# TRUMBULL PUBLIC SCHOOLS
# TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, September 17, 2026

**THS Conference Room, 10:00 AM**

## AGENDA

I. Call to Order/Introduction

II. Public Comment

III. Approval of the Minutes ~ 6/18/2026

IV. New Business

a. Curriculum Guide Update – *Spanish for Heritage Speakers 1*

b. Curriculum Guide Update – *Spanish for Heritage Speakers 2*

c. Curriculum Guide Update – *Spanish III ACP*

d. Curriculum Guide Update – *Spanish III Honors*

e. Curriculum Guide Update – *Spanish V ACP*

f. Curriculum Guide Update – *Spanish V Honors*

V. Review of Future Meeting Dates & Topics

# TRUMBULL PUBLIC SCHOOLS
# TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Special Meeting

Thursday, June 18, 2026
Trumbull High School Conference Room

## MINUTES

I. Call to Order/Introduction. The meeting was called to order at 9:05 a.m.

Members Present
M. Petitti, BOE Curriculum Committee Chair
J. McNamee, BOE Member
S. Iwanicki, Ed.D. administrative designee

Members Absent
L. Nuland, BOE Member

Educators Present
V. DiScala, Wellness & Fine Arts Dept. Chair
M. Petroccio, Wellness Teacher
M. Dankulich, Wellness Teacher
M. Mikool, Wellness Teacher
T. Youngberg, Fine Arts Teacher
L. Edwards, Fine Arts Teacher
J. Murphy, Fine Arts Teacher

II. Public Comment ~ No public comments were received.

III. Approve Minutes ~ Ms. McNamee motioned to approve the 5/12/2026 meeting minutes; Mrs. Petitti seconded. The motion passed unanimously.

IV. New Business

a. ***Curriculum Guide Update – Self Defense and Personal Safety, Grades 11-12***
Wellness Department Chair Vincent DiScala and Wellness Teacher Marce Petroccio presented the new curriculum guide. They discussed how the course is a new "selective" option replacing traditional physical education. The curriculum focuses heavily on situational awareness, de-escalation, and avoiding risky situations to keep students safe. Board members asked if the course still fulfills the required physical education credits, which Mr. DiScala confirmed. Mrs. Petitti asked if the class was co-ed, which was confirmed, though it currently has more female students enrolled. Dr. Iwanicki inquired how the curriculum was written without pre-existing state standards, to which Mr. DiScala explained they utilized sample curriculums from

the state and Mr. Petroccio's prior experience. Ms. McNamee shared her gratitude for the variety of classes being offered. After discussing the course, Ms. McNamee motioned to approve the updated Self Defense and Personal Safety curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

b. ***Curriculum Guide Update – Competitive Team Games, Grades 11-12***
Wellness Department Chair Vincent DiScala and Wellness Teacher Michelle Dankulich presented the guide for this new "selective" course. Ms. Dankulich discussed how the class offers a variety of competitive sports including basketball, ultimate football, and floor hockey, which aligns with national physical education standards. Mrs. Petitti asked about the inclusion of pickleball, which Mr. DiScala clarified is covered instead in the individual lifetime course. Ms. McNamee inquired about co-ed dynamics, and Mr. DiScala noted that the female students currently enrolled are highly engaged. Ms. McNamee also suggested incorporating competitive games from other countries to utilize the expertise of the district's diverse student body and Heritage Language students. Ms. McNamee motioned to approve the updated Competitive Team Games curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

c. ***Curriculum Guide Update – Physical Education, Mindful Fitness and Dance, Grades 11-12***
Wellness Department Chair Vincent DiScala and Wellness Teacher Melynda Mikool presented the new curriculum guide. Ms. Mikool highlighted the highly popular mindfulness component of the course, which incorporates activities like guided imagery and box breathing at the end of each session. Mrs. Petitti inquired if boys were also signing up to take the course. Ms. Mikool noted that while only one boy enrolled this year, they are exploring ways to encourage more male participation. Ms. McNamee highlighted that many professional male athletes benefit from both dance and meditation. Mrs. Petitti motioned to approve the updated Physical Education, Mindful Fitness and Dance curriculum guide and bring it to the full BOE for approval, Ms. McNamee seconded. The motion passed unanimously.

d. ***Curriculum Guide Update – Intermediate Ceramics, Grades 9-12***
Fine Arts Teachers Trevor Youngberg and Lisa Edwards presented the curriculum guide updates. They explained that the intermediate course serves as a bridge between foundational and advanced skills, ensuring students master the basics before moving on to creating complex forms. The curriculum also integrates the Vision of the Graduate competencies, emphasizing collaboration and emotional intelligence. Ms. McNamee motioned to approve the updated Intermediate Ceramics curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

**e.** ***Curriculum Guide Update – Piano 2, Grades 9-12***
K-12 Music Team Leader Josh Murphy presented the new Piano 2 curriculum. He noted that the course was developed due to the popularity of Piano 1 and offers individualized training for intermediate to advanced students. Mrs. Petitti asked if the course was predominantly for band students, to which Mr. Murphy responded that most enrolled students are not in band or chorus.

Ms. McNamee asked if freshmen could take the course, which Mr. Murphy confirmed, noting his current section is heavily composed of freshmen. Ms. McNamee also inquired if the keyboards had language-lab style monitoring capabilities, and Mr. Murphy explained that visual assessment of hand placement and the keyboards' recording features provide sufficient feedback. Mrs. Petitti motioned to approve the updated Piano 2 curriculum guide and bring it to the full BOE for approval, Ms. McNamee seconded. The motion passed unanimously.

f. ***Curriculum Guide Update – UConn ECE Pop Music Curriculum, Grades 10-12***
Mr. Murphy presented the curriculum for this Early College Experience (ECE) course. He explained that the class explores American popular music from the early 1900s to today. Dr. Iwanicki asked if there was flexibility within the UConn textbook to explore music from a more global perspective; Mr. Murphy noted that while UConn's syllabus requirements are strict, there is some room for exploration. The Board discussed strategies to increase the course's enrollment, which did not run this year due to low numbers. Ms. McNamee suggested having teachers visit classes to talk about the course and Mrs. Petitti emphasized highlighting the financial benefit of earning college credits to parents. Ms. McNamee motioned to approve the updated UConn ECE Pop Music Curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

g. ***Curriculum Guide Update – Honors Wind Ensemble, Grades 10-12***
Mr. Murphy presented the new Honors Wind Ensemble curriculum. He described it as a higher-level performing group designed to give advanced band students an honors credit opportunity. Dr. Iwanicki asked if the course title should be broadened to "Symphonic Band and Wind Ensemble," which Mr. Murphy agreed would work well. Ms. McNamee also inquired if brass instruments would be included, which Mr. Murphy confirmed. Ms. McNamee motioned to approve the updated Honors Wind Ensemble curriculum guide and bring it to the full BOE for approval, Mrs. Petitti seconded. The motion passed unanimously.

The meeting adjourned at 10:16 a.m.

# TRUMBULL PUBLIC SCHOOLS

## Trumbull, Connecticut

# Spanish for Heritage Speakers 1
# Grades 9-10

# 2026


**Curriculum Writing Team**

**Susanna Lavorgna-Lye** — **World Language Department Chair**
**María Manso-García** — **Spanish Teacher, Trumbull High School**
**Susan C. Iwanicki, Ed.D.** — **Assistant Superintendent**

**Spanish for Heritage Speakers 1**
**Grades 9-10**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

**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

**Course Overview:**

This course is designed for students who have a personal, cultural, or familial connection to Spanish and who possess foundational receptive skills (listening and understanding) but seek to develop their **literacy and formal communication**. This course curriculum honors students' home language—often referred to as a "heritage"—as a valuable asset.

The primary focus is to bridge the gap between informal, conversational speech and academic or professional communication. Students will explore the rich historical, literary, and cultural landscapes of the Spanish-speaking world while strengthening their reading mechanics, spelling rules (ortografía), grammar, and expanded vocabulary. By the end of this course, students will not only gain bilingual confidence but will also deepen their cultural identity and critical thinking skills.

**COURSE GOALS**

In Spanish for Heritage speakers 1, students will:

- **Refine Literacy Skills:** Transition from phonetic writing to accurate spelling, punctuation, and structural organization in written communication.
- **Expand Vocabulary:** Move beyond domestic, day-to-day vocabulary to master academic, professional, and abstract terminology.
- **Analyze Culture & Identity:** Explore historical events, literature, media, and socio-cultural issues relevant to the heritage communities and countries of origin.
- **Navigate Registers:** Distinguish between informal registers (used with family and friends) and formal registers (used in professional, academic, or public settings).
- **Engage Critically:** Use the language to research, debate, and present on contemporary global and community issues.

**Course Components:**

**Speaking:**

- Participate in debates, interpretive performances, and spontaneous dialogues and conversations.
- Participate in conversations on a variety of topics.
- Incorporate a broad range of vocabulary and expressions, showing advanced, highly effective use of vocabulary
- Discuss historical and philosophical topics in academic conversations.
- Present original and researched content to the class in Spanish.

**Listening:**

- Understand authentic audio and video sources, including historical documentaries, plays, interviews, and period films.
- Engage in note-taking and discussion based on these sources.

- Engage in listening exercises featuring native speakers from different Spanish-speaking regions.

**Reading:**

- Read authentic historical narratives and literary excerpts from authors such as Francisco Jimenez and Esmeralda Santiago, Isabel Allende.
- Annotate and analyze texts to interpret tone, style, and theme.

- Read and analyze authentic texts such as articles, short stories, and excerpts from novels.
- Explore online resources, including Spanish websites to understand current events and cultural trends.

**Writing:**

- Compose personal reflections, analyses, and persuasive texts.
- Develop original creative pieces such as historical fictions and comic strips.
- Practice organizing writing with academic structure and register.
- Compose personal informal and formal emails.

**Cultural Exploration:**

- **Products:** Explore classic Hispanic art, architecture, theater, literature, and film. Study the tangible aspects of culture, such as cuisine, fashion, art, and technology.

- **Practices:** Explore the Hispanic identity, daily life, traditions, holidays, and social norms in the Spanish-speaking countries and their different regions. Explore some traditions and customs in Hispanic culture.
- **Perspectives:** Explore historical events, literature, media, and socio-cultural issues relevant to the heritage communities and countries of origin.

**Assessment and Evaluation:**

- **Class Participation:** Active engagement in discussions, group projects, and collaborative tasks.
- **Homework:** Regular assignments to reinforce classroom learning such as grammar practice, writing assignments and reading comprehension.
- **Quizzes and Tests:** Periodic assessments to evaluate progress in all four language skills including vocabulary, grammar, reading comprehension and cultural content
- **Projects:** Individual and group projects that incorporate language use and cultural understanding, as well as synthesizing learning.
- **Presentational Tasks:** Formal and informal oral presentations, tied to cultural, scientific and historical themes.

- **Writing Tasks**: Formal and informal writing tasks in the target language will incorporate authentic resources and encourage students to respond to authentic media. Students will concentrate on communicating effectively in written form with advanced grammatical structures while developing emotional intelligence through reflective written expression as a heritage speaker of Spanish.

**Resources:**

- Core Text: *Galería de Lengua y cultura 1* (José A Blanco)
- VHL central online student resources for Galería de lengua y cultura 1©2025 Español para hispanohablantes
- Selected literary works from Textbook *Galeria de Lengua y cultura 1*(José A. Blanco): *Cuando era puertorriqueña, Cajas de Cartón* among others..
- Films: *Una Mejor Vida*, *La Misma Luna, Encanto, Coco* among others.
- Supplementary materials including news articles, and visual art analysis.
- Online Language Learning Platforms:
    - Conjuguemos: Excellent for verb conjugations practice.
    - Quizlet/ Kahoot/ Quizizz/ Blooket/ Puzzle.org: For creating and practicing vocabulary.
    - vocaroo: recording voice memos
    - Canva: creating presentations and infographs
- Spanish News and Media:
    - BBC Mundo: News articles and videos Spanish.https://www.bbc.com/mundo
    - CNN en Español
    - El País (Spain) / La Nación (Argentina) / El Universal (Mexico): Major Spanish-language newspapers for reading practice.

    - Podcasts: Search for beginner/intermediate Spanish learning podcasts (e.g., “IVoox” "Duolingo Spanish Podcast," "Coffee Break Spanish").
- Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Specifically for verb practice.
- Cultural Resources:
    - Explore Spanish music genres (salsa, flamenco, reggaeton, pop).
    - Research Spanish-speaking countries' geography, history, and traditions.

**Course Outcome:**

By the end of this course, students will successfully transition from a home-based understanding of Spanish to a more advanced academic biliteracy competence. Students will demonstrate the ability to analyze, critique, and produce complex texts, navigating fluidly between diverse cultural contexts and linguistic registers. Students will be able to identify, and switch between informal Spanish (used with family and peers) and formal academic/professional Spanish. They will apply appropriate vocabulary, syntax, and tones depending on the audience, purpose, and context of communication. Students will read and analyze a variety of authentic materials—including Latin American literature, journalism, and historical documents. They will demonstrate mastery of formal Spanish orthography(*ortografía*), including the consistent and correct application of accentuation rules (*acentuación*), spelling distinctions (such as *b/v*, *c/s/z*, *g/j*), and complex grammatical structures.

## COURSE GOALS

**The following Course Goals derive from the 2024 Connecticut World Language Standards**

**GOAL AREA 1: Communication**

- **Interpersonal**: Engage in extended conversations on academic or researched topics, express points of view on complex issues, handle complications in social situations, support opinions and develop hypotheses.
- **Interpretive**: Analyze a variety of texts and media on abstract topics, understand diverse viewpoints, follow extended arguments and interpret cultural nuances in authentic materials.
- **Presentational**: Deliver well-organized, detailed presentations on academic and cultural issues, use evidence to support arguments, write texts for professional and public audiences, present cultural or historical significance of Hispanic products and ideas.

**GOAL AREA 2: Cultures**

- **Practices to Perspectives**: Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.
- **Products to Perspectives**: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.

**GOAL AREA 3: Connections**

- **Making Connections**: Integrate Spanish into learning across disciplines (e.g., analyzing political structures, writing critiques of literature, comparing global issues); produce interdisciplinary projects.
- **Acquiring Diverse Perspectives**: Investigate global issues from Spanish speaking perspectives using authentic sources; compare international viewpoints on social justice, art, literature, or current events.

**GOAL AREA 4: Comparisons**

- **Language Comparisons**: Reflect on grammatical structures (e.g., subjunctive, mood, aspect), idiomatic expressions, and differences in discourse conventions between Spanish and English.
- **Cultural Comparisons**: Analyze the role of family, religion, education, and government in Hispanic cultures compared to the U.S.; evaluate perspectives revealed in history, art, and daily life.

**GOAL AREA 5: Communities**

- **School and Global Communities**: Use Spanish to engage with local or global communities through interviews, collaborative projects, or cultural exchanges; host guest speakers, attend cultural events.
- **Lifelong Learning**: Reflect on personal growth in language proficiency; explore opportunities for travel, study abroad, or civic engagement using Spanish.

**The official, standard-level categories and their sub-domains dictate native and heritage Spanish standardized <u>Spanish Language Arts (SLA) standards</u>, organized and numbered based on the universal <u>CCSS en Español (Common Core State Standards)</u> instruction**:

### 1. Estándares de Lectura (Reading) : Textos Literarios (RL) (Reading literature)

Focuses on the analysis of poetry, drama, and narrative fiction.

- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective summary.

- **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.

- **CCSS.SLA-Literacy.RL.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and symbolic meanings.
- **CCSS.SLA-Literacy.RL.5:** Analyze how an author's structural choices (e.g., parallel plots, structural flashbacks, or poetic stanza line breaks) create mystery, tension, or artistic tone.
- **CCSS.SLA-Literacy.RL.6:** Analyze a case in which a cultural point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, or cultural understatement).
- **CCSS.SLA-Literacy.RL.7:** Analyze the representation of a subject or a key dramatic scene in two different artistic mediums (e.g., a written classic text vs. its cinematic adaptation).
- **CCSS.SLA-Literacy.RL.8:** (Not applicable to literature).
- **CCSS.SLA-Literacy.RL.9:** Analyze how an author draws on, adapts, or responds to historical themes, archetypes, or foundational myths from the Spanish-speaking world.

**2. Estándares de Lectura (Reading) :**
**Textos Informativos (RI) (Reading Information texts)**

Focuses on the analysis of history essays, scientific articles, media reports, and graphics.

- **CCSS.SLA-Literacy.RI.1:** Cite strong, thorough textual evidence to support a deep analysis of informational, technical, or historical texts.
- **CCSS.SLA-Literacy.RI.2:** Determine a central idea of an informational text and analyze how it is constructed through specific details; provide an objective summary.
- **CCSS.SLA-Literacy.RI.3:** Analyze how an author structures a complex sequence of historical events, scientific steps, or ideas (tracking cause-and-effect lines).
- **CCSS.SLA-Literacy.RI.4:** Determine the meaning of domain-specific academic vocabulary and technical jargon in a social or physical science context.
- **CCSS.SLA-Literacy.RI.5:** Analyze in detail how an author’s ideas or claims are developed and refined across specific sections of a text.

- **CCSS.SLA-Literacy.RI.6:** Determine an author's point of view, rhetoric, or explicit purpose in an informational text and analyze how they address conflicting viewpoints.
- **CCSS.SLA-Literacy.RI.7:** Integrate and evaluate multiple sources of information presented in diverse formats (e.g., statistical data charts, maps, infographics, alongside prose text).
- **CCSS.SLA-Literacy.RI.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.
- **CCSS.SLA-Literacy.RI.9:** Analyze data profiles or historical documents of the same topic written by different authors to compare their arguments and handling of facts.

### 3. Estándares de Escritura (Writing)

Focuses on structural composition, thesis development, and editing.

- **CCSS.SLA-Literacy.W.1:** Write argumentative essays to support analytical claims, using valid reasoning, relevant text citations, and clear counterargument refutations.
- **CCSS.SLA-Literacy.W.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly through the effective selection, organization, and analysis of content.
- **CCSS.SLA-Literacy.W.3:** Write structured narrative prose to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **CCSS.SLA-Literacy.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the academic task, purpose, and audience.
- **CCSS.SLA-Literacy.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **CCSS.SLA-Literacy.W.6:** Use digital tools and technology to produce, publish, and update individual or shared writing products.
- **CCSS.SLA-Literacy.W.7:** Conduct short as well as more sustained research projects to answer a question or solve a community problem, synthesizing multiple investigative avenues.

- **CCSS.SLA-Literacy.W.8:** Gather relevant information from multiple authoritative print and digital sources, assess the credibility of each source, and quote or paraphrase data without plagiarism.
- **CCSS.SLA-Literacy.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 4. Estándares de Audición y Expresión Oral (Speaking Listening)

Focuses on academic debates, register adaptations, and media presentations.

- **CCSS.SLA-Literacy.SL.1:** Initiate and participate effectively in a range of collaborative academic discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.SLA-Literacy.SL.2:** Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
- **CCSS.SLA-Literacy.SL.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated evidence.
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, adapting the style and register to fit a formal context.
- **CCSS.SLA-Literacy.SL.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.
- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.

### 5. Estándares del Lenguaje (Literacy and Mechanics)

Focuses on Spanish orthography, grammar conventions, and written accents.

- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.
- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.
- **CCSS.SLA-Literacy.L.3:** Apply knowledge of language to understand how language functions in different situations, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **CCSS.SLA-Literacy.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.
- **CCSS.SLA-Literacy.L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (such as tracking sinónimos culturales across regions).
- **CCSS.SLA-Literacy.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**The following Course Goals derive from the ISTE Standards for Students.**

**ISTE Standards for Students**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**

        - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
    - 3.3 **Digital Tools**
        - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

## COURSE ENDURING UNDERSTANDINGS

**Language Acquisition & Communication:**

- Proficient communication in Spanish involves not only mastering vocabulary and grammar but also understanding and applying cultural nuances, registers, and pragmatic rules.
- Deconstructing complex authentic texts (written, audio, visual) in Spanish requires the application of various strategies, including inferencing, contextualization, and recognizing authorial intent and perspective.
- The ability to express complex ideas and opinions in Spanish, both orally and in writing, is a process that involves refinement, self-correction, and strategic use of linguistic resources.
- Effective cross-cultural communication necessitates a willingness to adapt one's linguistic and cultural behaviors to bridge potential misunderstandings and foster mutual respect.

**II. Culture & Connections:**

- The diverse cultures of the Spanish-speaking world are shaped by historical events, geographical factors, social structures, and individual and collective experiences, leading to a rich tapestry of perspectives and practices.
- Language serves as a powerful lens through which to understand and appreciate the values, beliefs, traditions, and artistic expressions of Spanish-speaking cultures.
- Global issues and challenges often manifest differently in Spanish-speaking contexts, requiring an understanding of local perspectives and historical backgrounds to fully grasp their complexities.
- Intercultural competence involves not only knowledge of other cultures but also the development of empathy, critical self-reflection, and the ability to challenge stereotypes.

**III. Comparisons & Communities:**

- Comparing linguistic structures and cultural practices between Spanish and one's own language/culture deepens understanding of both and highlights universal human experiences as well as unique cultural expressions.
- Active engagement with Spanish-speaking communities, whether locally or globally, provides authentic opportunities for language practice, cultural exchange, and personal growth.
- Proficiency in Spanish opens doors to diverse educational, professional, and personal opportunities in an increasingly interconnected world.

## COURSE ESSENTIAL QUESTIONS

- How does our native language influence how we perceive the world and how we perceive ourselves?
- How is the Spanish language transformed when it crosses geographical, generational, and digital borders?
- Why is mastering different linguistic registers an instrument of social empowerment?
- How are the history and geography of a region reflected in the unique vocabulary used by its people?
- What similarities and differences unify or divide the global Spanish-speaking community?
- Why do formal spelling and punctuation open academic and professional doors without erasing our home voice?
- How does the impact of my message change when I transition from spoken/intuitive Spanish to written/structured Spanish?
- In what ways do writers, musicians, and visual artists of our culture use art to question or heal the reality of their societies?
- How are tradition and collective memory kept alive through inherited myths, literature, and music?
- What does it mean to be bilingual and bicultural in my community today, and what are my responsibilities toward that legacy?
- What does it mean to be bilingual and bicultural in my community today, and what are my responsibilities toward that legacy?
- How does an understanding of social and cultural contexts enhance effective communication in Spanish?
- How do historical and contemporary factors contribute to the diversity within the Spanish-speaking world?
- In what ways does language reveal and reflect the different aspects of a culture?
- How do global issues impact Spanish-speaking countries?
- How can studying Spanish-speaking cultures promote a more complex understanding of the world?

## COURSE KNOWLEDGE & SKILLS

***The following skills align with the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness standards for Language Learning***

By completion of the Spanish for Heritage Speakers 1 course, students will be able to function in the four modes of communication: **speaking**, **writing**, **listening**, and **reading**.

- **Speaking**: Students will be able to…
    - Initiate and sustain conversations using connected discourse in multiple time frames.

- Express and support personal opinions on social, literary, and cultural themes presented in *Galeria de Lengua y Cultura 1*.
- Participate in discussions, debates, and role-plays that reflect real-life and culturally authentic situations.
- Narrate past experiences, describe present conditions, and hypothesize about future or imagined scenarios.

- **Writing**: Students will be able to…
  - Compose coherent, organized texts in multiple genres (e.g., narratives, summaries, persuasive essays, letters, character reflections).
  - Incorporate transitional language and rich vocabulary to convey meaning clearly and fluidly.
  - Develop arguments and analyses in response to literary texts, cultural themes, and societal issues.

- **Listening**: Students will be able to…
  - Comprehend the main ideas and supporting details of authentic audio and video materials (e.g. interviews, news reports, film excerpts) presented in *Galería de Lengua y Cultura 1* and other authentic texts and audios
  - Interpret tone, mood, and point of view in spoken texts.
  - Recognize regional accents and variations within Spanish spoken in different contexts.
  - Use listening strategies such as predicting, note-taking, and paraphrasing to aid comprehension.

- **Reading**: Students will be able to…
  - Read and analyze a variety of authentic and adapted texts including articles, literary excerpts, biographies, and essays from *Galería de Lengua y cultura 1*
  - Identify main ideas, supporting details, and rhetorical structures in increasingly complex texts.
  - Interpret cultural and historical contexts embedded in the literature and informational texts.
  - Compare perspectives from different regions of the Spanish-speaking world through thematic readings.

