TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

SPANISH CONVERSATION & CULTURE IV
Grades 10-12
World Languages Department

2019

Curriculum Writing Team

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Spanish Conversation & Culture IV
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 IV 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.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCS.ELA-Literacy.W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCS.ELA-Literacy.W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCS.ELA-Literacy.W.11-12.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital

(Standard 6)	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 Mexico, Peru, and Chile.
- the Spanish regions of Central and South America have a rich culture, and have had a significant influence on the United States.
- the early history of Latin America included struggles of early immigration and survival of peoples forced to leave their rural environment and move to big cites in search of better opportunities.
- key inherited aspects connect Europe and the Americas through food, art, traditional storytelling, and some important historical events.
- art has had an interdisciplinary influence across the world.

COURSE ESSENTIAL QUESTIONS

- Why is it important to understand art and its interdisciplinary influence across the world?
- How important is it to maintain one's cultural traditions even when living in a different country?
- What opportunities do the major cities in America have to offer those seeking a better life?
- Why are children's books important?

COURSE KNOWLEDGE & SKILLS

Students will know . . .
- the different uses of *por* and *para*.
- how to use different verb tenses to express time.
- the necessary documents to apply for employment in Spanish.
- how to write essays in the Spanish language at the intermediate level, expressing ideas and opinions in various styles.
- the indicative mood in Spanish, and an initial understanding of the subjunctive mood.
- key elements of the culture of Mexico, Peru, and Chile.
- the life and work of Spanish painter Diego Velázquez.

- the life and work of Spanish painter Francisco Goya.
- the life and work of Spanish painter Pablo Ruiz Picasso.

Students will be able to . . .
- listen to authentic sources of spoken Spanish.
- speak in Spanish using appropriate verbs.
- 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.
- conduct research about Spanish culture and Spanish painters and present their learning in both spoken and written forms.

COURSE SYLLABUS

Course Name

Spanish Conversation & Culture IV

Level

College-Preparatory

Prerequisites

Spanish Conversation & Culture III, or Spanish III, 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 fourth year of study, the emphasis will continue to be communicative skills based upon the 5 "C's" of language learning: communication, cultures, connections, comparisons, and communities. 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 will be available to students. Students will be encouraged to join the Spanish Club.

Assured Assessments

Formative Assessments:
Formative assessments can include, but are not limited to:
- Three-column art analysis (Unit 1)
- Research based on accomplishments and challenges of an immigrant (Unit 2)
- One-minute commercial based on a futurist idea to solve a current problem (Unit 3)
- Conversation based on historic event (Unit 4)

Summative Assessments:
- Unit test (Unit 1)
- Biographical podcast based on a pop culture star (Unit 2)
- Essay about an ideal work environment (Unit 3)
- Creation of a children's book in Spanish (Unit 4)

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

UNIT 1
El Arte y La Música

Unit Goals

At the completion of this unit, students will:

ACTFL Connections: Making Connections (Standard 3.1) ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) ACTFL Comparisons: Language Comparisons (Standard 4.1) ACTFL Comparisons: Cultural Comparisons (Standard 4.2) CCS.ELA-Literacy.RI.11-12.4	Investigate and explain the meaning or the message of Spanish art and music of various genres.
ACTFL Interpretive Communication (Standard 1.2) CCS.ELA-Literacy.RI.11-12.3	Interpret, analyze, and compare what is heard, read, or viewed about Spanish art and music.
ACTFL Comparisons: Cultural Comparisons (Standard 4.2) CCS.ELA-Literacy.SL.11-12.1	Change the subject and introduce new topics during a guided conversation in Spanish, using comparisons to segue into making recommendations.
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) ACTFL Communities: Lifelong Learning (Standard 5.2) 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 CCS.ELA-Literacy.W.11-12.2f CCS.ELA-Literacy.W.11-12.4 ISTE Digital Citizen (Standard 2) ISTE Knowledge Constructor (Standard 3) ISTE Creative Communicator (Standard 6) ISTE Global Collaborator (Standard 7)	Write an organized and coherent e-mail in Spanish to an exchange student from Mexico who is traveling through the United States, making suggestions about what cities to visit, what museums to see, and perhaps what current concerts are taking place in the mentioned cities, as well as comparing two or more of the recommended cities using the appropriate expressions for comparison.

