

UConn ECE Spanish 3178/3179 Curriculum

 The logo for UConn Early College Experience features the word "UCONN" in large, white, bold, sans-serif capital letters on a dark blue background. Below it, a horizontal white line separates the word from the words "EARLY COLLEGE EXPERIENCE" in smaller, white, bold, sans-serif capital letters.	 The logo for Region 14 School District is a circular emblem. The top arc contains the text "REGION 14 SCHOOL DISTRICT" in blue, sans-serif capital letters. The bottom arc contains the text "VISION OF A LEARNER" in blue, sans-serif capital letters. The center of the emblem features a stylized illustration of an open book with a blue graduation cap on top. Two red figures are shown jumping or dancing over the book, and three yellow sunburst rays emanate from behind the graduation cap.
Grade Level(s): 11-12	Curriculum Author(s): Matthew Greaves
Course Description: This course provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. In addition, the second semester focus includes development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world.	

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	<u>Vision of A Learner “I Can” Statements</u>
<u>Unit 1- Viajando a España</u>	How do I interpret and communicate information about modern Spain?	Effective communication involves linguistic choices, spontaneous responses, and cultural understanding.	TCC2(9-12), CCE1(9-12), CCE4(9-12), DE1(9-12),
<u>Unit 2 - Navegando Latinoamérica y la conquista de las Américas</u>	How does a country's history reflect the values and beliefs of its people?	The examination of cultural practices and products, looked at through a historical lens, creates opportunities to better appreciate and understand another culture and its people.	TCC2(9-12), CCE4(9-12), DE1(9-12), TI3(9-12), AA4(9-12)
<u>Unit 3- Los desafíos mundiales</u>	What factors determine challenges locally, nationally and globally?	The examination of texts, films, art, literature, and cultural products and practices can contribute to a deeper understanding of societal challenges.	TCC4(9-12), CCE4(9-12), DE2(9-12), TI3(9-12), AA4(9-12)
<u>Unit 4- El mundo hispano hoy en día</u>	How do I communicate in a culturally appropriate manner, in a real life setting?	Language skills can be used to broaden one's personal and professional lives.	TCC2(9-12), TCC3(9-12), CCE4(9-12), TI2(9-12), P4(9-12)

Unit 1 - Viajando a España (Traveling to Spain)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Region 14 World Language standards are based on the ACTFL World-Readiness Standards for Learning Languages that define the central role of World Languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities (ACTFL 2016).

ACTFL Standards

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)
- **Interpretive Communication:** Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)
- **Presentational Communication:** Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)
- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2)
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2)

Vision of A Learner Attributes:



TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.

Understandings: Students will understand that...

- Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
- Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)
- The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.

Essential Questions:

- What am I trying to say and how do I say it?
- How do cultural products and practices reflect the beliefs and values of a people?
- What does the source or text say? What does it mean?
- Is what I'm saying understood?
- How do regional differences reflect local tradition and customs?

Students will know...

- Formation of the present tenses, including present progressive, present perfect and nuances of ser/estar.
- Formation and uses of the two most commonly used past tenses (preterite and imperfect).
- Vocabulary associated with describing short and or feature length films
- Basic knowledge of the autonomous communities of Spain.
- Vocabulary related to travel.

Students will be able to...

- Use the present tenses to describe cities and autonomous communities in Spain.
- Explain how to utilize various transportation systems in Spain (metro in Madrid, RENFE, plane).
- Present information related to the autonomous communities of Spain.
- Incorporate unit vocabulary into communication (describing food, traveling, and connecting to local traditions).
- Use circumlocution when communicating (to stay in the target language).
- Read and interpret texts at the intermediate level.

Key Vocabulary: abrazar, abusar de, acercarse, aparecer, arreglárselas, asustar, barrer, ciego, el crítico, la discordia, echar una mano, empujar, el encuentro, enfrentarse, enterarse, el fantasma, flipar, guardar un secreto, hacer caso de, huir, la humanidad, el incendio, la infancia, la locura,

luchar, maltratar, meter, la muerte, el paro, pegar, la peluquería, reconciliarse, resolver, la rosquilla, el viento solano

Assessment Evidence

Performance Tasks:

- Individual Presentation: Current Events in Spain
- Group Presentation: “La mejor ciudad Española”
- Presentational Writing/Website analysis: ‘This is the Real Spain’

Other Evidence: Frequent grammar checks; present tenses, ser vs estar, past tenses (preterite/imperfect).

Formative assessments:

Analysis, El Cortometraje “La Rutina”
Vocabulary assessments (Spain, ‘Volver’)
Spontaneous conversations (La mejor Ciudad en España)

Learning Plan

TCC2(9-12):

- Cultural Presentation (describe and explain a particular current event in Spain and its cultural relevance/importance).

CCE1(9-12):

- Cultural Presentation (active listening which is bias free).

CCE4(9-12):

- Cultural Presentation (explain and persuade fellow classmates what the best city in Spain is).