***The following skills align with the Common Core State Standards (CCSS) for English Language Arts (ELA) / Spanish Language Arts. (SLA)***

**The ELA/SLA literacy standards include:**

- **Reading (Literature & Informational Texts):** Citing textual evidence, determining central themes, analyzing complex text structures, and evaluating diverse works by Hispanic and Spanish authors.
- **Writing:** Supporting students through step-by-step argumentative, informative, and research-based written presentations using appropriate academic vocabulary.
- **Speaking & Listening:** Collaborating with peers, setting rules for academic discussions, and delivering structured oral presentations.

- **Language:** Mastering standard conventions of Spanish grammar, orthography (ortografía), spelling, and accentuation.

By the conclusion of this coursework of Spanish Heritage 1, students will have completed instruction in the following topics of study:

**Grammar structures, orthography (spelling and accentuation rules):**

- The alphabet: letters and phonemes in the Spanish alphabet
- Numbers and the orthographic rules of numbers
- Identifying cognates.
- The word breakdown: The syllable and kinds of words depending on the number of syllables
- Categories of words by the number of syllables
- Sustantivos (Nouns): Primitive vs. derived nouns; common vs. proper nouns; individual vs. collective nouns.
- Gender and number agreement rules in nouns.
- The role of articles and personal pronouns in establishing context.
- Identification of the accent (strength) in a word
- Acento (accent/ strength) and tilde (written accent)
- Introduction to accentuation rules: Palabras agudas, llanas and esdrújulas.
- Accentuation rules of monosyllabic words: tilde diacrítica (Diacritical accents)
- Accentuation of exclamation and question words.
- The silent letter h.
- Adjectives: Descriptive adjectives and adjetivos gentilicios (adjectives indicating origin/nationality).
- Adverbs ending in -mente (manner adverbs).
- Comparisons of equality (tan... como) and inequality (más/menos... que).
- Homophones (palabras homófonas) and homographs (palabras homógrafas).
- Capitalization rules (mayúsculas) and punctuation marks.
- The verb system: The infinitive vs. the conjugated verb.
- Verb tenses: Regular and irregular verbs in the Present Tense (presente indicativo).
- The present progressive construction: Using the auxiliary verb estar with the gerund (gerundio).
- Vocalic breakdown: Understanding diphthong (diptongo) and hiatus (hiato).
- The written accent that intentionally breaks a diphthong to create a hiatus.
- Past-tense: The Preterite tense (pretérito perfecto simple).
- Direct and Indirect Object Pronouns (pronombres de objeto directo e indirecto), including double-pronoun placement.
- The phonetic overlap of C, S, and Z; G and J; and B and V
- The spelling and conjugation patterns of verbs ending in -cer and -cir.

**Cultural Topics:**

- Regional spelling and morphological variants (such as the introduction of *el voseo* and seseo).

- Generational connections, and regional identity:  rural figures like the Puerto Rican jíbaro and the Cuban guajiro.
- Traditional Afro-Caribbean musical rhythms and folk art reflecting the synthesis of Taíno, African, and Spanish roots
- Immigration, bilingualism, living between two cultures, and community spaces.
- Mexican muralism (Diego Rivera, David Alfaro Siqueiros) and Chicano community art installations.
- Mexican Ofrendas: A form of art connected to religion syncretism
- Traditional vs. modern medicine, community health, and access to natural resources.
- Indigenous Mayan perspectives on wellness, connection to the earth, and the concept of el buen vivir.
- Central American textiles, traditional weaving techniques as a form of visual storytelling, and indigenous marimba music.
- Environmental sustainability, climate change affecting the Andes, and the preservation of ancient traditions in a modern world. Agricultural heritages like the cultivation of quinoa and potatoes.
- Environmental Catastrophes and their impact on the community.
- Andean folk music (utilizing instruments like the zampoña and charango) and traditional pottery/textiles of the Inca lineage.
- Identity in food and cuisine: exploring our culture in a food truck

**Geography:**

- The Spanish Speaking countries and their capital cities.
- El Caribe (Cuba, Puerto Rico, República Dominicana)
- Norteamérica (Mexico and Latinx/Chicano communities in the United States)
- Centroamérica Norte (Guatemala, El Salvador, Honduras)
- Centroamérica Sur (Nicaragua, Costa Rica, Panamá)
- Suramérica Norte (Colombia)

**Vision of the Graduate alignment**

Spanish for Heritage Speakers purposefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate. These competencies are not treated as abstract goals, but as real, observable behaviors and mindsets that students cultivate through language study, teamwork, and analytical reading comprehension, and self reflection.

| Vision of the Graduate Competency | How It Is Embedded Throughout the Course |
|---|---|
| **Communication** | Students communicate through collaboration, oral presentations, skits, and digital presentations. They are expected to express ideas clearly and respond to peer feedback. |
| **Self-Efficacy** | Students are setting goals, taking on personal responsibility in skits and presentations. Students self-monitor progress and overcome setbacks, fostering belief in their own capabilities. |
| **Critical Thinking & Problem Solving** | Each unit presents the challenges of reading authentic, ancient works and understanding their meaning. Students engage in reading and grammar analysis, vocabulary meaning and root connections, and interpreting literature in relation to history and customs. |
| **Collaborations** | Assignments are group based, requiring shared decision making and respectful task division, and ongoing peer accountability. Students use group norms and peer evaluations to develop collaboration skills. |
| **Growth Mindset** | Students reflect on errors, identify areas of weakness, and set goals. Targeted feedback is framed around progress, learning, and personal improvement. |
| **Integrity** | Students are held to high and ethical standards in the exploration of their work and during collaborative assignments- even when unsupervised. The course addresses how to use appropriate and acceptable resources for language study. |
| **Innovation** | Students explore various interpretations of ancient texts and use the language and culture for novel creations, which pushes personal boundaries and experimentation. |
| **Emotional Intelligence** | Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives relating to ancient cultures. |

## COURSE SKILLS

This course is designed specifically for heritage, native, and dual-language Spanish speakers.
Its core mission is to promote **bilingualism, biliteracy, and biculturalism**.
It focuses on **rigorous academic literacy, critical thinking, and linguistic pride**.

### 1. Biliteracy & Textual Analysis (Lectura y Literatura)

Because students already possess auditory language strengths, the curriculum focuses heavily on transitioning those skills into advanced academic reading and text analysis.

- **Genre Analysis:** Identifying and analyzing the structures of both informative essays and diverse literary genres (poetry, short stories, historical narratives).
- **Literary Element Tracking:** Analyzing character development, central themes, and evolving relationships from a distinctly cultural perspective.
- **Reading Strategies:** Applying explicit strategies (e.g., contextual guessing, activating background knowledge, skimming/scanning) to comprehend increasingly complex academic texts.
- **Critical Thinking & Reflection:** Evaluating an author's purpose and connecting text themes to personal identities, global challenges, and contemporary life.

**2. Advanced Writing Competency (Escritura)**

It is designed to help students formalize their natural language abilities into **structured, academic Spanish.**

- **Process-Based Writing:** Navigating the complete writing process—from brainstorming and outlining to drafting, peer reviewing, and revising.
- **Text Structures:** Producing cohesive multi-paragraph texts, with a strong focus on writing well-supported informative essays and persuasive arguments.
- **Linguistic Personal Perspective:** Formulating written arguments that integrate personal experiences and community perspectives with textual evidence.

**3. Academic Language Control (Gramática y Ortografía)**

It targets common "interference" areas for heritage speakers and bridges **formal academic grammar.**

- **Accentuation and Orthography (Acentuación):** Mastering written accents and resolving common spelling confusions specific to native/heritage speakers (e.g., b vs. v, c/s/z, silent h).
- **English-Spanish Linguistic Comparisons:** Recognizing structural and phonetic differences between English and Spanish to reduce code-switching in formal settings.
- **Differentiated Language Levels:** Progressing through three tiers of linguistic control: Essential communication (Level I), Advanced vocabulary access (Level II), and Complex grammatical control (Level III).

**4. Sociolinguistic Awareness & Sociocultural Competence**

This skill set focuses on validating the student's home language while introducing them to the vast diversity of the Spanish-speaking world.

- **Lexical Variations (Variaciones léxicas)**: Recognizing, respecting, and navigating regional vocabulary differences across the Spanish-speaking world without prioritizing one dialect over another.

- **Bicultural Identity Analysis:** Exploring themes of personal and public identity, family structures, and how global challenges manifest across different Hispanic cultures.
- **Cross-Disciplinary Connections:** Connecting Spanish language arts to history, geography, science, art, and music using authentic regional multimedia.

**5. Oracy & Real-World Application (Exprésate y Conexión)**

Students refine their spoken Spanish for formal, professional, and civic environments.

- **Formal Oral Presentations:** Designing and delivering structured oral presentations using precise academic vocabulary.
- **Collaborative Discourse:** Engaging in group discussions, peer reviews, and collaborative problem-solving entirely in Spanish.
- **Community-Focused Project Management (Proyectos):** Synthesizing research, life skills (destrezas), and media analysis to execute a real-world project centered on the student's local or global community.

## COURSE SYLLABUS

**Course Name**
Spanish for heritage speakers 1

**Level**
9-10

**Prerequisites**
Teacher recommendation and Spanish heritage speaker placement test.

**General Description of the Course**

The course is tailored for heritage speakers of Spanish who already possess some oral proficiency in the language. It welcomes students from diverse linguistic backgrounds, catering to Heritage speakers of Spanish with level 1-2 proficiency. Through this course, students will enhance their existing skills while developing both language and cultural literacy. The curriculum fosters a deeper appreciation for cultural history and heritage, emphasizing the diverse ways of being Latinx. Students will gain confidence in using Spanish to express ideas on various topics, engage with other heritage speakers, comprehend oral and written materials in the target language, learn and apply diverse grammatical structures, deliver oral and written presentations, and critically analyze authentic resources in Spanish. Language lab usage will enhance listening and speaking skills.

**The basic components of this course are**: discussion, presentations, weekly language lab activities, grammar overview and practice, authentic literary and journalistic reading,

authentic Spanish media and broadcasts, bi-weekly personal journals, and assigned and spontaneous conversations, emails, and both interpretive and persuasive compositions. Opportunities to use Spanish outside of the classroom will be offered. Some options include attending an art exhibit, musical show or play, regular correspondence through email, Google Meets, following recipes written in Spanish interviewing native speakers, and more as opportunities present themselves. **All communication and instructio**n (whether teacher to student, student to teacher or student to student) will be conducted **in Spanish at all times**. The student will communicate in Spanish at an **advanced level**, using advanced vocabulary and syntax in oral and written presentations. It should be emphasized, however, that the focus in communicating will not be on grammatical perfection but rather **on the eloquence and the fluency of expression**. As new idioms and vocabulary present themselves in context, students are encouraged to incorporate them into their verbal and written communication.

The class components reflect the components of the Standards for World Language: **Communication, Cultures, Connections, Comparisons, and Communities**.

**Goals:** <u>The student will:</u>

- communicate in Spanish at a pre-advanced/advanced level using pre-advanced/advanced vocabulary and syntax in oral and written Presentational and Interpersonal tasks
- be able to sustain and proficiently complete Interpersonal, Interpretive and Presentational tasks as they relate to authentic situations
- enhance and enrich his/her knowledge of Spanish-speaking cultures, customs and accents with authentic reading materials and primary documents and media including movies, video and audio clips as a vehicle for this understanding and appreciation
- use his/her knowledge and understanding of the Spanish language to make connections among the works of past and contemporary Spanish-speaking authors, journalists and media personalities
- develop a sense of community by identifying similarities and differences in the Spanish-speaking world and his/her own
- communicate proficiently and appropriately with native speakers in his/her community

**Required Materials:**

- Textbook:
    - Galeria de Lengua y Cultura 1 (Español para Hispanohablantes), Jose A Blanco, Vista Higher Learning (ISBN: 978-1-66991-532-4)
    - VHL central online student resources for Galería de lengua y cultura 1©2025 Español para hispanohablantes

- Notebook/Binder: A dedicated notebook or binder for notes, handouts, and returned assignments.
- Writing Utensils: Pens (blue/black preferred for clarity) and pencils.
- Highlighters: For emphasizing key vocabulary and grammar points.
- Spanish-English Dictionary: A reliable physical or digital dictionary.
    - Recommendation: online dictionary:  WordReference.com.
    - Spanish-Spanish Dictionary: Diccionario del estudiante

**Recommended Resources:**

These resources are not mandatory but are highly encouraged to enhance your learning experience and provide additional practice.

- Online Language Learning Platforms:
    - Conjuguemos: Excellent for verb conjugations practice.
    - Quizlet/ Kahoot/ Quizizz/ Blooket/ Puzzle.org: For creating and practicing vocabulary.
- Spanish News and Media:
    - BBC Mundo: News articles and videos in Spanish.
    - El País (Spain) / La Nación (Argentina) / El Universal (Mexico): Major Spanish-language newspapers for reading practice.
    - Podcasts: Search for beginner/intermediate Spanish learning podcasts (e.g., “IVoox” "Duolingo Spanish Podcast," "Coffee Break Spanish").
    - Netflix/Streaming Services: Watch Spanish-language movies or TV shows with Spanish subtitles (Encanto, Coco etc)
- Grammar and vocabulary  Reference Websites:
    - Diccionario de la Real Academia de La Lengua: https://dle.rae.es/
    - Diccionario del estudiante (RAE): https://www.rae.es/diccionario-estudiante
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Specifically for verb practice.
- Cultural Resources:
    - Explore Spanish music genres (salsa, flamenco, reggaeton, pop).
    - Research Spanish-speaking countries' geography, history, and traditions.
- Language Exchange Partners/Groups: If available, participating in conversation groups can be incredibly beneficial.
- Language lab usage will enhance listening and speaking skills.

Technology:

- For this class, students are required to bring to class their personal electronic devices such as Chromebooks (phones are NOT allowed to be used during class unless used as a learning tool such as a dictionary) and their headphones/airpods

**Grading:**

| | |
|---|---|
| | 10% Level of Engagement: Includes Use of Target Language, Interactive Participation, Responsibility for Learning, Attendance/Promptness, Behavior and Civility |
| 30% Informal Assessments: | Homework, Spontaneous speaking/writing, Vista Higher Learning (VHL) online activities, etc. |
| 60% Formal Assessments: | Quizzes, Tests, Essays, Research Projects, Presentations |

**Vision of the Graduate: Communication and Integrity** (at the end of the year)

**Absences/Makeup work**:

Students have one week to make up work due to an excused absence. Extended absences will be discussed separately between the student and teacher. Work that is not made up in a timely manner will be penalized. All homework is due at the beginning of the class period on the date due. Work including quizzes and tests (this includes midterm and final exams!) missed due to an unexcused absence cannot be made up. Students will receive a zero.

**Academic Honesty:**

All work submitted must be your own, original work, unless proper references to source materials are included. No credit will be given for assignments that are completed through the use of computer based translation programs. See the Student Handbook for more information.

# Módulo 1

***Nuestra Identidad (Our Identity)***

**Unit Goals**

At the completion of this unit, students will be able to:

- Converse and talk about our country and origin
- Analyze family, culture and language as part of identity
- Compare language variations in the Caribbean area and other Spanish speaking countries
- Examine the Concepts of "Home" and "Diaspora"
- Examine traditional regional figures (such as the Puerto Rican *jíbaro* and the Cuban *guajiro*) to understand how rural heritage is preserved in national identity.
- Categorize Nouns: Students will identify and differentiate between primitive, derived, individual, and collective nouns
- Apply gender and number agreement across nouns, articles, and adjectives in formal writing
- Divide the word into syllables and categorize words depending on the numbers of syllables
- Identify letters, combination of letters and phonemes
- Differentiate homophones (diacritical accents)
- Examine identity in authentic literary texts and Afro-Caribbean Rhythms

**Standards**

At the completion of this unit, students will meet the following standards with priority given **to the standards in bold**:

**GOAL AREA 1: Communication**

- **Interpersonal: Engage in extended conversations on academic or researched topics, express points of view on complex issues, handle complications in social situations, support opinions and develop hypotheses.**
- **Interpretive**: **Analyze a variety of texts and media on abstract topics, understand diverse viewpoints, follow extended arguments and interpret cultural nuances in authentic materials.**
- **Presentational: Deliver well-organized, detailed presentations on academic and cultural issues, use evidence to support arguments, write texts for professional and public audiences, present cultural or historical significance of Hispanic products and ideas.**

**GOAL AREA 2: Cultures**

- **Practices to Perspectives**: **Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.**
- **Products to Perspectives: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.**

**GOAL AREA 3: Connections**

- **Making Connections**: Integrate Spanish into learning across disciplines (e.g., analyzing political structures, writing critiques of literature, **comparing global issues**); produce interdisciplinary projects.
- **Acquiring Diverse Perspectives: Investigate global issues in the Hispanic world using authentic sources; compare international viewpoints on social justice, art, literature, or current events.**

**GOAL AREA 4: Comparisons**

- **Language Comparisons**: **Reflect on grammatical structures** (e.g., subjunctive, mood, aspect), idiomatic expressions, and differences in discourse conventions **between Spanish and English.**
- **Cultural Comparisons: Analyze the role of family, religion, education, and government in Spanish cultures compared to the U.S.; evaluate perspectives revealed in history, art, and daily life.**

**GOAL AREA 5: Communities**

- **School and Global Communities:** Use **Spanish to engage with local or global communities through interviews, collaborative projects, or cultural exchanges**; host guest speakers, attend cultural events.
- **Lifelong Learning**: **Reflect on personal growth in language proficiency**; explore opportunities for travel, study abroad, or civic engagement using Spanish.

**Spanish Language Art standards for *Módulo 1 Nuestra Identidad*:**

- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective summary.

- **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.
- **CCSS.SLA-Literacy.RL.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and symbolic meanings.
- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective summary.
- **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.
- **CCSS.SLA-Literacy.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the academic task, purpose, and audience.
- **SLA.Soc.1.1:** Distinguish between informal/familial registers and formal/academic registers.
- **CCSS.SLA-Literacy.SL.1:** Initiate and participate effectively in a range of collaborative academic discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, adapting the style and register to fit a formal context.
- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.
- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.
- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.

**ISTE Standards for <u>Módulo 1</u>**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
    - 1.2 **Digital Age Learning**

        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways**.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - **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.**
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits**.
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions**.
    - 3.3 **Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.

6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world**.

**Unit Essential Questions**

- What factors affect our identity?
- How does geography influence one's lifestyle and culture in a community?
- What is the identity in the Caribbean?
- In what ways do Taíno, African, and Spanish roots intertwine to form the unique identity of the Caribbean?
- How does cultural identity change or remain the same when a person migrates from their native island to a diaspora community in the United States?
- In what way does moving from a purely spoken language to a written, structured language help me honor my family's history?
- Who am I in the context of my family history, and how does my linguistic heritage define the role I play in my current community?
- What do traditional figures teach us about the relationship between our people, the land, and our family values?
- How do Caribbean writers and musicians use their works to recount collective history, nostalgia, and the pride of their people?)
- Why is a written accent mark capable of completely changing the meaning and clarity of my message?

**Scope and Sequence:** ***Módulo 1: Nuestra Identidad***

**Key Grammar & Vocabulary:**

- Letters and phonemes
- The syllable and the word

- The diacritical accent (la tilde diacrítica)
- Articles and agreements
- Nouns: Common and Proper
- Agreement: gender and number in nouns
- Numbers and the orthography rules
- Usage and placement of Subject Pronouns
- Tú and Usted and voseo: The formality of the pronouns and the verb conjugationVerbos con cambio de raíz y de ortografía
- Presente Progresivo
- Vocabulary related to geography from the Caribbean (e.g.manglar, mangle, jíbaro) and experiences of biculturalism (e.g. mudanza, spanglish, desarraigo)

**Key Cultural and Historical concepts and knowledge: *Módulo 1 Nuestra Identidad***

- Cultural Syncretism in the Caribbean: Spanish, taíno and African fusion.
- The myth of jíbaro: the transformation of the historical rural peasant into a symbol of national pride and authenticity.
- The ongoing cultural and emotional exchange between an individual's country of origin (the homeland) and their host country (the diaspora): The hybrid identity
- Traditional rhythms—such as Cuban *Son*, Dominican *Merengue*, and Puerto Rican *Bomba y Plena*. These genres allowed marginalized populations to encode secret messages, maintain historical memory, and celebrate joy in the face of oppression.

**Interpersonal Communication:**

- Engage in spontaneous and extended conversations about their origin, families, traditions and habits that express their identity.
- Conduct formal and informal interviews, asking and responding to questions about habits, beliefs, origins and family history.
- Exchange basic personal details and identify where you and others are from.
- Interact with a partner to ask for, spell out, and write down phone numbers, email addresses (using terms like *arroba* for @ and *punto* for .), and social media handles.

**Presentational Communication:**

- Write well-structured opinion essays or letter to school about the value of Heritage programs
- Write a well-structured summary from the chapter 1 of "Cuando Era Puertorriqueña"
- Deliver engaging oral presentations describing their personal flag " la bandera de mi identidad" with a depiction of their Heritage Identity
- Create short narratives (written or spoken) about artifacts in a museum
- Write an essay or present orally about the cultural legacy of the taínos and the jíbaros in Puerto Rico
- Create a written and spoken presentation about one of the Spanish speaking countries in the Caribbean

**Interpretive Communication:**

- Read expository texts (combining text, maps, timelines, and demographic data) detailing the history and geography of Cuba, Puerto Rico, and the Dominican Republic.
- Read authentic, literary excerpts from Caribbean authors (such as poetry or short autobiographical essays addressing migration and identity).
- Interpret how a painter uses color, historical figures, or mixed imagery to visually represent *el sincretismo* (cultural blending) without relying on spoken words.
- Students listen to authentic Afro-Caribbean musical tracks (such as traditional *Son*, *Merengue*, or *Bomba*) and evaluate how the theme of the song matches the rhythms used.
- Analyze, and present statistical data from infographics, graphs, and financial tables related to the geo-cultural profiles of the Spanish-speaking world.

**Unit Assured Assessments- *Módulo 1 Nuestra Identidad*:**

**Formative Assessments:**
Students will have a variety of in class and out of class formative assessments aligned with the language structures and thematic content of ***Módulo 1 Nuestra Identidad.*** These assessments focus on vocabulary acquisition, grammatical mastery and cultural analysis related to the theme of personal identity through the lens of various spanish speaking communities. These formative assessments may include:

- **In class written response**s - based on the relevant concepts and grammatical structures of the unit.
- **In class spoken responses** - to chapter and video questions as well as personally related topics.
- **In class "dictados**" to check for correct spelling of complicated phonemes
- **Workbook practice assignments** that reinforce and extend key concepts learned in class.
- **Quizlet live/Kahoot/ quizizz** - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.
- **Online VHL-Superstie practice and quizzes**. Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform in the WL language lab or in the classroom. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.

**Summative Assessments:**

The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to ***Módulo 1: Nuestra Identidad (Our Identity).*** The unit focuses on vocabulary related to personal identity, family heritage, Spanish-speaking countries, languages, and Spanish-speaking communities.These assessments may include:

- **Grammar Application Quizzes:** grammar exercises focusing on nouns and gender/number agreement, numbers, syllables, and word formation to reinforce foundational language structures.
- **Reading comprehension and vocabulary test** "Cuando Era Puertorriqueña"
- **Writing reflection**- " Cuando Era Puertorriqueña"
- **Oral Interviews**: Students participate in a conversation and they will be assessed on their ability to communicate effectively.
- **Written Opinion Essay:** Students compose a 250-300 word essay on personal events demonstrating control of spelling, grammar and this module vocabulary. The writing school based rubric will be used to grade their responses.
- **Presentational Project**: spoken presentation or voice memo recording for a "My Identity Flag".

**Resources:**

- **Core Text:** *Galería de Lengua y cultura 1* (José A Blanco)
- **Vista Higher Learning Supersite:** *Galería de Lengua y cultura 1*
- Authentic news sources (e.g., El País, BBC Mundo, Conjuguemos, CNN en Español).
- Podcasts and video interviews **https://www.ivoox.com/en/**
- Various grammar textbooks and online resources for advanced practice
- Authentic articles from Spanish academic or cultural websites.
- Music by Caribbean artists such as Farruko - Jíbaro (Pseudo Video) ft. Pedro Capó | La 167 ⛽🏁
- Maps and virtual tours of sites of Spanish Speaking countries and communitiesL Factbook-countries
- Multiple online learning sites: Quizizz, Kahoot, Quizlet, Edpuzzle, vocaroo, Conjuguemos etc
- Weekly WL Language lab usage to enhance listening and speaking skills.

