their free time?
- How do people talk about the weather?
- How does one express one's likes and dislikes?

- How do people talk about the past?
- How do people talk about the future?

Scope and Sequence

- Vocabulary 1: summer vacation
- Vocabulary 2: asking and giving advice
- *Preterito vs. Imperfecto*
- *Gustar*
- *Ser vs. Estar*
- Direct and indirect pronouns
- Simple future format with *ir, pensar*
- Geographic and cultural knowledge of the Castilla-La Mancha region of Spain
- Comparison of people's use of free time in various parts of the Hispanic world

Assured Assessments

Formative Assessment:

Students will complete a written assignment in which they will observe four pictures and then write a brief personal narrative about each one. In order to complete each narrative, students will have to use the vocabulary learned, as well as the past tenses. Students will also have to express likes or dislikes based on each circumstance. During this assessment, as with most formative written assessments, students will be able to use only their notes and not their textbooks, a strategy which encourages students to take good notes. The writing should be assessed using the THS School-Wide Writing Rubric, and should count as a grade in the informal assessments category of the gradebook.

Summative Assessment:

Students will complete a unit test that will assess students on vocabulary, the use of past tenses expressing likes and dislikes, as well as the different uses of *ser vs. estar*. Students will take the exam in two parts: on the first day, they will write their essays in which they will use the materials learned in class in order to talk about their everyday lives in Trumbull. On the second day, students will complete the short-answer and multiple-choice questions based on reading comprehension, listening comprehension, and grammatical structures taught within the unit. The test should count as a grade in the formal assessments category of the gradebook, and the essay should be assessed using the THS School-Wide Writing Rubric.

Resources

Core

- *¡Exprésate! Spanish 3*. New York: Holt, Rinehart, and Winston, 2008. Print.

Supplemental

- Textbook support materials for contextualized reading and writing, and differentiated vocabulary and grammar practice
- Teacher-created materials
- Relevant online videos

Time Allotment

- Approximately 8 weeks, corresponding with the first marking period of the school year

UNIT 2

¡A Pasarlo Bien!

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1) ACTFL Presentational Communication (Standard 1.3) ACTFL Connections: Making Connections (Standard 3.1) ACTFL Comparisons: Language Comparisons (Standard 4.1) ACFTL Communities: School and Global Communities (Standard 5.1) CCS.ELA-Literacy.W.11-12.2 CCS.ELA-Literacy.W.11-12.2a CCS.ELA-Literacy.W.11-12.2b CCS.ELA-Literacy.W.11-12.2c	Write an organized and coherent essay in Spanish reporting some personal hobbies and the people the student enjoys doing the hobbies with, as well as explaining why those people are enjoyable to spend time with as ideal friends.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) ACFTL Communities: School and Global Communities (Standard 5.1) Communities: Lifelong Learning (Standard 5.2) CCS.ELA-Literacy.SL.11-12.1	Research, based on personal goals to use the Spanish language for enjoyment and advancement, past community interests of elderly members of the Trumbull community.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) CCS.ELA-Literacy.SL.11-12.4	Communicate effectively in Spanish the activities people used to do, and whether they liked them or not, as well as activities people were going to do but didn't, the reasons why, and how they feel as a result.
ACFTL Communities: School and Global Communities (Standard 5.1) CCS.ELA-Literacy.SL.11-12.5	Create a propaganda poster with the purpose of encouraging Spanish-speaking people near the community to try the student's favorite activity (skiing, hiking, bike riding, downhill, etc.).

Unit Essential Questions

- How do people express interest and displeasure?
- How does one invite others to do something?
- How do people describe the ideal friend?
- How do people express happiness and unhappiness?

Scope and Sequence

- Vocabulary 1: expressing interest and displeasure
- Vocabulary 2: describing the ideal friend
- The imperfect tense
- *Ir a* + infinitive (both present and imperfect)
- Giving a group command (*nosotros* commands)
- Geographic and cultural knowledge of the Castilla-La Mancha region of Spain
- Comparison of the various sports practiced by people in Spain with those practiced by people in the United States
- The life and works of Doménikos Theotokópoulos, *El Greco*

Assured Assessments

Formative Assessment:

Students will complete two traditional open-notebook quizzes based on material presented during the unit. During this assessment, as with most formative written assessments, students will be able to use only their notes and not their textbooks, a strategy which encourages students to take good notes. Each quiz should count as a grade in the informal assessments category of the gradebook.