DE1(9-12):

- Conversation: Engaging with a classmate to discuss the pros and cons of cities and autonomous regions in Spain.

Teacher Resources: [Spain's bureau of Tourism-Official Site](#); [This is the Real Spain](#); ‘Volver’- Film by Pedro Almodovar;

📺 RUTINA - cortometraje | Ganador del concurso 2014 ; “La Mujer de Vapor”, Short story by Carlos Ruiz Zafon; [Espana no es pais para Jovenes](#)

Unit 2 - Navegando Latinoamérica y la conquista de las Américas

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Region 14 World Language standards are based on the ACTFL World-Readiness Standards for Learning Languages that define the central role of World Languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities (ACTFL 2016).

ACTFL Standards

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)
- **Interpretive Communication:** Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)
- **Presentational Communication:** Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)
- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (C.2.2)
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture

Vision of A Learner Attributes:

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.

TI3(9-12): I can formulate and investigate probing questions to further my learning.

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand...

- The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.
- Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
- Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)

Essential Questions:

- What am I trying to say and how do I say it?
- How do cultural products and practices reflect the beliefs and values of a people?
- Is what I'm saying understood?
- How can one city/region/country engage travelers/residents who have varied interests?

Students will know...

- Formation of the regular and irregular past tenses (preterite and imperfect) and their nuanced uses.
- Basic knowledge regarding the discovery and conquest of the Américas, including historical figures such as Christopher Columbus, Bartolome de las Casas, and Hatuey.
- Vocabulary relating to human rights, the discovery of the Américas, and sustainable development.
- Basic knowledge of various South American countries.

Students will be able to...

- Use the past tenses to communicate information regarding the discovery and conquest of the Américas.
- Communicate about information related to a South American country and its developmental needs.
- Using circumlocution when communicating to stay in the target language.
- Reading and interpreting texts at the intermediate to intermediate high level.

Key Vocabulary: el conquistador, el dios, el mundo, el indio, el indigena, el emperador, el templo, las armas de, fuego, traicionar, esclavizar, conquistar, traducir, atacar, derrotar, controlar, invadir, el hispanohablante, el naufragio, el prisionero, los caballos, los marineros, los soldados, la viruela, los mexicas, un superviviente, pronosticar, convencer, las riquezas, no tener otro remedio, el rescate, sobrevivir, el sacerdote

Assessment Evidence

Performance Tasks:

- Produce clear and coherent statements through attention to detail when describing/summarizing the discovery/conquest of the Americas .
- Initiate communication on and respond effectively to a given

Other Evidence: Frequent grammar checks; past tenses (irregular conjugations and nuanced uses)

Formative assessments:

- Application of vocabulary terms in sentences with illustrations

<p>topic based on interactions/exchanges. (Identifying priority goals for sustainable development, United Nations)</p> <ul style="list-style-type: none"> Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. (Bartolome De las Casa's brief account of the Américas) 	<ul style="list-style-type: none"> Analysis and question prompts for the film "Tambien la Lluvia" Literary Text Quiz (MCQs based on a historical text) Class discussion/debate- 'Legacy of Christopher Columbus'
Learning Plan	
<p>TCC4(9-12): <i>Summative:</i> Written and oral summary and analysis of the Discovery/Conquest of the Américas.</p> <p>CCE4(9-12): <i>Summative:</i> Analysis and presentation of the most impactful of the United Nations 18 Sustainable Development Goals.</p> <p>TI3(9-12): <i>Summative:</i> Interpretation and summarization of Bartolome de las Casas' text 'A Brief History of the Destruction of the Américas'</p> <p>DE1(9-12): <i>Formative Assessment:</i> Class discussion/debate- 'Legacy of Christopher Columbus'</p> <p>AA4(9-12): <i>Formative Assessment:</i> Class discussion/debate- 'Legacy of Christopher Columbus'</p>	
<p>Teacher Resources: Departamento de Asuntos Económicos y Sociales Desarrollo Sostenible; Text, Bartolome de las Casas 'A Brief History of the Destruction of the Américas'; Film, 'Tambien la Lluvia'; Abuela Grillo, Short Film</p>	

Unit 3- Los desafíos mundiales

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Region 14 World Language standards are based on the ACTFL World-Readiness Standards for Learning Languages that define the central role of World Languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities (ACTFL 2016).

ACTFL Standards

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.(C.1.1)
- **Interpretive Communication:** Learner understands, interprets, and analyzes what is heard, read, or viewed on a variety of topics. (C.1.2)
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (C.1.3)
- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (C.3.2)
- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1)
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2)
- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)

Vision of A Learner Attributes:

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.