- Vocabulary Reference Websites:
    - Diccionario de la Real Academia de La Lengua: https://dle.rae.es/
    - Diccionario del estudiante (RAE): https://www.rae.es/diccionario-estudiante
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.

**Time Allotment**

- Approximately 9-10 weeks

# Módulo 2

***Nuestra Herencia Cultural (Our Cultural Heritage)***

**Unit Goals**

At the completion of this unit, students will be able to:

- Explore social diversity within Hispanic and heritage communities.
- Learn about historical figures, ancestral roots, and family backgrounds.
- Study the deep-rooted cultural, artistic, and historical presence of Mexican heritage in North America.
- Examine the historical development, personal stories, and broader social experience of immigration.
- Work with descriptive adjectives (*adjetivos calificativos*), adjectives of nationality/origin (*adjetivos gentilicios*), adverbs ending in *-mente*, and forming comparisons
- Learn the rule of using **m** before **b** and **p**.
- Identify diphthong and hiatus
- Analyze the influence of Mexican music in history and identity: el corrido

**Standards**
At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

**GOAL AREA 1: Communication**

- **Interpersonal: Engage in extended conversations on academic or researched topics, express points of view on complex issues, handle complications in social situations, support opinions and develop hypotheses.**
- **Interpretive**: **Analyze a variety of texts and media on abstract topics, understand diverse viewpoints, follow extended arguments and interpret cultural nuances in authentic materials.**
- **Presentational: Deliver well-organized, detailed presentations on academic and cultural issues, use evidence to support arguments, write texts for professional and public audiences, present cultural or historical significance of Hispanic products and ideas.**

**GOAL AREA 2: Cultures**

- **Practices to Perspectives**: Explain culturally appropriate behavior **and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.**
- **Products to Perspectives: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.**

**GOAL AREA 3: Connections**

- **Making Connections**: **Integrate Spanish into learning across disciplines** (e.g., analyzing political structures, writing critiques of literature, **comparing global issues**); produce interdisciplinary projects.
- **Acquiring Diverse Perspectives: Investigate global issues in the Hispanic world using authentic sources; compare international viewpoints on social justice, art, literature, or current events.**

**GOAL AREA 4: Comparisons**

- **Language Comparisons**: **Reflect on grammatical structures** (e.g., subjunctive, mood, aspect), idiomatic expressions, and **differences in discourse conventions between Spanish and English.**
- **Cultural Comparisons: Analyze the role of family, religion, education, and government in Spanish cultures compared to the U.S.; evaluate perspectives revealed in history, art, and daily life.**

**GOAL AREA 5: Communities**

- **School and Global Communities:** Use **Spanish to engage with local or global communities through interviews, collaborative projects, or cultural exchanges**; host guest speakers, attend cultural events.
- **Lifelong Learning**: **Reflect on personal growth in language proficiency**; explore opportunities for travel, study abroad, or civic engagement using Spanish.

**SLA standards for *Nuestra Herencia Cultural (Our Cultural Heritage)*:**

- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.summary.
- **CCSS.SLA-Literacy.RI.1:** Cite strong, thorough textual evidence to support a deep analysis of informational, technical, or historical texts.
- **CCSS.SLA-Literacy.RI.2:** Determine a central idea of an informational text and analyze how it is constructed through specific details; provide an objective summary.
- **CCSS.SLA-Literacy.SL.1:** Initiate and participate effectively in a range of collaborative academic discussions (one-on-one, in groups, and teacher-led) with diverse partners, building
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning,

adapting the style and register to fit a formal context.on others' ideas and expressing their own clearly and persuasively.

- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.
- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.
- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.
- **CCSS.SLA-Literacy.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.

**ISTE Standards for this module**

## Empowered Learner

- 1.1 **Learning Goals**
  - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
- 1.2 **Digital Age Learning**
  - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 **Personalized Learning**
  - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways**.

8. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - **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.**
   - 2.2 **Digital Health and Wellness**
     - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   - 2.3 **Digital Security**
     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
9. **Knowledge Constructor**
   - 3.1 **Information Literacy**

        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits**.
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions**.
    - 3.3 **Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
10. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students **create original works or responsibly repurpose or remix digital resources into new creations.**
    - 4.2 **Communication and Collaboration**
        - 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.
11. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - **Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
12. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students **communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations,** models, or simulations.
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
13. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society**.**
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world**

## Unit Essential Questions

- Who are we and where do we come from?
- What is the origin of our traditions and customs?
- How does immigration affect culture and identity?
- In what ways does Mexican culture influence the US?
- Who am I in the context of my family history, and how does my linguistic heritage define the role I play in my current community?
- What do traditional figures teach us about the relationship between our people, the land, and our family values?
- How can music be used as a political message?
- How does food represent our origins and identity?

## Scope and Sequence: *Módulo 2: Nuestra Herencia*

### Key Grammar & Vocabulary:

- Dhipthong and hiatus
- Identifying the strength or accentuation in a word
- Descriptive words to depict physical traits and personality characteristics
- Adjectives: Gender and number agreement with nouns
- Adjectives of Nationality/Origin
- Adverbs ending in "-mente"
- Comparisons
- Identifying where the stress falls in words
- Use of “m” before “p” and “b”
- The silent “h”
- Vocabulary related to identity, family heritage, cuisine and food, nationality adjectives (mexicano, puertorriqueño, estadounidense), comparative adjectives (tan…como, mejor, peor etc), adverbs ending in -mente (rápidamente)
- Vocabulary related to regionalisms (e.g, carro/auto, camión/troca)

### Key Cultural and Historical concepts and knowledge:

- The deep, historic roots and living contributions of Hispanic communities in North America.
- The historical roots, such as the **Pueblo Indians** and the early agricultural development of the American Southwest
- The cultural geography of the Southwest deserts and their indigenous communities
- The historical development of immigration to North America,
- The social complexities of living between two cultures
- The use of music to preserve oral history and as a tool for storytelling within the community.
- Traditional rhythms—such as *El corrido mexicano* that maintain historical memory.
- The regionalisms of Spanish in the US and Mexico

**Interpersonal Communication:**

- Engage in spontaneous and extended conversations about their origin and family traditions.
- Conduct formal and informal interviews, asking and responding to questions about origins and family history.
- Debate about art: Looking at two different cultural art pieces or musical styles featured in Módulo 2's *Galería de arte,* students compare and contrast opinions.

**Presentational Communication:**

- Write a letter to the town to present a proposal of a food truck with food from their origin
- Deliver engaging oral presentations promoting their food trucks and the food being sold at their food truck.
- Create short narratives (journal) about their family origins and moving experiences
- Write an interview to a family member to construct their family history.
- Write an essay describing their family history and origins.

**Interpretive Communication:**

Read expository texts (combining text, maps, timelines, and demographic data) detailing the history and geography of the United States and Mexico

Read authentic, literary excerpts from Mexican authors (e.g. *Cajas de Cartón,* Francisco Jiménez)

Interpret how a painter uses color, historical figures, or mixed imagery to visually represent *el sincretismo* (cultural blending) without relying on spoken words.

Students listen to authentic Mexican musical tracks (such as traditional *Corridos mexicanos*) and evaluate the theme of the song.

**Unit Assured Assessments:**

**Formative Assessments- *Módulo 2 Nuestra Herencia Cultural :***
Students will have a variety of in class and out of class formative assessments aligned with the language structures and thematic content of ***Módulo 2 Nuestra Herencia Cultural.*** These assessments may include:

- In class written responses - based on the relevant concepts and grammatical structures of the unit.
- In class spoken responses - to chapter and video questions as well as personally related topics.
- In class “dictados” to check for correct spelling of “m” with “p” and “b”
- Workbook practice assignments that reinforce and extend key concepts learned in class.

- Quizlet live/Kahoot - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.
- Online VHL-Superstie practice and quizzes. Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform in the WL language lab or in the classroom. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.
- Weekly speaking and listening activities in the WL Language Lab

**Summative Assessments *Módulo 2: Nuestra Herencia :***
The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to **Módulo 2: Nuestra Herencia** focusing on vocabulary related to cultural heritage in Spanish speaking countries around the world and immigration. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

**Components of Summative Assessments:**

- **Grammar Application Quizzes**: grammar exercises focusing on adjectives, agreement, syllable (diphthong and hiatus), the accent (strength) in the syllable.
- **Oral presentation** of their mini food truck " Mi camión de Comida": Students will present their proposal for their food truck " to the town". They will be assessed on their ability to communicate effectively. The World Language presentational speaking rubric will be used to grade their responses.
- **Reading comprehension and vocabulary tes**t "Cajas de Cartón"
- **Writing:** "One-pager summary" based on an excerpt from *"Cajas de Cartón",* Francisco Jiménez. The writing school based rubric will be used to grade their responses.

**Resources:**

- **Core Text:** *Galería de Lengua y cultura 1* (José A Blanco)
- **Vista Higher Learning Supersite:** *Galería de Lengua y cultura 1*
- Authentic news sources (e.g., El País, BBC Mundo, CNN en Español).
- Podcasts and video interviews in the target language
- Grammar textbooks and online resources for advanced practice and clarification.
- Articles from Spanish academic or cultural websites such as: ELPAIS
- Canva
- Maps, and virtual tours of sites in Mexico and south of the United States
- Multiple online learning sites: Quizizz, Kahoot, Quizlet, Edpuzzle, Conjuguemos, vocaroo etc
- WL Language lab usage will enhance listening and speaking skills.

- Vocabulary Reference Websites:
    - Diccionario de la Real Academia de La Lengua: https://dle.rae.es/

- Diccionario del estudiante (RAE): https://www.rae.es/diccionario-estudiante
- SpanishDict.com: Comprehensive grammar explanations and verb conjugators.

**Time Allotment**

- Approximately 9-10 week

# Módulo 3

***Salud y Calidad de Vida (Health and Quality of Life)***

**Unit Goals**

At the completion of this unit, students will be able to:

- Analyze wellbeing from both physical and social perspectives within Central American communities
- Explore what constitutes physical, mental, and social health within communities.
- Analyze the daily living conditions, challenges, and socioeconomic factors that influence the quality of life in Northern Central America .
- Investigate how traditional medicine, community care networks, and modern healthcare intersect in this region .
- Evaluate how geographical, environmental, and social surroundings impact personal and communal wellbeing
- Master the foundation of action and description by focusing on **El verbo** (the infinitive and conjugation), along with specific verb forms like the **Presente** (present tense) and the **Gerundio** (the *-ando/-iendo* continuous form)
- Learn how a written accent mark breaks a diphthong
- Categorize words according to the accent
- Explore **El voseo**: the unique regional use of *vos* instead of *tú* for familiar "you"

**Standards**
At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

**GOAL AREA 1: Communication**

- **Interpersonal: Engage in extended conversations on academic or researched topics, express points of view on complex issues, handle complications in social situations, support opinions and develop hypotheses.**

- **Interpretive**: **Analyze a variety of texts and media on abstract topics, understand diverse viewpoints, follow extended arguments and interpret cultural nuances in authentic materials.**
- **Presentational: Deliver well-organized, detailed presentations on academic and cultural issues, use evidence to support arguments, write texts for professional and public audiences, present cultural or historical significance of Hispanic products and ideas.**

**GOAL AREA 2: Cultures**

- **Practices to Perspectives**: **Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.**
- **Products to Perspectives: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.**

**GOAL AREA 3: Connections**

- **Making Connections**: **Integrate Spanish into learning across disciplines** (e.g., analyzing political structures, writing critiques of literature, **comparing global issues**); produce interdisciplinary projects.
- **Acquiring Diverse Perspectives: Investigate global issues in the Hispanic world using authentic sources; compare international viewpoints on social justice, art, literature, or current events.**

**GOAL AREA 4: Comparisons**

- **Language Comparisons**: Reflect on grammatical structures (e.g., subjunctive, mood, aspect), idiomatic expressions, and differences in discourse conventions between Spanish and English.
- **Cultural Comparisons: Analyze the role of family, religion, education, and government in Spanish cultures compared to the U.S.; evaluate perspectives revealed in history, art, and daily life.**

**GOAL AREA 5: Communities**

- **School and Global Communities:** Use **Spanish to engage with local or global communities through interviews, collaborative projects, or cultural exchanges**; host guest speakers, attend cultural events.
- **Lifelong Learning**: **Reflect on personal growth in language proficiency**; explore opportunities for travel, study abroad, or civic engagement using Spanish.

**SLA standards for *Módulo 3 Salud y Calidad de Vida*:**

- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective summary.
- **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.
- **CCSS.SLA-Literacy.RI.1:** Cite strong, thorough textual evidence to support a deep analysis of informational, technical, or historical texts.
- **CCSS.SLA-Literacy.RI.2:** Determine a central idea of an informational text and analyze how it is constructed through specific details; provide an objective summary.
- **CCSS.SLA-Literacy.RI.3:** Analyze how an author structures a complex sequence of historical events, scientific steps, or ideas (tracking cause-and-effect lines).
- **CCSS.SLA-Literacy.RI.4:** Determine the meaning of domain-specific academic vocabulary and technical jargon in a social or physical science context.
- **CCSS.SLA-Literacy.W.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly through the effective selection, organization, and analysis of content.
- **CCSS.SLA-Literacy.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the academic task, purpose, and audience.
- **CCSS.SLA-Literacy.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **CCSS.SLA-Literacy.W.6:** Use digital tools and technology to produce, publish, and update individual or shared writing products.
- **CCSS.SLA-Literacy.W.7:** Conduct short as well as more sustained research projects to answer a question or solve a community problem, synthesizing multiple investigative avenues
- **CCSS.SLA-Literacy.W.8:** Gather relevant information from multiple authoritative print and digital sources, assess the credibility of each source, and quote or paraphrase data without plagiarism.
- **CCSS.SLA-Literacy.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, adapting the style and register to fit a formal context.

- **CCSS.SLA-Literacy.SL.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.
- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.
- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.
- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.
- **CCSS.SLA-Literacy.L.3:** Apply knowledge of language to understand how language functions in different situations, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **CCSS.SLA-Literacy.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.
- **CCSS.SLA-Literacy.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level

**ISTE Standards for *Módulo 3 Salud y Calidad de Vida:***

14. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways**.
15. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

- 2.3 **Digital Security**
  - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

16. **Knowledge Constructor**
    - 3.1 **Information Literacy**
      - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits**.
    - 3.2 **Knowledge Construction**
      - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions**.
    - 3.3 **Digital Tools**
      - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
17. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
      - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
      - 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**.**
18. **Computational Thinker**
    - 5.1 **Computational Thinking**
      - **Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
    - 5.2 **Data Analysis**
      - **Students analyze data to identify trends or patterns** and use computational thinking to solve problems.
19. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
      - Students **communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models,** or simulations.
    - 6.2 **Digital-Age Communication**
      - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
20. **Global Collaborator**
    - 7.1 **Digital Citizenship**
      - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**

        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world**.

**Unit Essential Questions**

- What does it mean to enjoy a good quality of life?
- How does the community influence an individual's wellbeing?
- What are the challenges and solutions to maintaining a healthy life in different environments?
- What are some challenges in public health nowadays?
- What measures can we implement in a community in order to improve their residents' health?
- What relationship is there between geography and population in Northern Central America?
- How can we improve our quality of life?
- What is the importance of health coverage in any community?

## Scope and Sequence: *Módulo 3: Salud y Calidad de vida*

**Key Grammar & Vocabulary:**

- The infinitive (verbs ending in -ar, -er and -ir)
- The present tense conjugation: regular and irregular verbs
- El voseo and its conjugation
- The gerund
- Understand and practice diphthong and hiatus
- Accent and the written accent mark (tilde)
- Accentuation rules (tilde) in monosyllabic words
- Accentuation rules in question and exclamation words
- The written accent mark (tilde) that breaks the diphthong
- Vocabulary related to health, illnesses, quality of life, vectorial diseases, measures and treatments (e,g mosquitero
- Terms that describe socio economic challenges, environment and resources.
- Transitional words
- Orthography of syllables ge, gi, gue, gui, güe, güi, je, ji.

**Key Cultural and Historical concepts and knowledge:**

- Explore North Central American countries ( Guatemala, Honduras and El Salvador)
- The historical roots, the Mayan Indians
- Explore Mayan Art
- The indigenous knowledge systems regarding health

- Traditional medicine in the Spanish speaking countries
- The Social economic challenges in Guatemala, Honduras and El Salvador
- The use of vos in Central America
- Quality of life factors in the Spanish speaking communities
- Health challenges in the Spanish speaking countries
- Vectorial diseases: dengue, malaria, zika (illnesses transmitted by mosquitoes)
- The lack of health coverage in impoverished areas in the Spanish speaking countries
- Traditional rhythms—such as *la marimba*.
- The regionalisms of Spanish in the North Central American countries- voseo

**Interpersonal Communication:**

- Students will engage in spontaneous and extended role-play conversations in a clinic in rural areas of Spanish speaking countries
- Students will engage in spontaneous conversations to share and discuss personal experiences with health challenges.
- Students will discuss and debate  about traditional medicine and modern medicine.
- Students will conduct formal and informal interviews, asking and responding to questions about a health campaign to target vectorial diseases in a Spanish speaking country.

**Presentational Communication:**

- Students will deliver oral presentations describing the situation of vectorial diseases in the Spanish speaking countries
- Students will create short narratives (journal) about personal challenges and medical struggles
- Students will create an infographic about a vectorial disease in a Spanish speaking country.
- Students will write a well structured essay describing the situation of  vectorial diseases in a Spanish speaking country.
- Students will write descriptions of Mayan architecture

**Interpretive Communication:**

- Read informational expository texts (combining text, maps, timelines, and demographic data) detailing the situation of vectorial diseases like malaria and dengue in Spanish speaking countries.
- Read authentic, literary excerpts from Central American authors.
- Interpret data/ numbers and averages from infographics and graphs.
- Students listen to authentic Guatemalan musical tracks (such as traditional *Cantata a Guatemala*) and evaluate the theme of the song.
- Dictados: Listen to sentences and write them in order to practice spelling: ge, gi, gue, gui, güe, güi, je, ji.

**Unit Assured Assessments:**

**Formative Assessments *Módulo 3 Salud y Calidad de Vida :***
Students will have a variety of in class and out of class formative assessments aligned with the language structures and thematic content of ***Módulo 3 Salud y Calidad de Vida.*** These assessments may include:

- In class written responses - based on the relevant concepts and grammatical structures of this module.
- In class spoken responses - to chapter and video questions as well as personally related topics.
- In class "dictados" to check for correct spelling of the letter groups "ge, gi, gue, gui, güe, güi, je, ji" .
- Workbook practice assignments that reinforce and extend key concepts learned in class.
- Quizlet live/Kahoot - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.
- Online VHL-Superstie practice and quizzes. Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform in the WL language lab or in the classroom.
- Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.

**Summative Assessments *Módulo 3 Salud y Calidad de Vida:***
The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to **Modulo 3 Salud y Calidad de Vida,** focusing on vocabulary related to health and wellness. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

**Components of Summative Assessments:**

- **Grammar Application Quizzes:** grammar exercises focusing on present tense conjugation, practice diphthong and hiatus, the written accent (tilde) in monosyllabic words and questions/exclamation words.
- **Reading comprehension and vocabulary assessment:** *"Enfermedades Transmitidas por Mosquitos"*
- **Oral presentation about a vectorial disease:** Students will present data and information about a vectorial transmitted disease in the Spanish speaking countries. They will be assessed on their ability to communicate effectively. The World Language presentational speaking rubric will be used to grade their responses.
- **Written Opinion Essay:** Students compose a 250-300 word essay demonstrating control of spelling, grammar and this module's vocabulary and cultural themes. The writing school based rubric will be used to grade their responses.
- "**One-pager" summary** *" Fiebre en la Costa"*, Hugo Lindo.

**Resources:**
- **Core Text:** *Galería de Lengua y cultura 1* (José A Blanco)
- **Vista Higher Learning Supersite:** *Galería de Lengua y cultura 1*

- Authentic news sources (e.g., El País, BBC Mundo, CNN en Español).
- Authentic Podcasts and video interviews in the target language
- Grammar textbooks and online resources for advanced practice and clarification.
- Articles from Spanish academic or cultural websites.
- Maps and virtual tours of sites in North Central American countries ( Guatemala, Honduras and El Salvador)
- Multiple online learning sites: Quizizz, Kahoot, Quizlet, Edpuzzle, vocaroo, Conjuguemos etc
- WL Language lab usage will enhance listening and speaking skills.

- Vocabulary  Reference Websites:
    - Diccionario de la Real Academia de La Lengua: https://dle.rae.es/
    - Diccionario del estudiante (RAE): https://www.rae.es/diccionario-estudiante
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.

**Time Allotment**

- Approximately 9-10 weeks

# Módulo 4

***Los trabajos y las profesiones  (Jobs and Professions)***

**Unit Goals**

At the completion of this unit, students will be able to:

- talk about different job occupations
- discuss searching for a job

- talk about people's roles in the workplace
- discuss finances
- discuss how to interview for a job
- talk about one's work experience
- read and respond to different job ads and opportunities
- identify details in job requirements from authentic job postings, and interviews
- analyze the advantages and disadvantages of professional careers
- analyze creative masterworks (such as *El sarcófago de Pakal*) to connect the region's ancient historical achievements
- analyze the needs of certain professions in challenging times
- use the future Tense (both regular and irregular verb forms) alongside ir + a + infinitive to project future professional paths.
- use Direct Object Pronouns (*complementos directos*) and Indirect Object Pronouns (*complementos indirectos*) to avoid redundancy in professional and formal writing
- evaluate the socioeconomic profiles and professional landscapes of the Southern Central American region.

**Standards**
At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

**GOAL AREA 1: Communication**

- **Interpersonal: Engage in extended conversations on academic or researched topics, express points of view on complex issues, handle complications in social situations, support opinions and develop hypotheses.**
- **Interpretive**: **Analyze a variety of texts and media on abstract topics, understand diverse viewpoints, follow extended arguments and interpret cultural nuances in authentic materials.**
- **Presentational: Deliver well-organized, detailed presentations on academic and cultural issues, use evidence to support arguments, write texts for professional and public audiences, present cultural or historical significance of Hispanic products and ideas.**

**GOAL AREA 2: Cultures**

- **Practices to Perspectives**: **Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.**
- **Products to Perspectives: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.**

**GOAL AREA 3: Connections**

- **Making Connections**: **Integrate Spanish into learning across disciplines** (e.g., analyzing political structures, writing critiques of literature, **comparing global issues**); produce interdisciplinary projects.
- **Acquiring Diverse Perspectives: Investigate global issues in the Hispanic world using authentic sources; compare international viewpoints on social justice, art, literature, or current events.**

**GOAL AREA 4: Comparisons**

- **Language Comparisons**: Reflect on grammatical structures (e.g., subjunctive, mood, aspect), idiomatic expressions, and differences in discourse conventions between Spanish and English.
- **Cultural Comparisons: Analyze the role of family, religion, education, and government in Spanish cultures compared to the U.S.; evaluate perspectives revealed in history, art, and daily life.**

**GOAL AREA 5: Communities**

- **School and Global Communities:** Use **Spanish to engage with local or global communities through interviews, collaborative projects, or cultural exchanges**; host guest speakers, attend cultural events.
- **Lifelong Learning**: **Reflect on personal growth in language proficiency**; explore opportunities for travel, study abroad, or civic engagement using Spanish.

**Spanish Language Art standards for Módulo 4 :**

- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective summary.
- **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.
- **CCSS.SLA-Literacy.RI.1:** Cite strong, thorough textual evidence to support a deep analysis of informational, technical, or historical texts.
- **CCSS.SLA-Literacy.RI.2:** Determine a central idea of an informational text and analyze how it is constructed through specific details; provide an objective summary.