Summative Assessment:

In groups of three, students will create either (a) a week-long itinerary for a group of Spanish-speaking exchange students visiting the New England area of the United States; or (b) a week-long itinerary for a sports-themed vacation to Spain. The itinerary should utilize presentation software and be presented to the class by each group for a grade in the formal assessments category of the gradebook which is based on content (20 points), language use (20 points), creativity and originality (20 points), appearance (20 points), and oral presentation (20 points).

Resources

Core

- *¡Exprésate! Spanish 3*. New York: Holt, Rinehart, and Winston, 2008. Print.

Supplemental

- Textbook support materials for contextualized reading and writing, and differentiated vocabulary and grammar practice
- Teacher-created materials
- Online videos of Toledo, Spain

Time Allotment

- Approximately 8 weeks, corresponding with the second marking period of the school year, with the section on *El Greco* extending into the third marking period if necessary

UNIT 3

Todo Tiene Solución

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1) ACTFL Presentational Communication (Standard 1.3) ACTFL Connections: Making Connections (Standard 3.1) ACTFL Comparisons: Language Comparisons (Standard 4.1) ACFTL Communities: School and Global Communities (Standard 5.1) CCS.ELA-Literacy.W.11-12.2 CCS.ELA-Literacy.W.11-12.2a CCS.ELA-Literacy.W.11-12.2b CCS.ELA-Literacy.W.11-12.2c	Write an organized and coherent apology letter in Spanish, based on research with their school counselors or Trumbull High Peer Leaders director about writing an apology letter to a friend whom they may have offended, using vocabulary and expressions learned in the unit to make suggestions to better the friendship.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) ACFTL Communities: School and Global Communities (Standard 5.1) Communities: Lifelong Learning (Standard 5.2) CCS.ELA-Literacy.RI.11-12.3 CCS.ELA-Literacy.RI.11-12.4 CCS.ELA-Literacy.SL.11-12.1	Research, based on personal goals to use the Spanish language for enjoyment and advancement, issues related to stereotyping in the Trumbull community.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) CCS.ELA-Literacy.SL.11-12.1 CCS.ELA-Literacy.SL.11-12.4	Communicate effectively in Spanish complaints and disagreements with others, as well as diplomatic explanations of their own positions on specific topics, and suggestions, with communication of future plans and hypothetical expressions.
ACFTL Communities: School and Global Communities (Standard 5.1) CCS.ELA-Literacy.SL.11-12.5	Create bilingual classroom visuals to increase awareness of issues related to stereotyping within the community.

Unit Essential Questions

- How do people express general complaints?
- How does one express an opinion and disagree?

- How do people make suggestions?
- How do people apologize?

Scope and Sequence

- Vocabulary 1: expressing complaints and opinions
- Vocabulary 2: making suggestions
- Verb + infinitive
- The future tense and the conditional tense
- Introduction to the subjunctive mood
- Geographic and cultural knowledge of the Caribbean, including food, architecture, art, people, and customs
- Comparison of issues of conflict between parents and children in Spanish-speaking families and in families of the United States

Assured Assessments

Formative Assessment:

Students will brainstorm, in groups, possible life-changing experiences (e.g., winning a lottery ticket), and will then write about their potential new lives, using the conditional tense. The writing should be assessed using the THS School-Wide Writing Rubric, and should count as a grade in the informal assessments category of the gradebook.

Summative Assessment:

Students will write a comprehensive, coherent essay based on a piece of fine art that celebrates culture and at the same time fights stereotypes and unjust social judgment of culture. The writing should be assessed using the THS School-Wide Writing Rubric, and should count as a grade in the formal assessments category of the gradebook.

Resources

Core

- *¡Exprésate! Spanish 3*. New York: Holt, Rinehart, and Winston, 2008. Print.