Unit Essential Questions

- How does one give an opinion in Spanish?
- How does one introduce and change a topic in Spanish?
- How does one invite others and turn down invitations from others in Spanish?
- How does one make suggestions and recommendations in Spanish?

Scope and Sequence

- Art vocabulary
- Phrases to indicate opinions
- Phrases to indicate the end of a topic and the introduction of a new topic
- Vocabulary necessary to invite and to decline invitations
- Phrases used to make suggestions without the subjunctive
- Comparisons of equality, inequality, and superlative
- Passive voice with *se*
- Cultural knowledge of various genres of art and music

Assured Assessments
Formative Assessment:
Students will be given a handout with a photograph of a piece of art. After analyzing the picture, students will complete three columns on the other side: (1) listing vocabulary; (2) sentences describing what they see; and (3) comparing two subjects in the picture using equality, inequality, and superlative. After three minutes for the vocabulary column, students will share their words. Then, students will have five minutes to complete column 2; e.g., *"Yo veo al rey due España."* ("I see the King of Spain.") For the third column, students will have 7 minutes; e.g., *"El rey es más alto que la princesa."* ("The King is taller than the princess.") The writing 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 uses of comparative expressions, and the use of the passive voice with *se*. Students will take the exam in two parts. On the first day, they will write their essays using the materials learned within the unit to express opinions, recommendations, and comparisons of the different aspects of their culture. On the second day, they 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
<u>Core</u>

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

<u>Supplemental</u>

- 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
Mis Aspiraciones

Unit Goals

At the completion of this unit, students will:

ACTFL Connections: Making Connections (Standard 3.1) ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) ACTFL Comparisons: Language Comparisons (Standard 4.1) ACTFL Comparisons: Cultural Comparisons (Standard 4.2) CCS.ELA-Literacy.RL.11-12.1 CCS.ELA-Literacy.RL.11-12.2 CCS.ELA-Literacy.RI.11-12.4 CCS.ELA-Literacy.SL.11-12.5	Investigate and explain in Spanish various accomplishments of people in their lives, and the challenges faced in order to achieve success.
ACTFL Interpretive Communication (Standard 1.2) ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2) CCS.ELA-Literacy.RL.11-12.2 CCS.ELA-Literacy.RI.11-12.3 CCS.ELA-Literacy.RI.11-12.4	Interpret, analyze, and compare what is heard, read, or viewed in Spanish about challenges and accomplishments.
ACTFL Presentational Communication (Standard 1.3) ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) ACTFL Comparisons: Language Comparisons (Standard 4.1) ACTFL Comparisons: Cultural Comparisons (Standard 4.2) CCS.ELA-Literacy.SL.11-12.1 CCS.ELA-Literacy.SL.11-12.4	Use the Spanish language to talk about future plans, including to express cause and effect as a build-up from previous goals, as linked to their family's ancestors and their struggles to achieve the American dream.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Presentational Communication (Standard 1.3) ACTFL Connections: Making Connections (Standard 3.1) ACTFL Comparisons: Language	Prepare and implement a questionnaire in Spanish to interview a teacher in the school about his/her life dreams, accomplishments, and challenges endured, then write a report in Spanish to be shared with classmates.

Comparisons (Standard 4.1)
ACTFL Communities: School and Global
Communities (Standard 5.1)
ACTFL Communities: Lifelong Learning
(Standard 5.2)
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
CCS.ELA-Literacy.W.11-12.2d
CCS.ELA-Literacy.W.11-12.2e
CCS.ELA-Literacy.W.11-12.2f
CCS.ELA-Literacy.W.11-12.4

Unit Essential Questions

- How does one talk about challenges in Spanish?
- How does one talk about accomplishments in Spanish?
- How does one talk about future plans in Spanish?
- How does one express cause and effect in Spanish?

Scope and Sequence

- Vocabulary necessary to express future plans for success
- Phrases to talk about challenges and accomplishments
- Phrases to express cause and effect
- Review of *Preterito* vs. *Imperfecto*
- Grammatical reflexive
- *Lo* and *Lo que*

Assured Assessments
Formative Assessment:
Students will research a family member who came to the United States as an immigrant, locating a picture of their relative and affixing it to a teacher-created handout. Then students will answer, in Spanish, a series of biographical questions related to the unit's theme. The assessment will help students review the vocabulary learned and will also scaffold to essay writing. The writing should count as a grade in the informal assessments category of the gradebook.