- **CCSS.SLA-Literacy.RI.4:** Determine the meaning of domain-specific academic vocabulary and technical jargon in a social or physical science context.
- **CCSS.SLA-Literacy.W.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly through the effective selection, organization, and analysis of content.
- **CCSS.SLA-Literacy.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the academic task, purpose, and audience.
- **CCSS.SLA-Literacy.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **CCSS.SLA-Literacy.W.6:** Use digital tools and technology to produce, publish, and update individual or shared writing products.
- **CCSS.SLA-Literacy.W.7:** Conduct short as well as more sustained research projects to answer a question or solve a community problem, synthesizing multiple investigative avenues
- **CCSS.SLA-Literacy.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, adapting the style and register to fit a formal context.
- **CCSS.SLA-Literacy.SL.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.
- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.
- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.
- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.
- **CCSS.SLA-Literacy.L.3:** Apply knowledge of language to understand how language functions in different situations, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **CCSS.SLA-Literacy.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.

- **CCSS.SLA-Literacy.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level

**ISTE Standards for Módulo 4**

21. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways**.
22. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
23. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits**.
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions**.
    - 3.3 **Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
24. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.

    - 4.2 **Communication and Collaboration**
        - 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**.**
25. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - **Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
    - 5.2 **Data Analysis**
        - **Students analyze data to identify trends or patterns** and use computational thinking to solve problems.
26. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students **communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models,** or simulations.
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
27. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world**.

**Unit Essential Questions**

- How do our interests, talents, and education influence the choice of our future professional path?
- How can you plan or prepare to enter the workforce in your chosen field?
- What is the difference between a trade/manual labor and a university career or profession?
- How are economy and technology innovations changing the job market for future generations?
- How do some jobs, careers and professions benefit the community in challenging times?

- How are the history, geography, and resources of Spanish speaking countries reflected in the jobs and professional opportunities of its inhabitants?
- What can we learn about the labor organization, specializations, and technical achievements of ancient civilizations when examining masterworks of the past?

**Scope and Sequence:** ***Módulo 4: Los Trabajos y las profesiones***

**Key Grammar & Vocabulary:**

- The future tenses to talk about future plans
- Irregular verbs in the future tense conjugation
- Ir+a+ infinitive
- The Direct Object pronoun
- The Indirect Object pronoun
- The Double Object pronouns
- Accentuation rules (tilde): Palabras agudas, llanas and esdrújulas
- Vocabulary related to careers, education, professions (e.g., curriculum, solicitar, sueldo, vacante, puesto )
- Terms that describe trades (oficios) and professions (profesiones)
- The use of commas to mark pauses in writing.
- The spelling of words with “c”, “s” and “z”

**Key Cultural and Historical concepts and knowledge:**

- Explore South Central American countries ( Costa Rica, Panamá and Nicaragua)
- Analyze how the geography of the Isthmus of Panama and the surrounding Pacific and Caribbean coasts directly impacts local labor markets, trading economies, and professional options.
- Analyze how traditions, industrialization, and ecological preservation shape local career tracks—such as the balance between eco-tourism/conservation jobs in Costa Rica versus global trade positions tied to the Panama Canal.
- Analyze as a masterwork of professional artistry, physical labor, and ancient engineering in an intricately carved sarcophagus
- Explore the deep cultural, and community respect given to artisanal trades and agricultural workers (*el carpintero*, *el* agricultor)
- Analyze realistic fiction
- Study art by Costa Rican artist- Francisco Amighetti
- Traditional rhythms from Panamá—such as *el tamborito*.

**Interpersonal Communication:**

- Students will engage in spontaneous discussions to compare the societal values, salaries, and benefits of various professional tracks.
- Students will collaborate to simulate formal job applications and peer interviews, successfully matching candidate traits with professional requirements.

**Presentational Communication:**

- Students will prepare and deliver digital slide presentations detailing a chosen future profession, its required training, and its economic impact.
- Create short narratives (journal) about future careers and professions
- Students will compose an opinion essay comparing the importance of trades and careers in our community
- Create their resume (curriculum vitae)
- Write a cover letter to apply for a vacant position

**Interpretive Communication:**

- Read authentic digital job listings from Spanish speaking countries like Panama, Costa Rica, or Nicaragua.
- Read authentic, literary excerpts from Central American authors; realistic fiction by Rubén Darío- *La Vida de Rubén Darío escrita por él mismo*
- Interpret data/ numbers and averages from infographics and graphs related to employment trends
- Students listen to a recorded audio clip of a formal job interview between a hiring manager and a candidate
- Students watch the short movie " La Entrevista"
- Students listen to authentic Guatemalan musical tracks (such as traditional *Cantata a Guatemala*) and evaluate the theme of the song.
- Dictado: Listen to a paragraph about a job description and write along verbatim
- Dictados: Listen to sentences and write them in order to practice spelling with the letters "c", "z" and "s"

**Unit Assured Assessments:**

**Formative Assessments *Módulo 4 Salud y Calidad de Vida* :**
Students will have a variety of in class and out of class formative assessments aligned with the language structures and thematic content of ***Módulo 4 Los trabajos y las profesiones.***
Students will have a variety of in class and out of class formative assessments. These assessments may include:

- In class written responses - based on the relevant concepts and grammatical structures of this module.
- In class spoken responses - to chapter and video questions as well as personally related topics.
- In class spoken presentations and role play: A job interview
- Dictado: Listen to a paragraph about a job description and write along verbatim
- Dictados: Listen to sentences and write them in order to practice spelling with the letters "c", "z" and "s"
- Textbook practice assignments that reinforce and extend key concepts learned in class

- Quizlet live/Kahoot - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.
- Online VHL-Superstie practice and quizzes. Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform in the WL language lab or in the classroom.
- Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.

**Summative Assessments Módulo 4: *Los trabajos y las profesiones:***
The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to ***Módulo 4 Los trabajos y las profesiones*** **,** focusing on vocabulary related to jobs and professions. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

**Components of Summative Assessments:**

- **Grammar Application Quizze**s: grammar exercises focusing on accentuation rules, future tense conjugation, direct and indirect pronouns.
- **Reading comprehension and vocabulary test** "*De Barro Estamos Hechos*"
- **Oral presentation** about 2 possible future careers and professions. They will be assessed on their ability to communicate effectively. The World Language presentational speaking rubric will be used to grade their responses.
- **Written Opinion Essay:** Students compose a 250-300 word essay demonstrating control of spelling, grammar and this module's vocabulary and cultural themese. The writing school based rubric will be used to grade their responses.
- "**One-pager" summary** *"De Barro Estamos Hechos"*, Isabel Allende.

## Resources:

- **Core Text:** *Galería de Lengua y cultura 1* (José A Blanco)
- **Vista Higher Learning Supersite:** *Galería de Lengua y cultura 1*
- Excerpt from *De Barro Estamos Hechos,* Isabel Allende
- Short Movie: *La Entrevista*
- Authentic news sources (e.g., El País, BBC Mundo, CNN en Español).
- Podcasts and video interviews
- Grammar textbooks and online resources for advanced practice and clarification.
- Articles from Spanish academic or cultural websites.
- Music by Hispanic artists to explore *El tamborito*
- Maps and virtual tours of sites in South Central American countries (Nicaragua, Costa Rica and Panamá)
- Multiple online learning sites: Quizizz, Kahoot, Quizlet, Edpuzzle, vocaroo, Conjuguemos etc
- WL Language lab usage will enhance listening and speaking skills.

- Vocabulary  Reference Websites:
    - Diccionario de la Real Academia de La Lengua: https://dle.rae.es/
    - Diccionario del estudiante (RAE): https://www.rae.es/diccionario-estudiante
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.

**Time Allotment**

- Approximately 9-10 weeks

**CREDIT**
**One credit in World Language**
One class period for a full school year - one drop per 8 drop 2 cycle.

**PREREQUISITES**

Teacher recommendation and Spanish Heritage Speaker Placement Test.

## CURRENT REFERENCES

- Vista Higher Learning textbook **Galeria de lengua y cultura 1 (Español para hispanohablantes)**
- Vista Higher Learning Supersite **Galeria de lengua y cultura 1 (Español para hispanohablantes)**

## ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
- World Language Interpersonal Speaking Rubric
- World Language Level of Engagement Rubric
- TPS Vision of the Graduate Rubric Skill Rubric: Communication Gr 9-12

# Reading Rubric

## Trumbull High School School-Wide

| Category/Weight | Exemplary<br>4 | Goal<br>3 | Working Toward Goal<br>2 | Needs Support<br>1-0 |
|---|---|---|---|---|
| Respond<br><br>X_____ | Demonstrates exceptional understanding of text by:<br>• Clearly identifying the purpose of the text<br>• Providing initial reaction richly supported by text<br>• Providing a perceptive interpretation | Demonstrates understanding of text by:<br>• Identifying the fundamental purpose of the text<br>• Providing initial reaction supported by text<br>• Providing a clear/straight forward interpretation of the text | Demonstrates general understanding of text by:<br>• Partially identifying the purpose of the text<br>• Providing initial reaction somewhat supported by text<br>• Providing a superficial interpretation of the text | Demonstrates limited or no understanding of text by:<br>• Not identifying the purpose of the text<br>• Providing initial reaction not supported by text<br>• Providing an interpretation not supported by the text |
| Interpret<br><br>X_____ | Student is able to exceptionally interpret text by :<br>• Extensively reshaping, reflecting, revising, and/or deepening initial understanding<br>• Constructing insightful and perceptive ideas about the text.<br>• Actively raising critical questions and exploring multiple interpretations of the text | Student is able to interpret text by :<br>• Reshaping, reflecting, revising, and/or deepening initial understanding<br>• Summarizing main ideas of text<br>• Actively interpreting text by raising questions and looking for answers in text | Student is able to interpret text by :<br>• Guided reflection and/or revision of initial understanding<br>• Summarizing some main ideas of text<br>• Guided interpretation of text by answering questions locating answers in text | Student demonstrates limited ability to interpret text as evidenced by :<br>• Struggle to implement guided reflection and/or revision of initial understanding<br>• Struggle to summarize any main ideas of text<br>• Struggle to answer questions by locating responses in text |
| Connect<br><br>X_____ | Demonstrates perceptive connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates specific connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates general connections<br>• text to text<br>• text to self<br>• text to world | Struggles to make connections<br>• text to text<br>• text to self<br>• text to world |
| Evaluate<br><br>X_____ | Insightfully evaluates the text by one or more of the following elements:<br>• Critical analysis to create a conclusion supported by the text<br>• Perceptive judgments about the quality of the text<br>  • Synthesis of text<br>  • Express a personal opinion. | Evaluates the text by one or more of the following elements:<br>• critical analysis to form a conclusion from the text<br>• thoughtful judgments about the quality of the text<br>• Evaluation of text to express personal opinion(s) | A general evaluation of the text by one or more of the following elements:<br>• Forms a superficial conclusion from the text<br>• Assesses the quality of the text<br>• Uses text to express personal opinion(s) | Struggles to evaluate the text by any of the following elements:<br>• Forming a conclusion from the text<br>• Assessing the quality of the text<br>• Using text to express personal opinion(s) |

# Writing Rubric

## Trumbull High School School-Wide

| Category/Weight | Exemplary<br>4<br>**Student work:** | Goal<br>3<br>**Student work:** | Working Toward Goal<br>2<br>**Student work:** | Needs Support<br>1-0<br>**Student work:** |
|---|---|---|---|---|
| Purpose<br><br>X_____ | • Establishes and maintains a clear purpose<br>• Demonstrates an insightful understanding of audience and task | • Establishes and maintains a purpose<br>• Demonstrates an accurate awareness of audience and task | • Establishes a purpose<br>• Demonstrates an awareness of audience and task | • Does not establish a clear purpose<br>• Demonstrates limited/no awareness of audience and task |
| Organization<br><br>X_____ | • Reflects sophisticated organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a clear focus<br>• Utilizes effective transitions | • Reflects organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a focus<br>• Utilizes transitions | • Reflects some organization throughout<br>• Demonstrates logical progression of ideas at times<br>• Maintains a vague focus<br>• May utilize some ineffective transitions | • Reflects little/no organization<br>• Lacks logical progression of ideas<br>• Maintains little/no focus<br>• Utilizes ineffective or no transitions |
| Content<br><br>X_____ | • Is accurate, explicit, and vivid<br>• Exhibits ideas that are highly developed and enhanced by specific details and examples | • Is accurate and relevant<br>• Exhibits ideas that are developed and supported by details and examples | • May contain some inaccuracies<br>• Exhibits ideas that are partially supported by details and examples | • Is inaccurate and unclear<br>• Exhibits limited/no ideas supported by specific details and examples |
| Use of Language<br><br>X_____ | • Demonstrates excellent use of language<br>• Demonstrates a highly effective use of standard writing that enhances communication<br>• Contains few or no errors. Errors do not detract from meaning | • Demonstrates competent use of language<br>• Demonstrates effective use of standard writing conventions<br>• Contains few errors. Most errors do not detract from meaning | • Demonstrates use of language<br>• Demonstrates use of standard writing conventions<br>• Contains errors that detract from meaning | • Demonstrates limited competency in use of language<br>• Demonstrates limited use of standard writing conventions<br>• Contains errors that make it difficult to determine meaning |

# Presentational Speaking Rubric

**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Towards Goal** | **1/0**<br>**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**<br>_____ | | | | |

# Interpersonal Speaking Rubric

**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Toward Goal** | **1/0**<br>**Needs Support** |
|---|---|---|---|---|
| **Vocabulary**<br>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<br><br>Interference from another language. |
| **Task**<br>concentrates on: fulfillment, elaboration, context appropriate | 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 **little to no** details |
| **Delivery**<br>concentrates on: fluency, timing, pronunciation | Pronunciation and intonation are **excellent**. Student speaks clearly.<br><br>**Confident** ease of expression throughout. | Pronunciation is **effective**. Student speaks clearly.<br><br>**Mostly confident** ease of expression throughout. | Pronunciation is **adequate**. Student speaks with hesitation but **with some** clarity.<br><br>**Some** confident ease of expression throughout. | Pronunciation is **inadequate** and/or incorrect.<br><br>**Limited** ease of expression throughout |
| **Comprehensibility**<br>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**<br>concentrates on: grammar, accuracy, syntax | Demonstrates a **highly effective** use of standard speaking practices that enhances communication. | Demonstrates **effective** use of standard speaking practices.<br><br>Errors do not detract from communicative meaning. | Demonstrates **some** appropriate use of standard speaking practices.<br><br>Errors detract from communicative meaning. | Demonstrates **limited** use of standard speaking practices.<br><br>Contains errors that make it very difficult to determine communicative meaning. |
| **Other:**<br>_____ | | | | |

# Level of Engagement Rubric

## World Language Department Specific

| Topic | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Use of target language (TL)** | **Always** attempts to express oneself in TL before using English | **Usually** attempts to express oneself in TL before using English | **Occasionally** attempts to express oneself in TL before using English | **Rarely** attempts to express oneself in TL before using English |
| **Interactive participation**<br>● on task<br>● group work/pair work,/Teacher (T)<br>● listening<br>● raising hands | **Always** on task<br>-**Always** actively participates with partner(s)/T<br>-**Always** listens attentively<br>-**Always** attempts to respond to questions/class discussion | **Usually** on task<br>-**Usually** actively participates with partner(s)/T<br>-**Usually** listens attentively<br>-**Usually** attempts to respond to questions/class discussion | -**Occasionally** on task<br>-**Occasionally** actively participates with partner(s)/T<br>- **Occasionally** listens attentively<br>- **Occasionally** attempts to respond to questions/class discussion | -**Rarely** on task<br>-**Rarely** actively participates with partner(s)/T<br>- **Rarely** listens attentively<br>- **Rarely** attempts to respond to questions/class discussion |
| **Responsibility for learning**<br>● class materials<br>● extra help<br>● outside reading etc. | -**Always** brings required materials to class<br>-**Always** asks for assistance if needed<br>-**Always** initiates independent learning | -**Usually** brings required materials to class<br>-**Usually** asks for assistance if needed<br>-**Usually** initiates independent learning | -**Occasionally** brings required materials to class<br>-**Occasionally** asks for assistance if needed<br>-**Occasionally** initiates independent learning | -**Rarely** brings required materials to class<br>-**Rarely** asks for assistance if needed<br>-**Rarely** initiates independent learning |
| **Attendance/promptness** | -**Always** arrives on time to class<br>-**Always** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Usually** arrives on time to class<br>-**Usually** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Occasionally** arrives on time to class<br>-**Occasionally** ready to fulfill assigned opening task<br>-Absences are **generally** excused | -**Rarely** arrives on time to class<br>-**Rarely** ready to fulfill assigned opening task<br>-Absences are **rarely** excused |
| **Behavior/civility**<br>● electronic devices<br>● following directions<br>● respectful of others<br>● obeys classroom and school rules | -**Always** displays positive behavior in the classroom<br>-**Always** respectful of others<br>-**Always** follows school and classroom rules | -**Usually** displays positive behavior in the classroom<br>- **Usually** respectful of others<br>- **Usually** follows school and classroom rules | - **Occasionally** displays positive behavior in the classroom<br>- **Occasionally** respectful of others<br>- **Occasionally** follows school and classroom rules | - **Rarely** displays positive behavior in the classroom<br>- **Rarely** respectful of others<br>- **Rarely** follows school and classroom rules |

## TPS Vision of the Graduate Rubrics
## Skill Rubric: Communication Gr 9-12 (rev. 2024)
## (Note: VOG Rubrics may revised by the district committee as needed)

| Indicator of Attainment | Beginning 1 | Meets 2 | Exceeds 3 | Score |
|---|---|---|---|---|
| **PURPOSE** Expresses ideas in alignment with the intended purpose. | Limited demonstration of understanding. Purpose is not identified and/or not fully articulated.<br><br>Does not or partially expresses ideas in alignment with purpose. | Purpose is identified and articulated but may be occasionally unclear.<br><br>Expresses ideas with purpose. | Purpose is identified and clearly articulated and enhanced.<br><br>Clearly expresses ideas in alignment with the intended purpose.<br><br>Makes connections beyond the intended purpose. | |
| **AUDIENCE** Demonstrates an awareness of the intended audience. | Demonstrates little to no awareness of the audience.<br><br>Language and content is inappropriate and/or ineffective for the audience. | Demonstrates an awareness of the audience.<br><br>Language and content is appropriate and helps the audience understand the topic/position. | Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner.<br><br>Language and content is appropriate and precise which helps the intended audience further understand the topic/position. | |
| **ORGANIZATION** Organizes and supports ideas in alignment with the intended purpose. | The organizational structure is not and/or minimally effective for the purpose.<br><br>The topic/position is not focused and/or minimally supported by details. | Effective organizational structure supports the purpose.<br><br>The topic/position is focused, well thought out, and supported by accurate and effective details. | Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose.<br><br>Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth. | |
| **LISTENING** Receives and responds to ideas in alignment with the intended purpose. | Limited to no ability to listen to others.<br><br>Unable to ask relevant questions.<br><br>Can not paraphrase/restate the message. | Listens to, evaluates, and responds to others.<br><br>Asks relevant questions.<br><br>Demonstrates understanding by accurately paraphrasing/restating the message. | Actively listens to, evaluates and responds to others.<br><br>Asks relevant questions that indicate an interest to learn more and understand further.<br><br>Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented. | |
| **SCORING** | Beginning: 4 - 6 | **Meets: 7 - 9 GOAL** | Exceeds: 10 - 12 | __ / 12 |

**Skill Rubric: Collaboration Gr 9-12 (rev. 2024)** **(Note: VOG Rubrics may revised by the district committee as needed)**

| Indicator of Attainment | Beginning 1 | Meets 2 | Exceeds 3 | Score |
|---|---|---|---|---|
| **PLANNING** Works effectively with and is receptive to the ideas/contributions of group members. | Does not or lacks a discussion on the strengths of each group member.<br><br>Does not define group roles. | Assigns roles and defines contributions of those in the group.<br><br>Suggests ways the group can approach the task. | Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group.<br><br>Plans the approach to the task and anticipates challenges and resolutions. | |
| **COMMUNICATION** Thinks with the group and acknowledges multiple perspectives. | Does not or rarely listens to the thinking of the group.<br><br>Provides little to no feedback. | Utilizes the thinking of the group in order to work toward the completion of the task.<br><br>Provides feedback. | Synthesizes and expresses the multiple perspectives of the group in order to complete the task.<br><br>Provides feedback that improves the quality of the task. | |
| **CONTRIBUTION** Works with others to complete a task and shares the credit. | Little or no contribution to the task. | Shares work, reviews others' contributions and offers general feedback. | Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task. | |
| **REFLECTION** Monitors individual and collective contributions of each group member throughout the completion of the task. | Little or no reflection on ways to adjust the group's collaboration process throughout the task/product.<br><br>Focuses only on individual contributions to the task. | Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task. | Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task. | |
| **SCORING** | Beginning: 4 - 6 | **Meets: 7 - 9 GOAL** | Exceeds: 10 - 12 | __ / 12 |

**TPS Vision of the Graduate Rubric**

**Skill Rubric: Critical Thinking/Problem Solving Gr 9-12 (rev. 2024)** **(Note: VOG Rubrics may revised by the district committee as needed)**

| Indicator of Attainment | Beginning<br>1 | Meets<br>2 | Exceeds<br>3 | Score |
|---|---|---|---|---|
| **UNDERSTANDING**<br>Identifies the problem, question or issue being addressed. | Exhibits limited and/or no understanding of key concepts. | Exhibits an understanding of key concepts. | Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives. | |
| **PLANNING**<br>Applies systematic thinking and selects strategies to address the problem, question or issue. | Shows limited to no evidence of a plan, model or strategy to solve a problem. | Shows a plan, model or strategy to solve a problem. | Shows innovative and creative thinking to solve a problem. | |
| **QUESTIONING**<br>Analyzes relevant information related to the problem, question or issue. | Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence. | Questions and analyzes numerical, written, or visual data and selects the relevant evidence. | Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.<br><br>Describes why different approaches to a problem or situation could yield the same or similar results. | |
| **REFLECTION**<br>Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue. | Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information. | Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence. | Solution is thorough, accurate, and evidence-based.<br><br>Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed. | |
| **SCORING** | Beginning: 4 - 6 | **Meets: 7 - 9 GOAL** | Exceeds: 10 - 12 | __ / 12 |

# TRUMBULL PUBLIC SCHOOLS

## Trumbull, Connecticut

# Spanish for Heritage Speakers 2
# Grade 11 & 12

# 2026


**Curriculum Writing Team**

| | |
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**Spanish for Heritage Speakers 2**
**Grades 11 & 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 its employment.

## 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.

## INTRODUCTION & PHILOSOPHY

**Course Overview:** This course serves as the critical second installment of our Heritage Spanish pathway, directly following the foundational Spanish for Heritage Speakers A course typically completed in ninth or tenth grade. While Heritage A focused on validating students' home languages, developing foundational literacy skills, and exploring personal identity, Heritage B elevates this work by expanding students' linguistic repertoires into more complex, formal registers. By bridging the gap between the familial language students use at home and the academic Spanish required for higher education and global careers, this course is designed specifically for eleventh and twelfth-grade students, and builds upon the rich linguistic and cultural assets that heritage learners bring to the classroom. Our primary goal is to foster advanced bilingualism and biliteracy, empowering students to navigate both academic and professional environments with confidence and pride in their linguistic identity.

Throughout this academic year, the curriculum shifts toward advanced critical thinking, sophisticated textual analysis, and formal written and oral expression. Students will engage with a diverse array of authentic literary texts, contemporary media, and historical documents from across the Spanish-speaking world. Rather than viewing the students' existing language skills through a lens of deficit, Heritage B utilizes a culturally responsive approach that treats their dialectal variations as strengths. Ultimately, this course prepares upperclassmen not only for advanced placement options or university-level study but also equips them to serve as effective, culturally competent leaders in an increasingly interconnected society.

**Course Goals:** In Spanish for Heritage Speakers 2, students will:

- Promote critical thinking skills in both Spanish and English
- Reinforce and enrich Spanish as a world language, native language and heritage language
- Enhance their bicultural and bilingual skills through the practice and mastery of academic language
- Practice listening, reading, speaking and writing competencies within the cultural and social framework of diverse regions in the Spanish-speaking world.
- Acquire and practice vocabulary and language structures from social studies, science, art, and music content areas.