Supplemental

- Adey, Margaret, and Louis Albin. *Galería de Arte y Vida*. New York: McGraw-Hill, 1996. Print.
- Textbook support materials for contextualized reading and writing, and differentiated vocabulary and grammar practice
- Teacher-created materials
- Online videos of Toledo, Spain

Time Allotment

- Approximately 8 weeks, corresponding with the third marking period of the school year

UNIT 4

Entre Familia

Unit Goals

At the completion of this unit, students will:

ACTFL Interpersonal Communication (Standard 1.1) ACTFL Presentational Communication (Standard 1.3) ACTFL Connections: Making Connections (Standard 3.1) ACTFL Comparisons: Language Comparisons (Standard 4.1) ACFTL Communities: School and Global Communities (Standard 5.1) CCS.ELA-Literacy.W.11-12.2 CCS.ELA-Literacy.W.11-12.2a CCS.ELA-Literacy.W.11-12.2b CCS.ELA-Literacy.W.11-12.2c	Write an organized and coherent restaurant review about a favorite high-end restaurant in Trumbull for potential Spanish-speaking patrons, explaining their favorite appetizers, entrees, and desserts, and also describing the ambience and culinary theme of the establishment and the quality of ingredients used by the chef.
ACTFL Interpretive Communication (Standard 1.2) CCS.ELA-Literacy.RL.11-12.1 CCS.ELA-Literacy.RL.11-12.2 CCS.ELA-Literacy.RI.11-12.3 CCS.ELA-Literacy.RI.11-12.4	Understand, interpret, and analyze what is heard, read, and viewed in Spanish about Latino families and about traditional Latino-Caribbean food.
ACTFL Connections: Making Connections (Standard 3.1) ACTFL Comparisons: Cultural Comparisons (Standard 4.2) CCS.ELA-Literacy.SL.11-12.1 CCS.ELA-Literacy.SL.11-12.4	Investigate and explain in Spanish the geographical profile and the culture of the Spanish islands, comparing and contrasting the geography and culture to the geography and culture of New England.
ACFTL Communities: School and Global Communities (Standard 5.1) CCS.ELA-Literacy.SL.11-12.5 ISTE Knowledge Constructor (Standard 3) ISTE Creative Communicator (Standard 6)	Develop informational resources for Spanish-speaking immigrants on where they can find their food, based on the electronic conglomerate of websites of famous restaurants in important New England cities published in Spanish around the United States.

Unit Essential Questions

- How do people ask about the latest news?
- How do people react to news?
- How do people comment on food?
- How do people explain and give excuses about food?

- How do people talk about the future?

Scope and Sequence

- Vocabulary 1: asking about and reacting to the local news
- Vocabulary 2: commenting on food
- The present progressive tense
- The preterit tense
- Direct and indirect pronouns
- Direct and indirect object pronouns
- Geographic and cultural knowledge of the Caribbean and Spanish-speaking islands
- Comparison of family interactions between various Spanish-speaking communities

Assured Assessments

Formative Assessment:

Students will create a video demonstrating proper use of the vocabulary taught during the first of the unit, as well as the present progressive tense to express continuity of an action and to express emphasis of mobility through an action (i.e., going around doing). The video will be presented in a prepared oral presentation, should be assessed using the THS World Languages Presentational Speaking Rubric, and should count as a grade in the informal assessments category of the gradebook.

Summative Assessment:

Students will read a cultural article about Latin American desserts, then take a reading comprehension test on which they will analyze the text, including analyzing the grammar taught within the unit and using evidence to support their answers. The test will also require students to compare their favorite desserts with those discussed in the article. The test should count as a grade in the formal assessments category of the gradebook.

Resources

Core

- *¡Exprésate! Spanish 3*. New York: Holt, Rinehart, and Winston, 2008. Print.

Supplemental

- Textbook support materials for contextualized reading and writing, and differentiated vocabulary and grammar practice
- Teacher-created materials
- Online food videos
- *Coco*. Dir. Lee Unkrich. Disney, 1997. Film.

Time Allotment

- Approximately 7 weeks, corresponding with the fourth marking period of the school year and ending one week before the course final examination to allow sufficient review prior to the final exam

COURSE CREDIT

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

PREREQUISITES

Spanish Conversation & Culture II, or Spanish II, with teacher recommendation.

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.