<p>CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.</p> <p>DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.</p> <p>TI3(9-12): I can formulate and investigate probing questions to further my learning.</p> <p>AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.</p>	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> • Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) • Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) • Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use. • The examination of cultural products, perspectives, and practices creates opportunities to better understand and appreciate another culture and its people. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What am I trying to say and how do I say it? • How do I select and use information to support my ideas? • How do cultural products and practices reflect the beliefs and values of a people? • What challenges do we face locally, nationally, and globally?
<p>Students will know...</p> <ul style="list-style-type: none"> • Formations and uses of Commands/The Imperative with and without reflexive pronouns. • Ordinal & Cardinal Numbers. • General Latin American History and the Dictatorships in Argentina and Chile. • Global conflict vocabulary. • Basic information related to current events and literature. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. • Gather information from a variety of resources and perspectives to build cultural context. • Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)
<p>Key Vocabulary: secuestrar,denunciar, picanear, picana,violación,el subte,enbrutecimiento,libertad de prensa,el,triunfo, la censura, recortes,discurso,manifestación,enterarse,cómplice,complicidad,letreros,echar,citación, judicial,la tumba,cura/sacerdote,echar la culpa,irse para abajo,tener que ver, con pelo, suelto,peinando,trenzas,cicatriz,se hunde el barco</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p>	<p>Other Evidence: Frequent grammar checks; present subjunctive</p>

<p>Summative #1- Presentational Writing/Interpreting (photographs): The History of Latin American Dictatorships and Argentina's "Dirty War"</p> <p>Summative #2- Presentational Writing/Speaking: "Latin Country History Presentation"</p> <p>Summative #3- Presentational Speaking: "Mi vida en el Futuro"</p>	<p>mood, subjunctive conjugations.</p> <p>Formative assessments:</p> <ul style="list-style-type: none"> • Application of vocabulary terms in sentences with illustrations • Analysis and question prompts for the film "La Historia Oficial" • Vocabulary Comprehension check- La Guerra Sucia y Argentina
Learning Plan	
<p>TCC3(9-12): Interim: Sentence structure and syntax practice</p> <p>CCE3(9-12): Summative #2</p> <p>TI2(9-12): Summative #2: Free Response Oral, Guided conversation.</p> <p>P3(9-12): Summative #1</p> <p>DE2(9-12): Summative #1</p>	
<p>Teacher Resources: Film, "La Historia Oficial"; Reading texts: Historias Nacionales de Argentina, Chile, El Salvador, Guatemala y Nicaragua; Text- Las Abuelas de la Plaza de Mayo</p>	

Unit 4- El mundo hispano hoy en día

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals: *Region 14 World Language standards are based on the ACTFL World-Readiness Standards for Learning Languages that define the central role of World Languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities (ACTFL 2016).

ACTFL Standards

- **Communication:** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. (C.1)
- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions. (C.1.1)
- **Interpretive Communication:** Learner understands, interprets, and analyzes what is heard, read, or viewed on a variety of topics. (C.1.2)
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (C.1.3)
- **Cultures:** Interact with cultural competence and understanding. (C.2)
- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)
- **Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. (C.3)
- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)
- **Communities** - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. (C.5)
- C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Vision of A Learner Attributes:

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

TI2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.

P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

Understandings: Students will understand that...

- Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
- The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.
- How we see the world is dependent on experiences (personal, historical, global, political).

Essential Questions:

- What does the source or text say? What is the principal idea?
- What am I trying to communicate and how do I express myself?
- How do I use my target language to work with others to achieve a common goal?
- How does perception (globally and locally) change?

Students will know...

- Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
- The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.
- How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events).

Students will be able to...

- Give instructions using formal commands
- Give instructions using informal commands
- Use direct object pronouns in context
- Use unit vocabulary in context

Key Vocabulary: abandonar, ahogarse, angustiado, arrestar, asimilarse, beneficioso, buscarse la vida, cobrar dinero de antemano, cruzar la frontera, denegar, denunciar, deportar, detener, discriminar, el (la) empleado, el (la) emigrante, el (la) racista, el abandono, el empresario, el indocumentado, el permiso de residencia, el permiso de trabajo, el (la) policía, el prejuicio, el racismo, el refugiado, el visado

el (la) inmigrante, emigrar, explotar

Assessment Evidence

Performance Tasks:

Summative #1: Presentational Writing/Interpreting (photographs):
Reasons behind Latin American Emigration (historical and geopolitical factors)

Summative #2: Interpretive text- Una Crisis Humanitaria

Summative #3: Conversation/Debate- Immigration Reform

Formative Assessments:

-News report, "How U.S. Involvement In Central America Led To a Border Crisis" text analysis and comprehension questions.

-Film, "El Norte"- Comprehension and discussion questions.

-Progress Check, Vocabulary Interim assessment

-Sentence structure and syntax interim

Learning Plan

CCE4(9-12): Summative #1, Presentational Writing

TCC3(9-12): -Summative #2, Interpretive Text

T12(9-12): Summative #3: Presentational/Interpersonal

P4(9-12): Throughout the Unit (conferencing with peers and teachers)

Teacher Resources: Film, "El Norte"; Text, "Berta Caceres"; Text, "Rigoberta Menchu and Chico Mendes"; Varied resources: Syntax and Sentence structure