**Course Components:**

1. **Speaking:**
    - Participate in conversations on a variety of topics.
    - Practice pronunciation and fluency through dialogues, presentations, and interactive activities.
    - Incorporate a broad range of vocabulary and expressions, showing advanced, highly effective use of vocabulary
    - Present original and researched content to the class in Spanish on a variety of topics.
2. **Listening:**
    - Improve listening comprehension through audio materials, include news broadcasts, videos including short films, full length features films, documentaries and interviews from a variety of online sites designed for native/heritage listeners.
    - Audio recordings provided from the supersite that include podcasts, informative cultural videos, and interviews.
2. **Reading:**
    - Read and analyze authentic texts such as informational articles, excerpts of literature from a variety of authors from the Spanish-speaking world, and excerpts from novels.
    - Explore online resources, including Spanish websites and magazines, to understand current events and cultural trends.
3. **Writing:**
    - Write essays, journal entries, and creative pieces in Spanish.
    - Practice writing for different purposes, including formal and informal communication.

**Cultural Exploration:**

- **Products:** Study the tangible aspects of Spanish Heritage and culture, such as cuisine, fashion, art, and technology.
- **Practices:** Learn about daily life, traditions, holidays, and social norms in Spanish speaking countries as well as variables of different regions.
- **Perspectives:** Understand the values, attitudes, and viewpoints that shape the experiences of Italian speaking communities.

**Assessment and Evaluation:**

- **Class Participation:** Active involvement in class discussions and activities, group projects and collaborative tasks.
- **Homework:** Regular assignments to reinforce classroom learning such as grammar practice, dictations and guided writing assignments.
- **Quizzes and Tests:** Periodic assessments to evaluate progress in all four language skills (reading, writing, speaking and listening) that include students'demonstrating their control of learned vocabulary, grammar, reading comprehension and cultural content.
- **Projects:** Individual and group projects that incorporate language use and cultural understanding, as well as synthesizing learning.

**Resources:**

- Textbook and supplementary materials provided in class.
- Online Language Learning Platforms for additional practice and enrichment:
    - Conjuguemos: Excellent for verb conjugations practice.
    - Quizlet/ Kahoot/ Wayground/ Blooket/ Puzzle.org: For creating and practicing vocabulary.
- Access to Spanish media, including films, music, and news outlets.

By the end of this course, students will advance their biliteracy skills in reading, response to authentic audio and text, and will have a broader range of academic structures and cultural awareness in Spanish. This will prepare them for in real-world contexts that will enrich their opportunities to use their heritage language in the world of work and in formal settings that engage them to think and react critically about the world around them in the target language.

## COURSE GOALS

**A) The following Course Goals derive from the American Council on the Teaching of Foreign Languages (ACTFL) World Language Standards.**

### GOAL AREA 1: Communication

- **Interpersonal**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.
- **Interpretive**: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational**: 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.

### GOAL AREA 2: Cultures

- **Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

### GOAL AREA 3: Connections

- **Making Connections**: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking to solve problems creatively.
- **Acquiring Diverse Perspectives**: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**GOAL AREA 4: Comparisons**

- **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.
- **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.

**GOAL AREA 5: Communities**

- **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.
- **Lifelong Learning**: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

**The official, standard-level categories and their sub-domains dictate native and heritage Spanish standardized Spanish Language Arts (SLA) standards, organized and numbered based on the universal CCSS en Español (Common Core State Standards) instruction**:

## 1. Estándares de Lectura (Reading) : Textos Literarios (RL) (Reading literature)

Focuses on the analysis of poetry, drama, and narrative fiction**.**

- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective summary.
- **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.
- **CCSS.SLA-Literacy.RL.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and symbolic meanings.
- **CCSS.SLA-Literacy.RL.5:** Analyze how an author's structural choices (e.g., parallel plots, structural flashbacks, or poetic stanza line breaks) create mystery, tension, or artistic tone.
- **CCSS.SLA-Literacy.RL.6:** Analyze a case in which a cultural point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, or cultural understatement).

- **CCSS.SLA-Literacy.RL.7:** Analyze the representation of a subject or a key dramatic scene in two different artistic mediums (e.g., a written classic text vs. its cinematic adaptation).
- **CCSS.SLA-Literacy.RL.8:** (Not applicable to literature).
- **CCSS.SLA-Literacy.RL.9:** Analyze how an author draws on, adapts, or responds to historical themes, archetypes, or foundational myths from the Spanish-speaking world.

## 2. Estándares de Lectura (Reading) : Textos Informativos (RI) (Reading Information texts)

Focuses on the analysis of history essays, scientific articles, media reports, and graphics.

- **CCSS.SLA-Literacy.RI.1:** Cite strong, thorough textual evidence to support a deep analysis of informational, technical, or historical texts.
- **CCSS.SLA-Literacy.RI.2:** Determine a central idea of an informational text and analyze how it is constructed through specific details; provide an objective summary.
- **CCSS.SLA-Literacy.RI.3:** Analyze how an author structures a complex sequence of historical events, scientific steps, or ideas (tracking cause-and-effect lines).
- **CCSS.SLA-Literacy.RI.4:** Determine the meaning of domain-specific academic vocabulary and technical jargon in a social or physical science context.
- **CCSS.SLA-Literacy.RI.5:** Analyze in detail how an author's ideas or claims are developed and refined across specific sections of a text.
- **CCSS.SLA-Literacy.RI.6:** Determine an author's point of view, rhetoric, or explicit purpose in an informational text and analyze how they address conflicting viewpoints.
- **CCSS.SLA-Literacy.RI.7:** Integrate and evaluate multiple sources of information presented in diverse formats (e.g., statistical data charts, maps, infographics, alongside prose text).
- **CCSS.SLA-Literacy.RI.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.
- **CCSS.SLA-Literacy.RI.9:** Analyze data profiles or historical documents of the same topic written by different authors to compare their arguments and handling of facts.

## 3. Estándares de Escritura (Writing)

Focuses on structural composition, thesis development, and editing.

- **CCSS.SLA-Literacy.W.1:** Write argumentative essays to support analytical claims, using valid reasoning, relevant text citations, and clear counterargument refutations.

- **CCSS.SLA-Literacy.W.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly through the effective selection, organization, and analysis of content.
- **CCSS.SLA-Literacy.W.3:** Write structured narrative prose to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **CCSS.SLA-Literacy.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the academic task, purpose, and audience.
- **CCSS.SLA-Literacy.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **CCSS.SLA-Literacy.W.6:** Use digital tools and technology to produce, publish, and update individual or shared writing products.
- **CCSS.SLA-Literacy.W.7:** Conduct short as well as more sustained research projects to answer a question or solve a community problem, synthesizing multiple investigative avenues.
- **CCSS.SLA-Literacy.W.8:** Gather relevant information from multiple authoritative print and digital sources, assess the credibility of each source, and quote or paraphrase data without plagiarism.
- **CCSS.SLA-Literacy.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 4. Estándares de Audición y Expresión Oral (Speaking Listening)

Focuses on academic debates, register adaptations, and media presentations.

- **CCSS.SLA-Literacy.SL.1:** Initiate and participate effectively in a range of collaborative academic discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.SLA-Literacy.SL.2:** Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
- **CCSS.SLA-Literacy.SL.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated evidence.
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, adapting the style and register to fit a formal context.
- **CCSS.SLA-Literacy.SL.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.

- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.

### 5. Estándares del Lenguaje (Literacy and Mechanics)

Focuses on Spanish orthography, grammar conventions, and written accents.

- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.
- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.
- **CCSS.SLA-Literacy.L.3:** Apply knowledge of language to understand how language functions in different situations, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **CCSS.SLA-Literacy.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.
- **CCSS.SLA-Literacy.L.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (such as tracking sinónimos culturales across regions).
- **CCSS.SLA-Literacy.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**ISTE Standards for Students**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.

- 2.2 **Digital Health and Wellness**
  - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.3 **Digital Security**
  - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   - 3.2 **Knowledge Construction**
     - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
   - 3.3 **Digital Tools**
     - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - 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**.**
5. **Computational Thinker**
   - 5.1 **Computational Thinking**
     - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   - 5.2 **Data Analysis**
     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
   - 6.1 **Creativity and Innovation**
     - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
   - 6.2 **Digital-Age Communication**
     - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
   - 7.1 **Digital Citizenship**
     - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- 7.2 **Global Awareness**
  - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
- 7.3 **Ethical Responsibility**
  - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

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## COURSE ENDURING UNDERSTANDINGS

### I. Language Acquisition & Communication:

- Advanced communication for a heritage Spanish-speaker involves more than grammar and vocabulary; it requires the ability to interpret and use language appropriately in various cultural and academic contexts, with sensitivity to tone, register, and audience.
- Deconstructing complex authentic texts (literary, journalistic, audiovisual) in Spanish involves skills such as identifying point of view, making inferences, analyzing tone and rhetorical devices, and contextualizing meaning within cultural frameworks.
- The ability to express complex opinions, perspectives, and arguments in Spanish—both orally and in writing—requires the strategic and creative use of advanced language structures, self-monitoring, and ongoing refinement.
- Effective intercultural communication in Spanish demands openness to diverse perspectives, adaptability in language use, and an understanding of cultural norms to foster clarity and mutual respect.

### II. Culture & Connections:

- The cultures of the Spanish-speaking world are deeply rooted in regional histories, social dynamics, political developments, and artistic movements, creating diverse expressions of identity and values.
- The Spanish language is not only a means of communication but a key to understanding and engaging with the rich literary, cinematic, artistic, and culinary traditions that reflect and shape cultural perspectives and practices.
- Exploring contemporary global and social issues through authentic Spanish sources allows for a nuanced understanding of how those issues are experienced and interpreted within Hispanic society.
- Intercultural competence requires the ability to reflect critically on one's own cultural assumptions, engage empathetically with unfamiliar worldviews, and appreciate the complexity of their cultural identity and those of the other countries with which students share a common language.

**III. Comparisons & Communities:**

- Comparing Spanish and English in terms of grammar, idioms, formal/informal usage, and rhetorical styles deepens metalinguistic awareness and highlights how language reflects cultural thinking.
- Meaningful engagement with Spanish-speaking communities—whether in person, online, or through media—fosters authentic communication, cultural awareness, and a sense of global citizenship.
- Advanced proficiency in Spanish opens access to a wide array of educational paths, travel experiences, career opportunities, and intercultural relationships in an interconnected and multilingual world.

## COURSE ESSENTIAL QUESTIONS

- What behaviors constitute school bullying?
- How can we prevent and combat these behaviors?
- How do the history, geography, and economy of northern South America shape social relations?
- What are some of the societal norms in the Spanish-speaking world?
- How can social class or position affect a person´s quality of life?
- What types of media and communication strategies are employed within the advertising industry?
- How do advertisers determine and reach their target audience?
- How do the history, geography, and economy of the central region of South America shape advertising activities?
- What are the methods of the buying and selling of goods in the Spanish-speaking world?
- How has advertising and society norms changed over the course of time?
- How does an artist's environment influence their art?
- How do the history, geography, and economy of the southern region of South America shape the art of the region?
- In what way does art promote a person´s creativity and imagination?
- How does film reflect the experiences and societal norms of the Spanish-speaking world we live in?
- How does a country foster innovation?
- How do the history, geography, and economy of Spain shape the developments of science and technology?
- How does technological innovation influence our lives?
- What are some historical events that have influenced the development of mathematics?
- What are some uses of mathematics in our world today?

## COURSE KNOWLEDGE & SKILLS

***The following skills align with the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness standards for Language Learning***

By completion of the Spanish for Heritage Speakers B course, students will be able to function in the four modes of communication: **speaking**, **writing**, **listening**, and **reading**.

- **Speaking**: Students will be able to…
    - Initiate and sustain conversations using connected discourse in multiple time frames.
    - Express and support personal opinions on social, literary, and cultural themes presented in *Galeria 1*.
    - Participate in discussions, debates, and role-plays that reflect real-life and culturally authentic situations.
    - Narrate past experiences, describe present conditions, and hypothesize about future or imagined scenarios.

- **Writing**: Students will be able to…
    - Compose coherent, organized texts in multiple genres (e.g., narratives, persuasive essays, letters, character reflections).
    - Incorporate transitional language and rich vocabulary to convey meaning clearly and fluidly.
    - Develop arguments and analyses in response to literary texts, cultural themes, and societal issues.

- **Listening**: Students will be able to…
    - Comprehend the main ideas and supporting details of authentic audio and video materials (e.g. interviews, news reports, film excerpts) presented in *Immagina*.
    - Interpret tone, mood, and point of view in spoken texts.
    - Recognize regional accents and variations within Spanish spoken in different contexts.
    - Use listening strategies such as predicting, note-taking, and paraphrasing to aid comprehension.

- **Reading**: Students will be able to…
    - Read and analyze a variety of authentic and adapted texts including articles, literary excerpts, biographies, and essays from *Galería 1*
    - Identify main ideas, supporting details, and rhetorical structures in increasingly complex texts.
    - Interpret cultural and historical contexts embedded in the literature and informational texts.
    - Compare perspectives from different regions of the Spanish-speaking world through thematic readings.

***The following skills align with the Common Core State Standards (CCSS) for English Language Arts (ELA) / Spanish Language Arts. (SLA)***

**The ELA/SLA literacy standards include:**

- **Reading (Literature & Informational Texts):** Citing textual evidence, determining central themes, analyzing complex text structures, and evaluating diverse works by Hispanic and Spanish authors.
- **Writing:** Supporting students through step-by-step argumentative, informative, and research-based written presentations using appropriate academic vocabulary.
- **Speaking & Listening:** Collaborating with peers, setting rules for academic discussions, and delivering structured oral presentations.
- **Language:** Mastering standard conventions of Spanish grammar, orthography (ortografía), spelling, and accentuation.

**Vision of the Graduate Alignment**

Spanish for Heritage Speakers carefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate through authentic communication, cultural exploration, collaboration, and reflection. Students develop communication skills, critical thinking, collaboration, and self-efficacy as they engage in meaningful language use and intercultural learning in real world contexts.

| Vision of the Graduate Competency | How it is Embedded Throughout the Course |
|---|---|
| **Communication** | Students communicate in Spanish through discussions, presentations, debates, cultural comparisons, and authentic writing tasks. They practice expressing opinions, active listening, and narrating in multiple time frames using advanced language functions. |
| **Self-Efficacy** | Students build confidence through independent speaking, research, and project-based tasks in real world contexts. Risk taking in the language, reflection and revision help students monitor growth and strengthen proficiency. |
| **Critical Thinking & Problem Solving** | Students analyze authentic texts, media, and cultural perspectives while interpreting meaning, comparing viewpoints, and supporting ideas with evidence. Students problem solve in real world communication scenarios and dialogues. |
| **Collaboration** | Pair and group activities are a crucial component in the classroom, encouraging teamwork, respectful discussion, peer feedback, and shared responsibility using the target language. |
| **Growth Mindset** | Students improve through consistent practice, revision, and reflection. Mistakes are viewed as part of the language-learning process and opportunities for growth. |

| | |
|---|---|
| **Integrity** | Students demonstrate academic honesty, respectful participation in class discussions, ethical technology use, and appreciation for diverse cultural perspectives. |
| **Innovation** | Creative projects such as multimedia presentations, podcasts, and digital storytelling encourage students to use language in original and meaningful ways. |
| **Emotional Intelligence** | Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives across Spanish-speaking communities. |

## COURSE SKILLS

This course is designed specifically for heritage, native, and dual-language Spanish speakers. Its core mission is to promote **bilingualism, biliteracy, and biculturalism**.
It focuses on **rigorous academic literacy, critical thinking, and linguistic pride**.

### 1. Biliteracy & Textual Analysis (Lectura y Literatura)

Because students already possess auditory language strengths, the curriculum focuses heavily on transitioning those skills into advanced academic reading and text analysis.

- **Genre Analysis:** Identifying and analyzing the structures of both informative essays and diverse literary genres (poetry, short stories, historical narratives).
- **Literary Element Tracking:** Analyzing character development, central themes, and evolving relationships from a distinctly cultural perspective.
- **Reading Strategies:** Applying explicit strategies (e.g., contextual guessing, activating background knowledge, skimming/scanning) to comprehend increasingly complex academic texts.
- **Critical Thinking & Reflection:** Evaluating an author's purpose and connecting text themes to personal identities, global challenges, and contemporary life.

### 2. Advanced Writing Competency (Escritura)

It is designed to help students formalize their natural language abilities into **structured, academic Spanish.**

- **Process-Based Writing:** Navigating the complete writing process—from brainstorming and outlining to drafting, peer reviewing, and revising.
- **Text Structures:** Producing cohesive multi-paragraph texts, with a strong focus on writing well-supported informative essays and persuasive arguments.
- **Linguistic Personal Perspective:** Formulating written arguments that integrate personal experiences and community perspectives with textual evidence.

### 3. Academic Language Control (Gramática y Ortografía)

It targets common "interference" areas for heritage speakers and bridges **formal academic grammar.**

- **Accentuation and Orthography (Acentuación):** Mastering written accents and resolving common spelling confusions specific to native/heritage speakers (e.g., b vs. v, c/s/z, silent h).
- **English-Spanish Linguistic Comparisons:** Recognizing structural and phonetic differences between English and Spanish to reduce code-switching in formal settings.

- **Differentiated Language Levels:** Progressing through three tiers of linguistic control: Essential communication (Level I), Advanced vocabulary access (Level II), and Complex grammatical control (Level III).

**4. Sociolinguistic Awareness & Sociocultural Competence**

This skill set focuses on validating the student's home language while introducing them to the vast diversity of the Spanish-speaking world.

- **Lexical Variations (Variaciones léxicas)**: Recognizing, respecting, and navigating regional vocabulary differences across the Spanish-speaking world without prioritizing one dialect over another.
- **Bicultural Identity Analysis:** Exploring themes of personal and public identity, family structures, and how global challenges manifest across different Hispanic cultures.
- **Cross-Disciplinary Connections:** Connecting Spanish language arts to history, geography, science, art, and music using authentic regional multimedia.

**5. Oracy & Real-World Application (Exprésate y Conexión)**

Students refine their spoken Spanish for formal, professional, and civic environments.

- **Formal Oral Presentations:** Designing and delivering structured oral presentations using precise academic vocabulary.
- **Collaborative Discourse:** Engaging in group discussions, peer reviews, and collaborative problem-solving entirely in Spanish.
- **Community-Focused Project Management (Proyectos):** Synthesizing research, life skills (destrezas), and media analysis to execute a real-world project centered on the student's local or global community.

**COURSE SYLLABUS**

**Course Name**

Spanish for Heritage Speakers 2

**Level**

Grades 11-12

**Prerequisites**

Successful completion of Spanish for Heritage Speakers 1

**General Description of the Course**

Spanish for Heritage Speakers II is a dynamic, advanced-level course specifically designed for students who grew up speaking, hearing, and interacting with Spanish at home or within their communities. Building upon the foundational literacy skills developed in Heritage Speakers I, this course invites students to take a deeper dive into their linguistic identity and academic proficiency. Rather than treating Spanish as a foreign language, this course approaches it as an asset, focusing on refining students' reading, writing, formal speaking, and critical thinking skills. Students will transition their understanding within the context of casual, conversational fluency to academic mastery, preparing them for advanced studies, bilingual career pathways, and active global citizenship.

**Assured Assessments for each Marking Period**

**Formative Assessments:**

- In class written responses
- In class spoken responses
- Workbook practice assignments
- Online workbook practice quizzes
- Class Participation

**Summative Assessments:**

- Unit Tests: Vocabulary, grammar, and content
- Skills-based assessment: Reading, writing, listening, or speaking task
- Unit Project: Creative or analytical task tied to unit themes
- Formal presentations and unit-themed spontaneous conversations

**Supplemental Texts & Resources**

- Core Text: Galería 1
- Online textbook resources: Vhl ventral
- Teacher selected articles from Spanish media
- Supplementary materials including news articles, and visual art analysis.
- Online Language Learning Platforms:
  - Conjuguemos: Excellent for verb conjugations practice.

    - Edpuzzle/Quizlet/ Kahoot/ Quizizz/ Blooket/ Puzzle.org: For creating and practicing vocabulary.
- News & Media
    - EuroNews.com
    - https://aprendemosjuntos.bbva.com/
- Cultural Resources:
    - Explore Spanish music genres
    - Research Hispanic regional geography, history, and traditions.

# Módulo 5

## *Las relaciones sociales (Social Relationships)*

**Unit Goals**

At the completion of this unit, students will be able to:

- Identify behaviors that constitute school bullying as well as how to prevent and combat these behaviors in our schools.
- Study social relations in a region of the hispanic world.
- Discuss social norms
- Discuss how social status affects quality of life.
- Talk about the types and behaviors that constitute cyberbullying and how to combat it
- Talk about the history, geography, climate and economy of Venezuela, Colombia and Ecuador. In addition students will discuss these countries' modern social structures and the changes that have been made since colonial times.
- Interpret the social constructs of society during the 2nd half of 19th century Venezuela and the class and economic divisions of that time.
- Discuss the historical connection of the plastic art of famous artists of the northern part of south america including Fernando Botero, Oswaldo Guayasamin and Carlos Cruz Diez.
- Discuss the musical genre of cumbia and its historical significance to the people and the folklore of Colombia.
- Identify the linguistic features in both Spanish and English of a colon (:)
- Identify the orthographic features of the letters b and v

**Standards**

At the completion of this unit, students will meet the following standards with priority given **to the standards in bold**:

**GOAL AREA 1: Communication**

- **Interpersonal: Engage in extended conversations on academic or researched topics, express points of view on complex issues, handle complications in social situations, support opinions and develop hypotheses.**
- **Interpretive**: **Analyze a variety of texts and media on abstract topics, understand diverse viewpoints, follow extended arguments and interpret cultural nuances in authentic materials.**
- **Presentational: Deliver well-organized, detailed presentations on academic and cultural issues, use evidence to support arguments, write texts for professional and public audiences, present cultural or historical significance of Hispanic products and ideas.**

**GOAL AREA 2: Cultures**

- **Practices to Perspectives**: **Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.**
- **Products to Perspectives: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.**

**GOAL AREA 3: Connections**

- **Making Connections**: **Integrate Spanish into learning across disciplines (**e.g., analyzing political structures, writing critiques of literature, **comparing global issues**); **produce interdisciplinary projects.**
- **Acquiring Diverse Perspectives: Investigate global issues in the Hispanic world using authentic sources; compare international viewpoints on social justice, art, literature, or current events.**

**GOAL AREA 4: Comparisons**

- **Language Comparisons**: **Reflect on grammatical structures** (e.g., subjunctive, mood, aspect), idiomatic expressions, and differences in discourse conventions **between Spanish and English.**

- **Cultural Comparisons: Analyze the role of family, religion, education, and government in Spanish cultures compared to the U.S.; evaluate perspectives revealed in history, art, and daily life.**

**GOAL AREA 5: Communities**

- **School and Global Communities:** Use **Spanish to engage with local or global communities through interviews, collaborative projects, or cultural exchanges**; host guest speakers, attend cultural events.
- **Lifelong Learning**: **Reflect on personal growth in language proficiency**; explore **opportunities** for travel, study abroad, or **civic engagement using Spanish**.

**Spanish Language Art (SLA) standards for *Módulo 5 (Las Relaciones Sociales)***

- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective summary.
- **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.
- **CCSS.SLA-Literacy.RL.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and symbolic meanings.
- **CCSS.SLA-Literacy.RI.1:** Cite strong, thorough textual evidence to support a deep analysis of informational, technical, or historical texts.
- **CCSS.SLA-Literacy.RI.2:** Determine a central idea of an informational text and analyze how it is constructed through specific details; provide an objective summary.
- **CCSS.SLA-Literacy.RI.3:** Analyze how an author structures a complex sequence of historical events, scientific steps, or ideas (tracking cause-and-effect lines).
- **CCSS.SLA-Literacy.RI.4:** Determine the meaning of domain-specific academic vocabulary and technical jargon in a social or physical science context.
- **CCSS.SLA-Literacy.W.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly through the effective selection, organization, and analysis of content.
- **CCSS.SLA-Literacy.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the academic task, purpose, and audience.
- **CCSS.SLA-Literacy.W.6:** Use digital tools and technology to produce, publish, and update individual or shared writing products.