Summative Assessment:
Students will select a pop culture star, then create a biographical podcast about the individual, including the person's struggles and accomplishment. A script in Spanish will be graded as an essay, and will be recorded on electronic devices and uploaded. The writing and recording should count as a grade in the formal assessments category of the gradebook, and the writing 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 second marking period of the school year

UNIT 3
¿A Qué Te Dedicas?

Unit Goals

At the completion of this unit, students will:

ACTFL Connections: Making Connections (Standard 3.1) ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) ACTFL Comparisons: Cultural Comparisons (Standard 4.2) 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 CCS.ELA-Literacy.W.11-12.3d CCS.ELA-Literacy.W.11-12.3e CCS.ELA-Literacy.W.11-12.4	Investigate and explain in Spanish their individual abilities and their future potential employment.
ACTFL Interpretive Communication (Standard 1.2) CCS.ELA-Literacy.RI.11-12.3 CCS.ELA-Literacy.RI.11-12.4	Interpret, analyze, and compare what is heard, read, or viewed about various career requirements.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) ACTFL Presentational Communication (Standard 1.3) ACTFL Comparisons: Cultural Comparisons (Standard 4.2) ACTFL Communities: School and Global Communities (Standard 5.1) CCS.ELA-Literacy.SL.11-12.1 CCS.ELA-Literacy.SL.11-12.4	Communicate in Spanish their personal strengths and weaknesses related to career requirements, including various jobs they can and cannot perform in their community.
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) ACTFL Communities: Lifelong Learning	Write in Spanish an organized and coherent letter of intent, describing their professional experience and their personal abilities beneficial to the work environment of the company to which they are applying for employment.

(Standard 5.2)
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
CCS.ELA-Literacy.W.11-12.2d
CCS.ELA-Literacy.W.11-12.2e
CCS.ELA-Literacy.W.11-12.2f
CCS.ELA-Literacy.W.11-12.4

Unit Essential Questions

- How does one express what one can and cannot do in Spanish?
- How does one express what one does and does not understand in Spanish?
- How does one write a formal letter in Spanish?
- How does one talk about career plans in Spanish?

Scope and Sequence

- Vocabulary related to personal interests and future careers
- Phrases to indicate what one is able and unable to do
- Phrases to indicate things one does and does not understand
- Vocabulary related to the writing of a formal letter of intent
- The future tense and the conditional tense
- Verbs that use indirect objects
- Verbs that mean "to become"

Assured Assessments
Formative Assessment:
Students will work in groups to create a futuristic idea solving a current problem in a Spanish-speaking country. They will identify the problem, devise a solution, and create a concept design to help fix the problem. They will then create a one-minute commercial using electronic devices to introduce their concept to the nation. The writing and recording should count as a grade in the informal assessments category of the gradebook.

Summative Assessment:
Students will write an essay about an ideal work environment, describing the work hours, the benefits, the boss, the co-workers, and the contributions the students would make to this environment. The writing should count as a grade in the formal assessments category of the gradebook, and 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
- *Minimalism: A Documentary about the Important Things*. Dir. Matt D'Avella. Catalyst, 2016. Film.

Time Allotment

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

UNIT 4
Huellas del Pasado

Unit Goals

At the completion of this unit, students will:

ACTFL Connections: Making Connections (Standard 3.1) ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) ACTFL Comparisons: Cultural Comparisons (Standard 4.2) 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	Access in Spanish, and evaluate, information and diverse perspectives about the importance of children's books, comparing traditional legends and myths of Latin American culture to their own culture.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) 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 CCS.ELA-Literacy.W.11-12.2d CCS.ELA-Literacy.W.11-12.2e CCS.ELA-Literacy.W.11-12.2f CCS.ELA-Literacy.SL.11-12.1 CCS.ELA-Literacy.SL.11-12.4	Interact with and negotiate meaning in written classic legends and myths in Spanish, presenting information, concepts, and ideas to inform or explain the meaning of children's books, legends, and myths, as well as the various language characteristics that often appear in the writing of fairy tales and short stories.
ACTFL Interpersonal Communication (Standard 1.1) ACTFL Interpretive Communication (Standard 1.2) ACTFL Presentational Communication (Standard 1.3) ACTFL Comparisons: Cultural Comparisons (Standard 4.2) ACTFL 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 CCS.ELA-Literacy.W.11-12.3d CCS.ELA-Literacy.W.11-12.3e	Learn the purpose and importance of children's books, and plan, organize, and write in Spanish a coherent children's book serving an educational purpose for the children who will read it.