- **CCSS.SLA-Literacy.W.7:** Conduct short as well as more sustained research projects to answer a question or solve a community problem, synthesizing multiple investigative avenues.
- **CCSS.SLA-Literacy.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.SLA-Literacy.SL.1:** Initiate and participate effectively in a range of collaborative academic discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, adapting the style and register to fit a formal context.
- **CCSS.SLA-Literacy.SL.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.
- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.
- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.
- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.
- **CCSS.SLA-Literacy.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**The following Course Goals derive from the ISTE Standards for Students.**

**ISTE Standards for Students**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - **1.3 Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**

        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - **Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.**

3. **Knowledge Constructor**
    - **3.1 Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
    - 3.2 **Knowledge Construction**
        - Students **build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - **3.3 Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
    - **4.1 Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - **4.2 Communication and Collaboration**
        - **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.**
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and **employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
    - **5.2 Data Analysis**
        - **Students analyze data to identify trends or patterns and use computational thinking to solve problems.**
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

- 6.2 **Digital-Age Communication**
  - Students use **digital tools to communicate with others**, express their views creatively and persuasively, and **share ideas with diverse audiences**.

7. **Global Collaborator**
   - **7.1 Digital Citizenship**
     - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
   - 7.2 **Global Awareness**
     - Students **recognize the interconnectedness of the world** and **collaborate with others to solve problems and contribute to society.**
   - **7.3 Ethical Responsibility**
     - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions - Módulo 5 -** ***Las relaciones sociales (social relationships)***

- What behaviors constitute school bullying?
- How can we prevent and combat these types of improper behaviors?
- How have the history, geography, and economy of northern South America influenced social relations?
- What are some of the behavioral norms in our society?
- How can social class or position affect people's quality of life?
- How do friendships and peer groups influence personal identity and behavior?
- What role does communication play in building healthy social relationships?
- How can cultural traditions and family expectations shape social interactions?

**Unit Scope and Sequence – Módulo 5:** ***Las relaciones sociales (social relationships)***

**Key Grammar & Vocabulary:**

- Spanish vocabulary related to bullying and statistics in an effort to talk about data related to this topic.
- Spanish vocabulary related to interpreting graphs and numerical data to read a variety of statistics.
- Spanish vocabulary for viewing and analyzing the theme of societal norms and social classes in the northern Spanish Speaking region of South America.
- Understanding the functions of the colon (:)
- Conjunctions and prepositions in Spanish
- Understanding the variations of the b and v sounds in Spanish the rules and patterns in spelling that include these letters in writing.
- Understanding and implementing the use of linking terms and refining fluency and transitions in student presentational writing.

- Exploring cultural and lexical variations in a number of Spanish Speaking countries in relation to vocabulary presented in an excerpt of the novel “Las memorias de Mamá Blanca”

**Key Cultural and Historical concepts and knowledge:**

**Interpersonal Communication:**

- Engage in spontaneous and extended conversations about cyberbullying, social norms, and social dynamics using a range of verb tenses (present, and past tense).
- Discuss social issues such as gender roles, social media and its impact of friendships and social networks, expressing and supporting opinions with appropriate vocabulary.
- Role-play for an informational video about the literary genre of psychological literature.
- Ask and respond to open-ended questions about social relationships across different regions of the northern region of South America and the world.
- Discuss the musical genre of cumbia and its historical significance to the people and the folklore of Colombia.

**Presentational Communication:**

- Write structured essays or journal entries analyzing challenges social relationships and comparing them to students' own experiences or countries.
- Create and deliver oral presentations of psychological literature, incorporating relevant vocabulary, idiomatic expressions, and complex sentence structures.
- Write an episode of a psychological novel inspired by the study of the excerpt from “Las mamorias de Mamá Blanca”
- Present an informative video based on the research on psychological novels.

- Create surveys and interpret student data from a group of their peers using mathematical terminology in Spanish

**Interpretive Communication:**

- Interpret interviews, articles, and audio about social relationships.
- Analyze authentic media (music, news clips, blogs) about the origins or social relationships based on the cultural practices of the northern region of south america.
- Draw connections between historical social relationships (e.g.) and modern day societal structures.
- Examine cultural values such as family, regional identity, and societal expectations in Spanish American society.

- Students will read and analyze statistics about cyberbullying in informational text with a variety of charts and graphs.

**Unit Assured Assessments:**

**Formative Assessments: Módulo 5 - *Las relaciones sociales (social relationships)***

Students will complete a variety of in-class and out-of-class formative assessments aligned with the language structures and thematic content of *Módulo 5-.**Las relaciones sociales (social relationships).*** These assessments focus on vocabulary acquisition, grammatical mastery and cultural analysis related to social relations. Some examples of formative assessments for this unit may include:

**In-class written responses.** Students will write personal reflections in the form of informal responses to writing prompts based on the theme of social relationships. Some themes for personal reflections might include: Cyber bullying and ways to combat it in our school communities, how the development of a society have contributed to the social structure of a community.
**Dictations** focused on the grammar concepts in the unit as well as reinforcing spelling and punctuation in general and the use of the accent.

**In-class spoken responses**
Students will conduct informal presentations based on information collected about a number of topics some of which include: social relationships, historical developments and their impact of societal expectations, their personal relationships and the impact of social media and the social culture of Spanish speaking countries of the northern region of South America

**Online Supersite practice and quizzes**
Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.

**Interactive practice: Edpuzzle / Quizlet Live / Kahoot vocabulary and grammar games and activities**
Students will engage with interactive, real-time vocabulary and grammar reviews using platforms like Quizlet Live and Kahoot will help students practice key terms and structures in an engaging, level appropriate manner.

The formative assessments will be graded as informal assessments and will count for 30% of the marking period grade. Students will complete approximately 10–15 formative assessments per marking period, designed to strengthen communicative skills, cultural understanding, and interpretive language proficiency in Spanish.

**Summative Assessments: *Módulo 5 - Las relaciones sociales (social relationships)***

The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to ***Módulo 5 - Las relaciones sociales (social relationships),*** focusing on relationships and social encounters in Spanish speaking communities. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

**Components of Summative Assessments may include:**

- **Grammar Application Quizzes**: grammar exercises focusing on conjugations, prepositions, transition words, comparisons, reflexive verbs and direct and indirect object pronouns
- **Oral presentation** : Create and deliver oral presentations or audio recording conducted in the WL language lab, based on a response to authentic media/video from the textbook's online platform/supersite. The themes will vary but focus on *EL arte de Suamerica Norte, Genero musical: La cumbia,* or response to the media of a psychologically based novel in Spanish.
- **Reading comprehension and vocabulary assessment** : "*Estudio literario: Las memories de Mama' Blanca"*
- **Writing:** Write an episode of a psychological novel inspired by the excerpt from "*Las mamorias de Mamá Blanca"* de Teresa de la Parra, with a focus on how one's social class can impact the quality of life of people among Spanish speaking communities, honing in on the country of Venezuela.

- **Project:** Write and produce a podcast in the target language with the focus on *"Como ampliar tu red social*" or how to expand your social network.

## Resources

Core
- Vista Higher Learning textbook **Galería 1**
- Vista Higher Learning Supersite **Galería 1**

Supplemental:
- Vocab list for Reading: "Dos de cada 10 alumnos sufren acoso escolar en el mundo".
- Vocab list for Reading: "Las memorias de Mamá Blanca" LINK
- News Articles & Media: BBC Mundo https://www.bbc.com/mundo
- CNN en Espanol: https://cnnespanol.cnn.com/
- Quizlet/Kahoot/Quia Spanish Shared Activities

**Time Allotment**

Approximately 9-10 Weeks

# Módulo 6

## *Las actividades comerciales (Commercial activities)*

**Unit Goals**

At the completion of this unit, students will be able to:

- Analyze the role of commercial activities in Spanish-speaking communities, including traditional markets, local businesses, and modern consumer culture.
- Express opinions and preferences about shopping habits, products, services, and economic choices using culturally appropriate vocabulary and expressions.
- Compare different types of commercial practices and consumer experiences across Spanish-speaking countries and communities.
- Engage in formal and informal conversations related to commerce, business interactions, and customer service using appropriate vocabulary and grammatical structures, including commands, the subjunctive, and past narration.
- Demonstrate understanding of the social and cultural impact of commerce through interpretive, interpersonal, and presentational communication tasks.

**Standards**

At the completion of this unit, students will meet the following standards with priority given **to the standards in bold**:

**GOAL AREA 1: Communication**

- **Interpersonal: Engage in extended conversations on academic or researched topics, express points of view on complex issues, handle complications in social situations, support opinions and develop hypotheses.**
- **Interpretive**: **Analyze a variety of texts and media on abstract topics, understand diverse viewpoints, follow extended arguments and interpret cultural nuances in authentic materials.**
- **Presentational: Deliver well-organized, detailed presentations on academic and cultural issues, use evidence to support arguments, write texts for professional and public audiences, present cultural or historical significance of Hispanic products and ideas.**

**GOAL AREA 2: Cultures**

- **Practices to Perspectives**: **Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.**
- **Products to Perspectives: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.**

**GOAL AREA 3: Connections**

- **Making Connections**: **Integrate Spanish into learning across disciplines (**e.g., analyzing political structures, writing critiques of literature, **comparing global issues**); **produce interdisciplinary projects.**
- **Acquiring Diverse Perspectives: Investigate global issues in the Hispanic world using authentic sources; compare international viewpoints on social justice, art, literature, or current events.**

**GOAL AREA 4: Comparisons**

- **Language Comparisons**: **Reflect on grammatical structures** (e.g., subjunctive, mood, aspect), idiomatic expressions, and differences in discourse conventions **between Spanish and English.**
- **Cultural Comparisons: Analyze the role of family, religion, education, and government in Spanish cultures compared to the U.S.; evaluate perspectives revealed in history, art, and daily life.**

**GOAL AREA 5: Communities**

- **School and Global Communities:** Use **Spanish to engage with local or global communities through interviews, collaborative projects, or cultural exchanges**; host guest speakers, attend cultural events.
- **Lifelong Learning**: **Reflect on personal growth in language proficiency**; explore **opportunities** for travel, study abroad, or **civic engagement using Spanish**.

**Spanish Language Art (SLA) standards for *Módulo 6 (Las Actividades Comerciales )***

- **CCSS.SLA-Literacy.RL.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and symbolic meanings.

- **CCSS.SLA-Literacy.RL.5:** Analyze how an author's structural choices (e.g., parallel plots, structural flashbacks, or poetic stanza line breaks) create mystery, tension, or artistic tone.
- **CCSS.SLA-Literacy.RI.1:** Cite strong, thorough textual evidence to support a deep analysis of informational, technical, or historical texts.
- **CCSS.SLA-Literacy.RI.2:** Determine a central idea of an informational text and analyze how it is constructed through specific details; provide an objective summary.
- **CCSS.SLA-Literacy.RI.4:** Determine the meaning of domain-specific academic vocabulary and technical jargon in a social or physical science context..
- **CCSS.SLA-Literacy.RI.7:** Integrate and evaluate multiple sources of information presented in diverse formats (e.g., statistical data charts, maps, infographics, alongside prose text).
- **CCSS.SLA-Literacy.W.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly through the effective selection, organization, and analysis of content.
- **CCSS.SLA-Literacy.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the academic task, purpose, and audience.
- **CCSS.SLA-Literacy.W.6:** Use digital tools and technology to produce, publish, and update individual or shared writing products.
- **CCSS.SLA-Literacy.W.7:** Conduct short as well as more sustained research projects to answer a question or solve a community problem, synthesizing multiple investigative avenues.
- **CCSS.SLA-Literacy.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.SLA-Literacy.SL.1:** Initiate and participate effectively in a range of collaborative academic discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, adapting the style and register to fit a formal context.
- **CCSS.SLA-Literacy.SL.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.
- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.
- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.

- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.
- **CCSS.SLA-Literacy.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**The following Course Goals derive from the ISTE Standards for Students.**

**ISTE Standards for Students**

8. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - **1.3 Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**
9. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - **Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.**
10. **Knowledge Constructor**
    - **3.1 Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
    - 3.2 **Knowledge Construction**
        - Students **build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - **3.3 Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**

11. **Innovative Designer**
    - **4.1 Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - **4.2 Communication and Collaboration**
        - **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.**
12. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and **employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
    - **5.2 Data Analysis**
        - **Students analyze data to identify trends or patterns and use computational thinking to solve problems.**
13. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - Students use **digital tools to communicate with others**, express their views creatively and persuasively, and **share ideas with diverse audiences**.
14. **Global Collaborator**
    - **7.1 Digital Citizenship**
        - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
    - 7.2 **Global Awareness**
        - Students **recognize the interconnectedness of the world** and **collaborate with others to solve problems and contribute to society.**
    - **7.3 Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions:**

- What are some of the techniques and media used in advertising?
- Who is advertising aimed at? (or *Who is the target audience for advertising?*)
- How have the history, geography, and economy of Central South America influenced commercial activities?
- What are some of the methods for buying and selling products?
- How have commerce and society changed over time in Spanish speaking countries and communities?

- How do consumer needs and preferences influence advertising strategies and product design?
- What role do digital media and technology play in modern buying and selling practices in Spanish speaking countries around the world?

**Unit Scope and Sequence – *Módulo 6 - Las actividades comerciales***

**Key Grammar & Vocabulary:**

- Spanish vocabulary related to history, literature, art and artists
- Discussing the impacts of consumerism on the central region of South America as well as globally
- Understanding the historical changes of buying and selling of goods in the central region of South America and Europe.
- Analyzing a satirical critique of consumerism within an excerpt of a theatrical work of art.
- Viewing and analyzing indigenous paintings, architecture and analyzing folkloric music of the central region of South America.
- Using simple affirmative and negative sentences (with a subject and predicate) in Spanish
- Analyzing the use of interjections
- Analyzing question words and question formation in Spanish
- Refining spelling and punctuation with the focus on the letters ll and y as well as homophones.
- Analyzing texts and media related to the impact of publicity on our society.
- Analyzing the linguistic features in both Spanish and English of the letters ll and y.

- The lexical variations of vocabulary related to clothing and accessories of the different Spanish speaking countries and their relationship to Spanish, indigenous languages and English

**Key Cultural & Historical Knowledge:**

- The role of traditional street markets, vendors, small businesses and communities in South America and Central America
- The development of commerce and how it has evolved over time due to globalization, modernization and technology in spanish speaking countries around the world
- Making connections between natural resources specific to Latin American communities and the economy
- The importance of local products and traditions of commerce in Latin America
- The difference between customer service and cultural practices relating to commerce in spanish speaking countries and communities
- The historic and traditional relationships between social classes and economic opportunities in Latin American communities

- Exploring the nature of consumerism in the central region of South America using appropriate cultural and historical context.

- Exploring the selling and buying of goods during the colonial period compared to modern consumer habits has shaped the economy and its people.

**Interpersonal Communication:**

- Engage in spontaneous and extended conversations about consumer habits, advertising and marketing and the use of artistic expression to offer a societal critique of consumerism. (present, and past tense).
- Discuss social issues such buying and trading of goods and its impact on consumer habits, expressing and supporting opinions with appropriate vocabulary.
- Role-play an original production inspired by an excerpt of a theater production.
- Ask and respond to open-ended questions about consumerism across different regions of the central region of South America and the world.

**Presentational Communication:**

- Write structured essays or journal entries analyzing challenges consumerism and comparing them to students' own experiences or countries.
- Create and deliver oral presentations of the use of satire in artistic expression, incorporating relevant vocabulary, idiomatic expressions, and complex sentence structures.
- Present an original production inspired by a literary work of art that presents a humoristic critique of consumerism, and historical themes of consumerism in the countries of Peru, Bolivia and Paraguay.

- Write a scene of a theatrical satire inspired by the study of the excerpt from “Los esclavos: Farsa contra el “consumo”

**Interpretive Communication:**

- Interpret interviews, articles, and audio about consumerism.
- Analyze authentic media (music, advertisements, blogs) about consumerism based on the cultural practices of the central region of South America as well as throughout the Americas.
- Draw connections between buying and selling of goods across different historical time periods (e.g.) and modern day societal structures.
- Examine cultural values such as the impact of goods sold and the impact of indigenous communities in Spanish American society.

## Unit Assured Assessments

## Formative Assessments *Módulo 6 -Las actividades comerciales*

Students will complete a variety of in-class and out-of-class formative assessments aligned with the language structures and thematic content of **Módulo 6 -*Las actividades comerciales.***

These assessments focus on vocabulary acquisition, grammatical mastery and cultural analysis related to economic practices in Spanish-speaking countries and communities.

**In-class written responses**
Students will write/respond to prompts of scenarios related to commerce, products of Spanish speaking communities, markets, vendors, and authentic shopping experiences. The Spanish heritage students will also complete short written reflections in the target language based on various reading passages in the target language.

**In-class spoken responses**
Students will participate in paired or small group conversations on topics related to the themes specific to the chapter in class or in the WL language lab.

**Online Supersite practice and quizzes**
Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.

**Interactive practice: EdPuzzle / Quizlet Live / Kahoot vocabulary and grammar games and activities**
Students will participate in interactive, level-appropriate vocabulary and grammatical topics will be practiced using digital platforms such as Quizlet Live and Kahoot. These will help students practice key terms and structures in an engaging and interactive format.

These formative assessments will be graded as informal assessments. Students will complete approximately 10-15 formative assessments per marking period, all designed to reinforce communicative skills, cultural understanding, and linguistic competence in Spanish.

**Components of the Summative Assessment may include:**

**Summative Assessment Plan –*Módulo 6 -Las actividades comerciales***

The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to **Módulo 6 -*Las actividades comerciales*** focusing on the role of commercial and economic activities in Spanish-speaking communities. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

**Components of the Summative Assessment**

- **Grammar Application Quizzes**: grammar exercises focusing on adverbs, conditional tense, subject and predicate and compound sentences in the target language.
- **Oral presentation** . Students will be assessed on their ability to communicate effectively on the topics, themes, grammar and vocabulary of the chapter.
- **Reading comprehension and vocabulary tes**t *"La Publicidad"* by Maria A. Perez.
- **Writing:** Response to authentic media**-** Conexión con tu mundo: Video: El cementerio de ropa en Atacama.

- **Project: Desarrolla tu plan de negocio-**Prepare, create, write and present a plan for an authentic market/store aligned with the elements of a successful store in a Spanish speaking community. The World Language presentational speaking rubric will be used to grade their responses.

## Resources

**Core**

- Vista Higher Learning textbook **Galería 1**
- Vista Higher Learning Supersite **Galería 1**

**Supplemental:**

- News Articles & Media: BBC Mundo https://www.bbc.com/mundo
- CNN en Espanol: https://cnnespanol.cnn.com/
- CaliforniaEducatorsTogether CaliforniaEducatorsTogether
- Newsela Spanish language reading articles Spanish Language Articles | Newsela Help Center
- Quizlet/Kahoot/Quia Spanish Shared Activities

## Time Allotment

- Approximately 9-10 Weeks

# Modulo 7
## *Las Artes (The Arts)*

### Unit Goals

At the completion of this unit, students will be able to:

- Interpret and analyze authentic texts, films, and media related to artistic expression, visual arts, and cinema in Spanish-speaking communities.
- Use different grammatical forms of descriptive language to express opinions, emotions, interpretations, and recommendations about works of art and artistic experiences.
- Engage in conversations about creativity, imagination, and the role of art in society using thematic vocabulary related to the arts and cultural expression.
- Compare artistic movements, cultural traditions, and the influence of art on the history, geography, and economy of South America, with attention to regional perspectives.
- Explore the development of Argentine cinema and the contributions of film professionals through interpretive and presentational activities.
- Present oral and written reflections on the cultural significance of art, film, and artistic expression while demonstrating cultural understanding and grammatical accuracy.

### Standards

At the completion of this unit, students will meet the following standards with priority given **to the standards in bold**:

**GOAL AREA 1: Communication**

- **Interpersonal: Engage in extended conversations on academic or researched topics, express points of view on complex issues, handle complications in social situations, support opinions and develop hypotheses.**
- **Interpretive**: **Analyze a variety of texts and media on abstract topics, understand diverse viewpoints, follow extended arguments and interpret cultural nuances in authentic materials.**
- **Presentational: Deliver well-organized, detailed presentations on academic and cultural issues, use evidence to support arguments, write texts for professional and public audiences, present cultural or historical significance of Hispanic products and ideas.**

**GOAL AREA 2: Cultures**

- **Practices to Perspectives**: **Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.**
- **Products to Perspectives: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.**

**GOAL AREA 3: Connections**

- **Making Connections**: **Integrate Spanish into learning across disciplines (**e.g., analyzing political structures, writing critiques of literature, **comparing global issues**); **produce interdisciplinary projects.**
- **Acquiring Diverse Perspectives: Investigate global issues in the Hispanic world using authentic sources; compare international viewpoints on social justice, art, literature, or current events.**

**GOAL AREA 4: Comparisons**

- **Language Comparisons**: **Reflect on grammatical structures** (e.g., subjunctive, mood, aspect), idiomatic expressions, and differences in discourse conventions **between Spanish and English.**
- **Cultural Comparisons: Analyze the role of family, religion, education, and government in Spanish cultures compared to the U.S.; evaluate perspectives revealed in history, art, and daily life.**

**GOAL AREA 5: Communities**

- **School and Global Communities:** Use **Spanish to engage with local or global communities through interviews, collaborative projects, or cultural exchanges**; host guest speakers, attend cultural events.
- **Lifelong Learning**: **Reflect on personal growth in language proficiency**; explore **opportunities** for travel, study abroad, or **civic engagement using Spanish**.

**Spanish Language Art (SLA) standards for *Módulo 7 (Las Artes)***

- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective summary.

- **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.
- .
- **CCSS.SLA-Literacy.RI.1:** Cite strong, thorough textual evidence to support a deep analysis of informational, technical, or historical texts.
- **CCSS.SLA-Literacy.RI.2:** Determine a central idea of an informational text and analyze how it is constructed through specific details; provide an objective summary.
- **CCSS.SLA-Literacy.RI.3:** Analyze how an author structures a complex sequence of historical events, scientific steps, or ideas (tracking cause-and-effect lines).
- **CCSS.SLA-Literacy.RI.4:** Determine the meaning of domain-specific academic vocabulary and technical jargon in a social or physical science context.
- **CCSS.SLA-Literacy.W.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly through the effective selection, organization, and analysis of content.
- **CCSS.SLA-Literacy.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the academic task, purpose, and audience.
- **CCSS.SLA-Literacy.W.6:** Use digital tools and technology to produce, publish, and update individual or shared writing products.
- **CCSS.SLA-Literacy.W.7:** Conduct short as well as more sustained research projects to answer a question or solve a community problem, synthesizing multiple investigative avenues.
- **CCSS.SLA-Literacy.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.SLA-Literacy.SL.1:** Initiate and participate effectively in a range of collaborative academic discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, adapting the style and register to fit a formal context.
- **CCSS.SLA-Literacy.SL.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.
- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.
- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.
- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.

- **CCSS.SLA-Literacy.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**The following Course Goals derive from the ISTE Standards for Students.**

**ISTE Standards for Students**

15. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - **1.3 Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**
16. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - **Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.**
17. **Knowledge Constructor**
    - **3.1 Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
    - 3.2 **Knowledge Construction**
        - Students **build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - **3.3 Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
18. **Innovative Designer**
    - **4.1 Creativity and Innovation**

        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - **4.2 Communication and Collaboration**
        - **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.**
19. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and **employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
    - **5.2 Data Analysis**
        - **Students analyze data to identify trends or patterns and use computational thinking to solve problems.**
20. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - Students use **digital tools to communicate with others**, express their views creatively and persuasively, and **share ideas with diverse audiences**.
21. **Global Collaborator**
    - **7.1 Digital Citizenship**
        - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
    - 7.2 **Global Awareness**
        - Students **recognize the interconnectedness of the world** and **collaborate with others to solve problems and contribute to society.**
    - **7.3 Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

**Essential Questions – *Módulo 7: Las artes (The Arts)***

- How do art, film, and visual expression reflect cultural identity and societal values in Spanish-speaking communities?
- In what ways can artistic expression (visual arts, cinema, music) influence how people think, feel, and understand the world?
- How do artists and filmmakers use creativity to communicate messages about history, geography, and social realities, particularly in Latin America?

- What role does imagination and creativity play in shaping both individual expression and collective cultural identity?
- How does Argentine cinema and other Spanish-language film industries reflect both national identity and global influences?
- How do different cultural perspectives shape the interpretation and meaning of a work of art or film?