CCS.ELA-Literacy.W.11-12.4

ACTFL Interpersonal Communication (Standard 1.1)	Write in Spanish, in groups, about a fictitious country they create, including its history, its important events, the explorers that founded the country, and the important historical events having occurred in the country.
ACTFL Presentational Communication (Standard 1.3)	
ACTFL Connections: Making Connections (Standard 3.1)	
ACTFL Comparisons: Language Comparisons (Standard 4.1)	
ACTFL Communities: Lifelong Learning (Standard 5.2)	
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	
CCS.ELA-Literacy.W.11-12.3d	
CCS.ELA-Literacy.W.11-12.3e	
CCS.ELA-Literacy.W.11-12.4	

Unit Essential Questions

- How does one set the scene for a story in Spanish?
- How does one continue and end a short story in Spanish?
- How does one talk about hopes and wishes in Spanish?
- How does one express regret and gratitude in Spanish?

Scope and Sequence

- Vocabulary related to storytelling
- Phrases typically used during the writing process of fairy tales
- Phrases to connect thoughts, and to continue and end stories
- Vocabulary related to historical events from the past
- *Preterito* vs. *Imperfecto* in storytelling
- The different uses of *por* and *para*
- Introduction to the subjunctive mood

Assured Assessments
Formative Assessment:
Using vocabulary learned during the unit, students will create a conversation between two people, discussing a historic event that may have impacted the students personally, or their relatives. The students will present their conversations to the class. The 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 plan, organize, and write a book in Spanish with an educational purpose for children. Students will use the preterit and the imperfect verb tenses, as well as vocabulary

learned during the unit. The book should count as a grade in the formal assessments category of the gradebook, and should be assessed using the THS School-Wide Writing Rubric.

Resources
<u>Core</u>
- *¡Exprésate! Spanish 3*. New York: Holt, Rinehart, and Winston, 2008. Print.

<u>Supplemental</u>
- Textbook support materials for contextualized reading and writing, and differentiated vocabulary and grammar practice
- Teacher-created materials
- Relevant online videos
- *El laberinto del Fauno*. Dir. Guillermo Del Toro. Estudios Picasso, 2006. Film.

Time Allotment

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

COURSE CREDIT

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

PREREQUISITES

Spanish Conversation & Culture III, or Spanish III, 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_____	• Demonstrates exceptional understanding of text by: ○ Clearly identifying the purpose of the text ○ Providing initial reaction richly supported by text ○ Providing a perceptive interpretation	• Demonstrates understanding of text by: ○ Identifying the fundamental purpose of the text ○ Providing initial reaction supported by text ○ Providing a clear/straightforward interpretation of the text	• Demonstrates general understanding of text by: ○ Partially identifying the purpose of the text ○ Providing initial reaction supported by text ○ Providing a superficial interpretation of the text	• Demonstrates limited or no understanding of text by: ○ Not identifying the purpose of the text ○ Providing initial reaction not supported by text ○ Providing an interpretation not supported by the text
Interpret X_____	• Demonstrates exceptional interpretation of text by: ○ 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	• Demonstrates ability to interpret text by: ○ 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	• Demonstrates general ability to interpret text by: ○ 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	• Demonstrates limited ability to interpret text as evidenced by: ○ 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_____	• Demonstrates perceptive connections ○ text-to-text ○ text-to-self ○ text-to-world	• Demonstrates specific connections ○ text-to-text ○ text-to-self ○ text-to-world	• Demonstrates general connections ○ text-to-text ○ text-to-self ○ text-to-world	• Struggles to make connections ○ text-to-text ○ text-to-self ○ text-to-world
Evaluate X_____	• Demonstrates insightful evaluation of text by one or more of the following: ○ 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	• Demonstrates an evaluation of text by one or more of the following: ○ 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)	• Demonstrates a general evaluation of text by one or more of the following: ○ Formulation of a superficial conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)	• Demonstrates a struggle to evaluate text by one or more of the following: ○ 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_____	• 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
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• 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	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• 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.