## Unit Scope and Sequence – Módulo 7: *Las artes (The Arts)*

**Key Grammar & Vocabulary:**

- Visual arts, film, and artistic expression in Spanish-speaking communities, including the roles of cineastas, guionistas, docentes, and other cultural professionals in artistic production and critique.
- Descriptive and interpretive language for analyzing art and film, expressing opinions and emotional reactions using vocabulary such as desvalida, harapientas, remendada, certeros, and visceral.
- Use of the present subjunctive and opinion structures to express preferences, emotions, interpretations, doubt, and recommendations about artistic works.
- Exploration of Argentine cinema and regional artistic contexts, incorporating geographic and environmental vocabulary such as archipiélago, estepas, árido, cuenca, and portuarias.
- Interpretation of authentic texts and media in film and visual arts, including symbolic and narrative language such as anclas, nave, popa, proa, avalancha, and ciclones.
- Exploring and analyzing the theme and tone in the poetry by Pablo Neruda.

**Key Cultural and Historical concepts and knowledge:**

- Art as cultural identity: Understand how visual arts, film, and artistic expression reflect identity, imagination, and cultural values in Spanish-speaking communities, with emphasis on how artists communicate meaning through symbolism and creativity.

- Artistic movements and influence**:** Examine how artistic traditions and movements in Latin America, particularly Argentina, reflect historical, social, and political contexts and shape cultural identity over time.

- Cinema and cultural production**:** Explore the role of Argentine cinema and other artistic industries in shaping public discourse, cultural memory, and representation of social realities.

- Art, society, and economy**:** Analyze how art interacts with geography, history, and economic conditions in South America, influencing cultural production and regional identity.

- Artistic expression and perspective**:** Investigate how artists and filmmakers use narrative, imagery, and symbolism to communicate perspective, emotion, and social commentary across different media.

- Musical expression and perspective**:** Investigate how tango music represent the Argentinian identity

**Interpersonal Communication:**

- Engage in spontaneous conversations focusing on art, film, and artistic expression in Suramérica austral, concentrating on Chile, Argentina, and Uruguay.
- Express opinions, preferences, and emotional reactions using appropriate descriptive vocabulary and present/past tense structures in the target language.
- Create formal and informal interviews relating to cultural identity in the Southern Cone's artistic traditions.
- Respond to questions about visual arts, cinema, artistic movements, and the role of artists and filmmakers in developing cultural identity in Chile, Argentina, and Uruguay.

**Presentational Communication:**

- Write well-structured literary and cultural reviews of Argentine works, including references to historical contexts such as Argentina in 1985, analyzing themes in literature, film, and cultural memory using descriptive and interpretive language.

- Complete oral presentations or audio recordings in the World Language Lab that discuss cultural products of the regions being studied in the chapter. Themes such as authentic tango music and artistic representations of Buenos Aires neighborhoods like La Boca, will be included in order to highlight their cultural and historical contributions.

- Create written or spoken narratives using technology and visuals such as google slides, that reflect personal or interpretive engagement with Southern Cone cultural expression, including literature, music, and urban culture, demonstrating understanding of how art and culture shape identity in Argentina and other Spanish speaking communities.

**Interpretive Communication:**

- Interpret literary and informational texts that explore Argentine and Southern Cone culture, including historical contexts such as Argentina in 1985, identifying main ideas, supporting details, and cultural perspectives related to memory, identity, and artistic expression.

- Interpret informational texts such as *"Valparaíso: La joya del Pacífico"* by María Pérez, analyzing cultural description, geographic context, and symbolic meaning within Chilean and regional identity.

- Interpret audio and multimedia sources such as podcasts, tango music, and cultural commentary about Buenos Aires neighborhoods like La Boca, analyzing how tone, language, and context convey cultural meaning and historical significance.

- Analyze authentic cultural materials, including literature, film excerpts, and visual representations of artistic life in the Southern Cone, identifying symbolism, narrative perspective, and cultural themes such as identity, urban culture, and collective memory.

## Unit Assured Assessments:

**Formative Assessments: *Módulo 7 – Las artes (the Arts)***

Students will complete a variety of in-class and out-of-class formative assessments aligned with the content of ***Módulo 7 – Las artes.*** These assessments focus on vocabulary acquisition, grammatical mastery, artistic expression, cultural identity, and creative production in Suramérica austral (Chile, Argentina, and Uruguay). Some examples of formative assessments for this unit may include:

**In-class written responses**
Students will respond to prompts analyzing artistic and cultural themes such as Pablo Neruda's poetry, the cultural identity of Valparaíso (*La joya del Pacífico*), and visual representations of La Boca in Buenos Aires. Writing will include interpretive reflections, personal reactions, and cultural analysis using descriptive language and opinion structures.

**In-class spoken responses**
Students will engage in discussions and presentations about art, cinema, poetry, and music in the Southern Cone, including Argentina 1985 and films by Santiago Mitre. Students will describe and interpret artistic works, compare cultural perspectives, and participate in oral responses both in class and in the WL language lab, about artistic creativity, identity, and cultural memory.

**Online Supersite practice and quizzes**
Using the online V-text and VHL textbook series' supersite in the classroom, at home or in the WL language lab, students will complete interactive practice on vocabulary and interpretive reading related to music, cinema, architecture, and poetry in Spanish-speaking communities. Activities will include listening comprehension, grammar practice, and short auto-graded quizzes with immediate feedback.

**Interactive practice: Edpuzzle / Quizlet Live / Kahoot vocabulary and grammar games and activities**
Students will engage with authentic media such as video excerpts on Suramérica austral, cultural presentations of Chile and Argentina, and visual arts content. Digital activities and interactive platforms like Quizlet Live and Kahoot will help students practice key terms and structures in an engaging, level appropriate manner.

The formative assessments will be graded as informal assessments. Students will complete approximately 10–15 formative assessments per marking period, designed to strengthen communicative skills, cultural understanding, and interpretive language proficiency in Spanish..

**Summative Assessments: Módulo 7 – L*as artes (the arts)***

The summative assessment will evaluate students' ability to interpret, analyze, and communicate cultural and artistic content related to **Módulo 7 – *Las artes (the arts)*** focusing on Suramérica austral, including Chile, Argentina, and Uruguay. Students will engage with authentic texts, film, poetry, music, and visual culture to demonstrate understanding of artistic expression and cultural identity in the Southern Cone. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

**Components of the Summative Assessment may include:**

- **Grammar Application Quizzes**: grammar exercises focusing on adverbs of time, adverbs of location, adverbial phrases of time and place. Clarifications using commas, parentheses, or dashes in the target language.

- **Oral presentation**: Students will be assessed on their ability to communicate effectively on the topics, themes, grammar and vocabulary of **Módulo 7 – L*as artes (the arts)***. The World Language Lab will be used to complete audio recording and responses to authentic media. Students may also engage in guided interviews or role-play conversations in order to discuss cultural viewpoints and respond to peers' interpretations of art and media.

- **Reading comprehension and vocabulary assessment**: Students will read and analyze authentic and adapted Spanish-language texts related to artistic and cultural expression in Suramérica austral, including Pablo Neruda's poetry, informational readings on *Valparaíso: la joya del Pacífico*, cultural texts about La Boca in Buenos Aires, and film study excerpts from *Argentina, 1985*.

- **Writing:**Students will respond to authentic media by writing a written reflection based on the textbook's video: *El cementerio de ropa en Atacama*. Students may also write an analytical essay responding to a cultural prompt such as how el tango, poetry, film, or visual arts reflect cultural identity in Suramérica austral, or how spaces like La Boca or Valparaíso shape artistic expression.

- **Project:** Students will write a script for an interview with a famous artist and present their semi-spontenous interview in the form of an oral presentation. Topics and themes include el tango, artistic movements, and cultural identity in Chile, Argentina, and Uruguay.

## Resources

Core

- Vista Higher Learning textbook **Galería 1 de lengua y cultura**
- Vista Higher Learning Supersite **Galería 1 de lengua y cultura**

Supplemental:

- **Podcast: "Radio Ambulante"** – Episode on Buenos Aires / Cultural Identity. A narrative podcast episode from Radio Ambulante featuring stories from Argentina or the Southern Cone, often including themes like identity, neighborhoods, and culture.
- **Virtual Museum Resource: Museo de Arte Latinoamericano de Buenos Aires (MALBA)** Explore collections from Museo de Arte Latinoamericano de Buenos Aires featuring modern Latin American art and cultural identity.
- **Contemporary Interview: Chilean/Argentine Artists (YouTube / Cultural Media)**Authentic interviews with contemporary Southern Cone artists, filmmakers, or musicians (e.g., tango musicians, visual artists from Chile or Uruguay, or directors discussing cultural identity).

## Time Allotment

- Approximately 9-10 weeks

# Módulo 8

## *Ciencia y Tecnología (Science and Technology)*

**Unit Goals**

At the completion of this unit, students will be able to:

- Study Spain's contributions to science, technology, and modern infrastructure
- Study advances in technology in Spain throughout the history of the country
- Discuss scientific innovations in the Spanish speaking world
- Discuss how science and technology affect quality of life
- Evaluate Spain's contributions to science, technology, and modern infrastructure.
- Analyze the linguistic features in both Spanish and English of adverbs and adverbial phrases of quantity
- Discuss the musical genre of bolero and its historical significance to the people and the folklore of Spain and its influence in the Spanish speaking countries.
- Study and interpret the influence of Goya's paintings in the history of Spain and in world art and history
- Students will analyze the linguistic differences between linguistic homophones such as ***porque*** (because), ***por qué*** (why), and ***el porqué***

**Standards**

At the completion of this unit, students will meet the following standards with priority given **to the standards in bold**:

**GOAL AREA 1: Communication**

- **Interpersonal: Engage in extended conversations on academic or researched topics, express points of view on complex issues, handle complications in social situations, support opinions and develop hypotheses.**
- **Interpretive**: **Analyze a variety of texts and media on abstract topics, understand diverse viewpoints, follow extended arguments and interpret cultural nuances in authentic materials.**
- **Presentational: Deliver well-organized, detailed presentations on academic and cultural issues, use evidence to support arguments, write texts for professional and public audiences, present cultural or historical significance of Hispanic products and ideas.**

**GOAL AREA 2: Cultures**

- **Practices to Perspectives**: **Explain culturally appropriate behavior and adjust language use in various social contexts; explore the links between daily practices and deeper cultural values.**
- **Products to Perspectives: Research and evaluate how literature, film, music, and media reflect and shape cultural perspectives; examine how cultural products evolve and what that reveals about society.**

**GOAL AREA 3: Connections**

- **Making Connections**: **Integrate Spanish into learning across disciplines (**e.g., analyzing political structures, writing critiques of literature, **comparing global issues**); **produce interdisciplinary projects.**
- **Acquiring Diverse Perspectives: Investigate global issues in the Hispanic world using authentic sources; compare international viewpoints on social justice, art, literature, or current events.**

**GOAL AREA 4: Comparisons**

- **Language Comparisons**: **Reflect on grammatical structures** (e.g., subjunctive, mood, aspect), idiomatic expressions, and differences in discourse conventions **between Spanish and English.**
- **Cultural Comparisons: Analyze the role of family, religion, education, and government in Spanish cultures compared to the U.S.; evaluate perspectives revealed in history, art, and daily life.**

**GOAL AREA 5: Communities**

- **School and Global Communities:** Use **Spanish to engage with local or global communities through interviews, collaborative projects, or cultural exchanges**; host guest speakers, attend cultural events.
- **Lifelong Learning**: **Reflect on personal growth in language proficiency**; explore **opportunities** for travel, study abroad, or **civic engagement using Spanish**.

**Spanish Language Art (SLA) standards for *Módulo 8 (Ciencia y Tecnología)***

- **CCSS.SLA-Literacy.RL.1:** Cite strong, explicit textual evidence to support analysis of what the text says and to draw logical inferences.
- **CCSS.SLA-Literacy.RL.2:** Determine a central theme or idea of a text and analyze its development over the course of the narrative; provide an objective summary.

- **CCSS.SLA-Literacy.RL.3:** Analyze how complex characters develop, interact with others, and advance the plot or theme.
- **CCSS.SLA-Literacy.RI.1:** Cite strong, thorough textual evidence to support a deep analysis of informational, technical, or historical texts.
- **CCSS.SLA-Literacy.RI.2:** Determine a central idea of an informational text and analyze how it is constructed through specific details; provide an objective summary.
- **CCSS.SLA-Literacy.RI.3:** Analyze how an author structures a complex sequence of historical events, scientific steps, or ideas (tracking cause-and-effect lines).
- **CCSS.SLA-Literacy.RI.4:** Determine the meaning of domain-specific academic vocabulary and technical jargon in a social or physical science context.
- **CCSS.SLA-Literacy.W.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly through the effective selection, organization, and analysis of content.
- **CCSS.SLA-Literacy.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to the academic task, purpose, and audience.
- **CCSS.SLA-Literacy.W.6:** Use digital tools and technology to produce, publish, and update individual or shared writing products.
- **CCSS.SLA-Literacy.W.7:** Conduct short as well as more sustained research projects to answer a question or solve a community problem, synthesizing multiple investigative avenues.
- **CCSS.SLA-Literacy.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.SLA-Literacy.SL.1:** Initiate and participate effectively in a range of collaborative academic discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.SLA-Literacy.SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, adapting the style and register to fit a formal context.
- **CCSS.SLA-Literacy.SL.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.
- **CCSS.SLA-Literacy.SL.6:** Adapt speech to a variety of contexts, tasks, and formal professional scenarios, demonstrating command of standard academic Spanish.
- **CCSS.SLA-Literacy.L.1:** Demonstrate command of the conventions of standard Spanish grammar and syntax usage when writing or speaking.
- **CCSS.SLA-Literacy.L.2:** Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and orthography.

- **CCSS.SLA-Literacy.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

**The following Course Goals derive from the ISTE Standards for Students.**

**ISTE Standards for Students**

22. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - **1.3 Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**
23. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - **Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.**
24. **Knowledge Constructor**
    - **3.1 Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
    - 3.2 **Knowledge Construction**
        - Students **build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - **3.3 Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
25. **Innovative Designer**
    - **4.1 Creativity and Innovation**

        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - **4.2 Communication and Collaboration**
        - **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.**

26. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and **employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.**
    - **5.2 Data Analysis**
        - **Students analyze data to identify trends or patterns and use computational thinking to solve problems.**
27. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - Students use **digital tools to communicate with others**, express their views creatively and persuasively, and **share ideas with diverse audiences**.
28. **Global Collaborator**
    - **7.1 Digital Citizenship**
        - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
    - 7.2 **Global Awareness**
        - Students **recognize the interconnectedness of the world** and **collaborate with others to solve problems and contribute to society.**
    - **7.3 Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

- **Cultural Comparisons**: Understand the concept of culture through comparisons of the cultures studied and their own.
    - Students will compare transportation and traveling in the US and Spain using authentic sites and comparing train services (fast train in Spain compared to the amtrak in the US)

**GOAL AREA 5: Communities**

- **School and Global Communities**: Use the language both within and beyond the school setting to participate in cultural communities.
    - Students will engage in discussions about historical and modern scientific innovations and advances in the history of Spain and their impact in the Spanish speaking countries.

- **Lifelong Learning**: Set goals and reflect on progress in using the language for enjoyment, enrichment, and advancement.

**Unit Essential Questions -** ***Módulo 8 - Ciencia y Tecnología (Science and Technology)***

- How important is it to have  a country sponsor and promote innovations in science and technology?
- How do scientific and technological advances benefit a society?
- How do science and technology affect our lives?
- How does scientific innovation solve environmental problems in a community?
- How have geography, history and politics influenced the development of science and technology in Spain?
- What impact do scientific advancements from Spain have on the rest of the world and Spanish-speaking communities?
- What are some events in the history of science, technology and math in Spain?

**Unit Scope and Sequence –** ***Módulo 8: Ciencia y Tecnología (Science and Technology)***

**Key Grammar & Vocabulary:**

- Spanish vocabulary terms  related to science and technology (e.g, algoritmo, dispositivo)
- Spanish Vocabulary and terms related to smart housing (e.g, red inalámbrica)
- Quantity adverbs (e.g; extremadamante) and adverbial phrases (e.g, con gr*an precisión*)
- Understanding the  uses of the semicolon (;) in a sentence
- Understanding the difference between *porque, por qué* and *porqué.*
- Exploring cultural and lexical variations in a number of Spanish Speaking countries in relation to vocabulary related to the house.

**Key Cultural and Historical concepts and knowledge:**

**Interpersonal Communication:**

- Students engage in paired and small-group conversations discussing how science and technology impact daily life in their communities and in Spanish-speaking countries.
- Students participate in role-play interviews where one student acts as a scientist, engineer, or innovator and the other asks questions about technological advancements and inventions.

- Students debate in pairs or groups the advantages and disadvantages of technology use, including topics such as social media, artificial intelligence, and digital communication.
- Students collaborate to solve real-world problems (e.g., environmental issues or school technology needs) using level-appropriate vocabulary and expressing ideas clearly in the target language.
- Students exchange ideas about how scientific innovation differs across Spanish-speaking countries and communities, using cross- cultural comparisons in conversation.
- Students practice asking and answering questions using target grammar structures, including adverbs of quantity and connectors, to describe technological processes and their effectiveness.

**Presentational Communication**

- Students prepare and deliver a 2–3 minute oral presentation and/or dialogue with a partner describing scientific or technological innovations in a Spanish speaking community.They must incorporate vocabulary from the unit.The presentation/dialogue can be recorded or live, followed by brief Q&A.
- Students write a short essay, promoting an influential advance in science or technology that has changed our lives. The writing should include unit vocabulary and grammatical structures covered in the lesson. Grammar, vocabulary, organization, and cultural content will be assessed using the World Language Department Writing rubric.
- Students will create a biographical summary of a Scientist from a Spanish speaking country.
- Students will write an essay about the benefits of scientific advances in a community.

**Interpretive Communication:**

- Students read an authentic or adapted Spanish text about science and technology (e.g., a short article about transportation advances in Spain (AVE) and their impact in its community).
- They answer comprehension questions, including multiple choice, short answer, and vocabulary-in-context.
- Listening component: an audio clip and/or authentic media video about science and technology innovations with accompanying questions.

**Unit Assured Assessments:**

**Formative Assessments:** ***Módulo 8: Ciencia y Tecnología (Science and Technology)***

Students will complete a variety of in-class and out-of-class formative assessments aligned with the language structures and thematic content of ***Módulo 8: Ciencia y Tecnología (Science and Technology)***. These assessments focus on vocabulary acquisition, grammatical mastery (adverbs, conjunctions, prepositions, conjunctions, punctuation etc.), and cultural analysis related to social relations. Some examples of formative assessments for this unit may include:

**In-class written responses.** Students will write personal reflections in the form of informal responses to writing prompts based on the theme of science and technology. Some themes for personal reflections might include: the benefit of science and technology in our daily lives, influential scientists in the history of a Spanish speaking country, etc.
**Dictations** focused on the grammar concepts in the unit as well as reinforcing spelling and punctuation in general and the use of the accent.

**In-class spoken responses**
Students will conduct informal presentations based on information collected about a number of topics some of which include: historical scientific advances and their impact in Spanish speaking communities, the impact of science and technology in a community wellbeing of Spanish speaking countries.
Students will research, reflect and write about scientific and technological innovations of different Spanish speaking countries expanding their knowledge on perspectives of Spanish speaking communities other than their own. This will help to make connections with diverse hispanic communities.

**Online Supersite practice and quizzes**
Students will engage with the online textbook and complete listening, reading, and grammar practice through the Supersite platform. Short auto-graded quizzes and interactive tasks offer immediate feedback and help students prepare for summative assessments.

**Interactive practice: Edpuzzle / Quizlet Live / Kahoot vocabulary and grammar games and activities**
Students will engage with interactive, real-time vocabulary and grammar reviews using platforms like Quizlet Live and Kahoot will help students internalize key terms and structures in an engaging, low-pressure format.

The formative assessments will be graded as informal assessments and will count for 30% of the marking period grade. Students will complete approximately 10–15 formative assessments per marking period, designed to strengthen communicative skills, cultural understanding, and interpretive language proficiency in Spanish.

**Summative Assessment Plan –*Módulo 8 -Ciencia y Tecnología***

The summative assessment will evaluate students' mastery of vocabulary, grammar, interpretive skills, and cultural understanding related to **Módulo 8 -*Ciencia y Tecnología*** focusing on the theme of science and technology in Spanish-speaking communities. It integrates all three communicative modes: interpretive, interpersonal, and presentational.

**Components of Summative Assessments may include:**

- **Grammar Application Quizzes**: grammar exercises focusing on adverbs, adverbial phrases of quantity or degree as well as spelling and punctuation in the target language.

- **Oral presentation** . Students will be assessed on their ability to communicate effectively on the topics, themes, grammar and vocabulary of the chapter.
- **Reading comprehension and vocabulary assessment:** *"Científicos e innovadores de España de ayer y de hoy"*
- **Writing:** Response to authentic media**-** Conexión con tu mundo: Video:*Video: "Descubre los edificios inteligentes*" Students compose a written reflection in the target language, demonstrating control of spelling, grammar and this module's vocabulary and cultural themes while making personal connections. The writing school based rubric will be used to grade their responses.
- **Project:** Students will design a presentation imagining a new invention or technological innovation that addresses a current societal problem. They will prepare both a written proposal and an oral presentation explaining the invention's benefits and ethical considerations.

## Resources

Core

- Vista Higher Learning textbook **Galería 1 de lengua y cultura**
- Vista Higher Learning Supersite **Galería 1 de lengua y cultura**

Supplemental:

- News Articles & Media: BBC Mundo https://www.bbc.com/mundo
- CNN en Espanol: https://cnnespanol.cnn.com/
- Quizlet/Kahoot/Quia Spanish Shared Activities
- Spain fast train (AVE) site: https://www.renfe.com/es/es
- WL Language lab usage will enhance listening and speaking skills.

- Vocabulary Reference Websites:
    - Diccionario de la Real Academia de La Lengua: https://dle.rae.es/
    - Diccionario del estudiante (RAE): https://www.rae.es/diccionario-estudiante
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.

## Time Allotment

Approximately 5-6 Weeks

## CREDIT

One credit in World Language
One class period for a full school year - one drop per 8 drop 2 cycle.

## PREREQUISITES

Successful completion of Spanish for Heritage speakers 1

## CURRENT REFERENCES

- Vista Higher Learning textbook **Galería 1 de lengua y cultura**
- Vista Higher Learning Supersite **Galería 1 de lengua y cultura**

## ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
- World Language Interpersonal Speaking Rubric
- World Language Level of Engagement Rubric
- TPS Vision of the Graduate Rubric Skill Rubric: Communication Gr 9-12
- TPS Vision of the Graduate Rubric Skill Rubric: Collaboration Gr 9-12
- TPS Vision of the Graduate Rubric Skill Rubric: Critical Thinking/Problem Solving Gr 9-12

# Reading Rubric
# Trumbull High School School-Wide

| Category/Weight | Exemplary<br>4 | Goal<br>3 | Working Toward Goal<br>2 | Needs Support<br>1-0 |
|---|---|---|---|---|
| Respond<br><br>X_____ | Demonstrates exceptional understanding of text by:<br>• Clearly identifying the purpose of the text<br>• Providing initial reaction richly supported by text<br>• Providing a perceptive interpretation | Demonstrates understanding of text by:<br>• Identifying the fundamental purpose of the text<br>• Providing initial reaction supported by text<br>• Providing a clear/straight forward interpretation of the text | Demonstrates general understanding of text by:<br>• Partially identifying the purpose of the text<br>• Providing initial reaction somewhat supported by text<br>• Providing a superficial interpretation of the text | Demonstrates limited or no understanding of text by:<br>• Not identifying the purpose of the text<br>• Providing initial reaction not supported by text<br>• Providing an interpretation not supported by the text |
| Interpret<br><br>X_____ | Student is able to exceptionally interpret text by :<br>• Extensively reshaping, reflecting, revising, and/or deepening initial understanding<br>• Constructing insightful and perceptive ideas about the text.<br>• Actively raising critical questions and exploring multiple interpretations of the text | Student is able to interpret text by :<br>• Reshaping, reflecting, revising, and/or deepening initial understanding<br>• Summarizing main ideas of text<br>• Actively interpreting text by raising questions and looking for answers in text | Student is able to interpret text by :<br>• Guided reflection and/or revision of initial understanding<br>• Summarizing some main ideas of text<br>• Guided interpretation of text by answering questions locating answers in text | Student demonstrates limited ability to interpret text as evidenced by :<br>• Struggle to implement guided reflection and/or revision of initial understanding<br>• Struggle to summarize any main ideas of text<br>• Struggle to answer questions by locating responses in text |
| Connect<br><br>X_____ | Demonstrates perceptive connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates specific connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates general connections<br>• text to text<br>• text to self<br>• text to world | Struggles to make connections<br>• text to text<br>• text to self<br>• text to world |
| Evaluate<br><br>X_____ | Insightfully evaluates the text by one or more of the following elements:<br>• Critical analysis to create a conclusion supported by the text<br>• Perceptive judgments about the quality of the text<br>• Synthesis of text<br>• Express a personal opinion. | Evaluates the text by one or more of the following elements:<br>• critical analysis to form a conclusion from the text<br>• thoughtful judgments about the quality of the text<br>• Evaluation of text to express personal opinion(s) | A general evaluation of the text by one or more of the following elements:<br>• Forms a superficial conclusion from the text<br>• Assesses the quality of the text<br>• Uses text to express personal opinion(s) | Struggles to evaluate the text by any of the following elements:<br>• Forming a conclusion from the text<br>• Assessing the quality of the text<br>• Using text to express personal opinion(s) |

# Writing Rubric
# Trumbull High School School-Wide

| Category/Weight | Exemplary<br>4<br>**Student work:** | Goal<br>3<br>**Student work:** | Working Toward Goal<br>2<br>**Student work:** | Needs Support<br>1-0<br>**Student work:** |
|---|---|---|---|---|
| Purpose<br><br>X_____ | • Establishes and maintains a clear purpose<br>• Demonstrates an insightful understanding of audience and task | • Establishes and maintains a purpose<br>• Demonstrates an accurate awareness of audience and task | • Establishes a purpose<br>• Demonstrates an awareness of audience and task | • Does not establish a clear purpose<br>• Demonstrates limited/no awareness of audience and task |
| Organization<br><br>X_____ | • Reflects sophisticated organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a clear focus<br>• Utilizes effective transitions | • Reflects organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a focus<br>• Utilizes transitions | • Reflects some organization throughout<br>• Demonstrates logical progression of ideas at times<br>• Maintains a vague focus<br>• May utilize some ineffective transitions | • Reflects little/no organization<br>• Lacks logical progression of ideas<br>• Maintains little/no focus<br>• Utilizes ineffective or no transitions |
| Content<br><br>X_____ | • Is accurate, explicit, and vivid<br>• Exhibits ideas that are highly developed and enhanced by specific details and examples | • Is accurate and relevant<br>• Exhibits ideas that are developed and supported by details and examples | • May contain some inaccuracies<br>• Exhibits ideas that are partially supported by details and examples | • Is inaccurate and unclear<br>• Exhibits limited/no ideas supported by specific details and examples |
| Use of Language<br><br>X_____ | • Demonstrates excellent use of language<br>• Demonstrates a highly effective use of standard writing that enhances communication<br>• Contains few or no errors. Errors do not detract from meaning | • Demonstrates competent use of language<br>• Demonstrates effective use of standard writing conventions<br>• Contains few errors. Most errors do not detract from meaning | • Demonstrates use of language<br>• Demonstrates use of standard writing conventions<br>• Contains errors that detract from meaning | • Demonstrates limited competency in use of language<br>• Demonstrates limited use of standard writing conventions<br>• Contains errors that make it difficult to determine meaning |

**Presentational Speaking Rubric**
**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Towards Goal** | **1/0**<br>**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**<br>_____ | | | | |

## Interpersonal Speaking Rubric
## World Language Department Specific

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Toward Goal** | **1/0**<br>**Needs Support** |
|---|---|---|---|---|
| **Vocabulary**<br>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<br><br>Interference from another language. |
| **Task**<br>concentrates on: fulfillment, elaboration, context appropriate | 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 **little to no** details |
| **Delivery**<br>concentrates on: fluency, timing, pronunciation | Pronunciation and intonation are **excellent**. Student speaks clearly.<br><br>**Confident** ease of expression throughout. | Pronunciation is **effective**. Student speaks clearly.<br><br>**Mostly confident** ease of expression throughout. | Pronunciation is **adequate**. Student speaks with hesitation but **with some** clarity.<br><br>**Some** confident ease of expression throughout. | Pronunciation is **inadequate** and/or incorrect.<br><br>**Limited** ease of expression throughout |
| **Comprehensibility**<br>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**<br>concentrates on: grammar, accuracy, syntax | Demonstrates a **highly effective** use of standard speaking practices that enhances communication. | Demonstrates **effective** use of standard speaking practices.<br><br>Errors do not detract from communicative meaning. | Demonstrates **some** appropriate use of standard speaking practices.<br><br>Errors detract from communicative meaning. | Demonstrates **limited** use of standard speaking practices.<br><br>Contains errors that make it very difficult to determine communicative meaning. |
| **Other:**<br>_____ | | | | |

**Level of Engagement Rubric**
**World Language Department Specific**

| Topic | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Use of target language (TL)** | **Always** attempts to express oneself in TL before using English | **Usually** attempts to express oneself in TL before using English | **Occasionally** attempts to express oneself in TL before using English | **Rarely** attempts to express oneself in TL before using English |
| **Interactive participation**<br>● on task<br>● group work/pair work,/Teacher (T)<br>● listening<br>● raising hands | **Always** on task<br>-**Always** actively participates with partner(s)/T<br>-**Always** listens attentively<br>-**Always** attempts to respond to questions/class discussion | **Usually** on task<br>-**Usually** actively participates with partner(s)/T<br>-**Usually** listens attentively<br>-**Usually** attempts to respond to questions/class discussion | **-Occasionally** on task<br>**-Occasionally** actively participates with partner(s)/T<br>- **Occasionally** listens attentively<br>- **Occasionally** attempts to respond to questions/class discussion | **-Rarely** on task<br>**-Rarely** actively participates with partner(s)/T<br>- **Rarely** listens attentively<br>- **Rarely** attempts to respond to questions/class discussion |
| **Responsibility for learning**<br>● class materials<br>● extra help<br>● outside reading etc. | **-Always** brings required materials to class<br>-**Always** asks for assistance if needed<br>-**Always** initiates independent learning | **-Usually** brings required materials to class<br>-**Usually** asks for assistance if needed<br>-**Usually** initiates independent learning | **-Occasionally** brings required materials to class<br>-**Occasionally** asks for assistance if needed<br>-**Occasionally** initiates independent learning | **-Rarely** brings required materials to class<br>-**Rarely** asks for assistance if needed<br>-**Rarely** initiates independent learning |
| **Attendance/promptness** | -**Always** arrives on time to class<br>-**Always** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Usually** arrives on time to class<br>-**Usually** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Occasionally** arrives on time to class<br>-**Occasionally** ready to fulfill assigned opening task<br>-Absences are **generally** excused | -**Rarely** arrives on time to class<br>-**Rarely** ready to fulfill assigned opening task<br>-Absences are **rarely** excused |
| **Behavior/civility**<br>● electronic devices<br>● following directions<br>● respectful of others<br>● obeys classroom and school rules | -**Always** displays positive behavior in the classroom<br>-**Always** respectful of others<br>-**Always** follows school and classroom rules | -**Usually** displays positive behavior in the classroom<br>- **Usually** respectful of others<br>- **Usually** follows school and classroom rules | - **Occasionally** displays positive behavior in the classroom<br>- **Occasionally** respectful of others<br>- **Occasionally** follows school and classroom rules | - **Rarely** displays positive behavior in the classroom<br>- **Rarely** respectful of others<br>- **Rarely** follows school and classroom rules |

## TPS Vision of the Graduate Rubrics
## Skill Rubric: Communication Gr 9-12 (rev. 2024)
## (Note: VOG Rubrics may revised by the district committee as needed)

| Indicator of Attainment | Beginning 1 | Meets 2 | Exceeds 3 | Score |
|---|---|---|---|---|
| **PURPOSE** Expresses ideas in alignment with the intended purpose. | Limited demonstration of understanding. Purpose is not identified and/or not fully articulated.<br><br>Does not or partially expresses ideas in alignment with purpose. | Purpose is identified and articulated but may be occasionally unclear.<br><br>Expresses ideas with purpose. | Purpose is identified and clearly articulated and enhanced.<br><br>Clearly expresses ideas in alignment with the intended purpose.<br><br>Makes connections beyond the intended purpose. | |
| **AUDIENCE** Demonstrates an awareness of the intended audience. | Demonstrates little to no awareness of the audience.<br><br>Language and content is inappropriate and/or ineffective for the audience. | Demonstrates an awareness of the audience.<br><br>Language and content is appropriate and helps the audience understand the topic/position. | Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner.<br><br>Language and content is appropriate and precise which helps the intended audience further understand the topic/position. | |
| **ORGANIZATION** Organizes and supports ideas in alignment with the intended purpose. | The organizational structure is not and/or minimally effective for the purpose.<br><br>The topic/position is not focused and/or minimally supported by details. | Effective organizational structure supports the purpose.<br><br>The topic/position is focused, well thought out, and supported by accurate and effective details. | Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose.<br><br>Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth. | |
| **LISTENING** Receives and responds to ideas in alignment with the intended purpose. | Limited to no ability to listen to others.<br><br>Unable to ask relevant questions.<br><br>Can not paraphrase/restate the message. | Listens to, evaluates, and responds to others.<br><br>Asks relevant questions.<br><br>Demonstrates understanding by accurately paraphrasing/restating the message. | Actively listens to, evaluates and responds to others.<br><br>Asks relevant questions that indicate an interest to learn more and understand further.<br><br>Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented. | |
| **SCORING** | Beginning: 4 - 6 | **Meets: 7 - 9 GOAL** | Exceeds: 10 - 12 | __ / 12 |

**Skill Rubric: Collaboration Gr 9-12 (rev. 2024)** **(Note: VOG Rubrics may revised by the district committee as needed)**

| Indicator of Attainment | Beginning 1 | Meets 2 | Exceeds 3 | Score |
|---|---|---|---|---|
| **PLANNING** Works effectively with and is receptive to the ideas/contributions of group members. | Does not or lacks a discussion on the strengths of each group member.<br><br>Does not define group roles. | Assigns roles and defines contributions of those in the group.<br><br>Suggests ways the group can approach the task. | Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group.<br><br>Plans the approach to the task and anticipates challenges and resolutions. | |
| **COMMUNICATION** Thinks with the group and acknowledges multiple perspectives. | Does not or rarely listens to the thinking of the group.<br><br>Provides little to no feedback. | Utilizes the thinking of the group in order to work toward the completion of the task.<br><br>Provides feedback. | Synthesizes and expresses the multiple perspectives of the group in order to complete the task.<br><br>Provides feedback that improves the quality of the task. | |
| **CONTRIBUTION** Works with others to complete a task and shares the credit. | Little or no contribution to the task. | Shares work, reviews others' contributions and offers general feedback. | Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task. | |
| **REFLECTION** Monitors individual and collective contributions of each group member throughout the completion of the task. | Little or no reflection on ways to adjust the group's collaboration process throughout the task/product.<br><br>Focuses only on individual contributions to the task. | Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task. | Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task. | |

**SCORING** Beginning: 4 - 6 **Meets: 7 - 9 GOAL** Exceeds: 10 - 12 __ / 12

**TPS Vision of the Graduate Rubric**

**Skill Rubric: Critical Thinking/Problem Solving Gr 9-12 (rev. 2024)** **(Note: VOG Rubrics may revised by the district committee as needed)**

| Indicator of Attainment | Beginning<br>1 | Meets<br>2 | Exceeds<br>3 | Score |
|---|---|---|---|---|
| **UNDERSTANDING**<br>Identifies the problem, question or issue being addressed. | Exhibits limited and/or no understanding of key concepts. | Exhibits an understanding of key concepts. | Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives. | |
| **PLANNING**<br>Applies systematic thinking and selects strategies to address the problem, question or issue. | Shows limited to no evidence of a plan, model or strategy to solve a problem. | Shows a plan, model or strategy to solve a problem. | Shows innovative and creative thinking to solve a problem. | |
| **QUESTIONING**<br>Analyzes relevant information related to the problem, question or issue. | Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence. | Questions and analyzes numerical, written, or visual data and selects the relevant evidence. | Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence.<br><br>Describes why different approaches to a problem or situation could yield the same or similar results. | |
| **REFLECTION**<br>Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue. | Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information. | Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence. | Solution is thorough, accurate, and evidence-based.<br><br>Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed. | |
| **SCORING** | Beginning: 4 - 6 | **Meets: 7 - 9 GOAL** | Exceeds: 10 - 12 | __ / 12 |

# TRUMBULL PUBLIC SCHOOLS

# Trumbull, Connecticut

## Spanish III ACP
## Grade 10

## 2026

**(Last revision date: June 2026)**


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**Spanish III ACP**
**Grades 9-10**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## 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

**Course Overview:** 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 the previous study of tenses has served to create a solid grammatical foundation on which to 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. Prerequisite: Successful completion of Spanish II or Spanish Conversation & Culture II with teacher recommendation.

## COURSE COMPONENTS:

**Speaking:**

- Participate in conversations on a variety of topics.
- Practice pronunciation and fluency through dialogues, presentations, and interactive activities.
- Incorporate a broad range of vocabulary and expressions, showing intermediate, highly effective use of vocabulary.
- Participate in prepared and spontaneous dialogues.
- Present original and researched content to the class in Spanish.

**Listening:**

- Improve listening comprehension through audio materials, songs, and videos.
- Engage in listening exercises featuring native speakers from different Spanish-speaking regions.
- Understand audio and video sources in order to identify and utilize new vocabulary and grammar.
- Engage in note-taking and discussion based on a variety of sources.

**Reading:**

- Read and analyze authentic texts such as articles, poems, and scripts for comprehension and analysis.
- Explore online resources, including Spanish websites, to understand current events and cultural trends.

**Writing:**

- Write short essays, dialogs, emails and instructions to use the indicative, subjunctive and imperative moods.
- Practice writing for different purposes, including formal and informal communication.
- Label and list vocabulary.
- Fill out basic forms.
- Compose simple and compound sentences utilizing transition words and other connectors.

**Cultural Exploration:**

- **Products:** Compare ancient and modern games and different works of art created by artists from Spanish-speaking countries. Recognize different styles and characteristics of art and music, and identify typical produce items found throughout South and Central America.
- **Practices:** Explore the traditions around camping and outdoor activities, natural remedies and legends and nature. Understand the connection between healthy habits and lifestyle.
- **Perspectives:** Appreciating how geography and diverse ecosystems shape regional identity, traditional medicine, and a cultural commitment to environmental stewardship and outdoor leisure. Understanding how artistic movements and musical genres reflect historical shifts, social commentary, and the fluid nature of contemporary Hispanic identity.

**Assessment and Evaluation:**

- **Level of Engagement:** Active involvement in class discussions, group projects, collaborative tasks and daily activities.
- **Informal:** Vocabulary and grammar assignments to reinforce classroom learning and preparing for assessments.
- **Formal:** Periodic assessments to evaluate progress in all four language skills.
- **Projects:** Individual and group projects that incorporate language use and cultural understanding.
- **Speaking or Written Tasks:** Each unit may have written and/or spoken presentations incorporating chapter content that allows students to synthesize their learning.

**Resources:**

- **Core Text**: Savvas Learning Company. *Auténtico: Student Edition, Level 3*. Savvas Learning Company, 2018. Hardcover.
- Supplementary and Ancillary Materials
- Online Language Learning Platforms:
    - wordreference.com (online dictionary and thesaurus)
    - Conjuguemos: Excellent for verb conjugations practice.
    - Quizlet/ Kahoot/ Quizizz/ Blooket/ Gimkit/Puzzle.org: For creating and practicing vocabulary.
    - SpanishDict.com: Provides grammar explanations and verb conjugators.
- Cultural Resources (some examples are):
    - Interactive Google Earth
    - YouTube video: Turismo Aventura Sur Open Nature
    - YouTube video: Chile Spots de Turismo

## COURSE OUTCOMES:

By the end of this course, students will develop intermediate skills to express emotions and impressions and make recommendations in Spanish. They will be able to understand the connection between healthy habits and lifestyle in Spanish-speaking countries. They will be able to understand the perspective of individuals living between cultures. They will also explore the relationship between legends and nature. They will also learn to recognize vocabulary related to nature, sports competitions, art, nutrition and conflict and relationships. Students will be able to communicate in the three different moods: indicative, subjunctive and imperative. This course will provide the vocabulary, grammar, and cultural knowledge necessary for students to continue successfully in their future Spanish studies.

## COURSE GOALS

The following Course Goals derive from the 2024 Connecticut World Language Standards Intermediate-Low and Intermediate-Mid Level

**GOAL AREA 1: Communication- Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.**

- **1.1 Interpersonal**: **Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Intermediate-low learners** can participate in conversations on a number of familiar topics using simple sentences and sometimes creating original sentences. They can handle short, social interactions in everyday situations by asking and answering simple questions.
- **1.2 Interpretive**: **Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Intermediate-low learners** can understand the main idea and details in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea of simple conversations, and understand the main idea of short and simple texts when the topic is familiar.
- **1.3 Presentational**: **Learners present spoken, written, or signed 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. Intermediate-low learners** can present information in a written, spoken, or signed format on most familiar topics using a series of self-created sentences with some detail.

**GOAL AREA 2: Cultures- Learners interact with cultural competence and understanding.**

- **2.1 Cultural Practices and Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied**. **Intermediate-mid learners** can analyze and explain cultural practices (such as outdoor recreation, eco-tourism, and traditional medicine) to help them understand underlying perspectives in their own and other cultures.

- **2.2 Cultural Products and Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Intermediate learners** analyze and explain cultural products (such as fine art movements and native produce) to help them understand underlying perspectives and social commentary in their own and other cultures.

**GOAL AREA 3: Connections- Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations.**

- **3.1 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. Intermediate learners** can acquire, exchange, and present information in the target language on topics across disciplines, including environmental science, art history, and health/nutritional science.
- **3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures**. **Intermediate learners** can identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the communities where the language is spoken.

**GOAL AREA 4: Comparisons- Learners develop insight into the nature of language and culture to interact with cultural competence.**

- **4.1 Language Comparisons**: **Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own. Intermediate-mid learners** can investigate and reflect on grammatical structures—such as mood (indicative vs. subjunctive) and register—express nuance and intent differently across languages.
- **4.2 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. Intermediate learners** can investigate and explain complex cultural concepts, comparing how regional geography, historic legends, and artistic expression shape identity in both Hispanic communities and their own.

**GOAL AREA 5: Communities- Learners communicate and interact with cultural competence to participate in multilingual communities at home and around the world.**

- **5.1 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**. **Intermediate-mid learners** can use the target language to connect and interact with members of their local, state, national, and global communities on topics related to themselves and familiar topics with cultural competence and understanding in order to participate in multilingual communities at home.

- **5.2 Lifelong Learning**: **Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement. Intermediate learners** can set language learning goals appropriate to their proficiency level, and goals for personal enjoyment and enrichment, and reflect on their progress toward meeting their goal(s).

**The following Course Goals derive from the ISTE Standards for Students.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal acquisition goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve communicative outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use digital language platforms and interactive tools to seek immediate feedback that informs and improves their grammar practice and to demonstrate their cultural learning in a variety of modalities.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, acting and modeling in ways that are safe, legal, and ethical (including the responsible use of online translators, AI, and digital media attribution).
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate authentic Spanish-language media and resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - Students build knowledge by actively exploring real-world issues in the Hispanic world (such as public health campaigns and environmental conservation), developing ideas, and pursuing answers
    - 3.3 **Digital Tools**
        - Students evaluate the perspective, credibility, and relevance of authentic target-language information, media, or digital resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**

        - Students create original works or responsibly repurpose and remix digital resources (such as images, music clips, and text) into new cultural presentations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating digital products, multimedia presentations, or visual models to analyze art, literature, and social trends.
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to express their views creatively and persuasively in Spanish, sharing ideas with diverse audiences within the class community.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world, using technology to bridge geographical distances and examine the relationship between nature, culture, and society.
    - 7.3 **Ethical Responsibility**
        - Students use digital tools to broaden their perspectives and demonstrate empathy, compassion, and deep respect for the diversity of cultures and viewpoints across the Spanish-speaking world.

## COURSE ENDURING UNDERSTANDINGS

### I. Language Acquisition & Communication

- Developing communication skills in Spanish involves building a strong foundation in vocabulary and grammar while recognizing how culture influences language use in different situations.
- Understanding authentic texts (written, audio, and visual) in Spanish at this level requires applying strategies such as identifying cognates, using context clues, and recognizing familiar structures and vocabulary.

- Expressing personal ideas and opinions in Spanish, both orally and in writing, is a growing process that involves practicing sentence construction, using learned expressions, critical thinking, and making efforts to self-correct.
- Effective intercultural communication begins with openness to different cultural practices and a willingness to adjust one's language and behavior to show respect and curiosity toward Spanish-speaking cultures.

**II. Culture & Connections**

- Culture influences how people choose to spend their free time.
- Actions have consequences beyond our immediate knowledge and/or perception.
- Competition can be a strong motivator.
- Art and the performing arts are used to express a variety of human experiences and emotions.
- Art and the performing arts reflect a culture's perception of beauty.
- Perception of beauty varies among cultures and individuals.
- Art and media reflect the concept of beauty in a culture and its history.
- Cultural factors influence health and lifestyle.
- Nutrition and eating habits are determined by economic and geographical factors.
- The family structure is a vehicle for learning culture and values.
- Human conflict is universal.
- Resolution of conflict requires choice and compromise.

**III. Comparisons & Communities:**

- Comparing language structures and cultural practices between Spanish and one's own language helps students better understand both and identify similarities and differences that reflect universal human experiences and distinct cultural traditions.
- Engaging with Spanish-speaking communities, whether locally or globally, offers real-world opportunities for practicing the language, learning about culture, and building meaningful connections.
- Learning Spanish opens up new opportunities in education, careers, and personal life, preparing students to thrive in a globally connected world.

## COURSE ESSENTIAL QUESTIONS

- How does geographic location affect an individual's choice for outdoor activities?
- What benefits do competition and athletics provide?
- How do individuals express themselves artistically?
- What do art and expression reflect?
- What constitutes healthy eating, exercise habits and lifestyle?
- How can we give advice and make informed decisions about health and nutrition?
- How do family and friends relate to one another through different cultural perspectives?
- What is necessary to maintain relationships?
- How does one resolve conflicts in relationships?
- What is the importance of understanding the different moods in Spanish in order to narrate a story or give advice or opinions on a variety of topics?

## COURSE KNOWLEDGE & SKILLS

Through completion of the coursework of Spanish III ACP, students will know the following topics:

**Grammar:**

- Compare the use of the preterit and imperfect to describe past events
- Review of stem-changing verbs, spelling changing verbs, and irregular verbs in the preterit
- Review of the imperfect including its irregular forms
- Comparisons and superlatives with adjectives and nouns
- Uses of ser and estar
- Verbs that have different meanings in the preterit and the imperfect
- The verb estar and the past participle
- Direct object pronouns
- Indirect object pronouns
- Affirmative and negative commands in the *tú* form
- Affirmative and negative commands in the *Ud.* and *Uds.* forms
- Introduction to the subjunctive mood in noun clauses
- Formation of the subjunctive with regular verbs, spelling and stem-changing verbs, and irregular verbs
- Subjunctive with verbs of emotion

**Possible Cultural Topics:**

- The Chilean landscape
- National parks in South America
- Ecocamps in Chile
- The international Olympics of Math
- F.C. Barcelona
- El Camino de Santiago
- Mexican legends
- Picasso and cubism
- Joan Miró
- Salvador Dalí
- Diego Rivera
- Diego Velázquez “Las meninas”
- Talavera ceramics
- David Alfaro Siqueiros
- Lila Downs
- El tango argentino
- Dancing salsa
- Juan Diego Florez
- The zarzuela
- Francisco de Goya
- Esmeralda Santiago
- Rufino Tamayo
- Healing plants in Latin America
- Eating habits of Spanish teenagers
- World Health Day
- Physical education in Spain
- Mayan ball game
- Teen magazines

- Pablo Picasso
- Spanish youth
- Dia de la Rosa y del Libro in Barcelona
- Mexican teens and family relationships
- Soap operas in Latin America
- Carmen Lomas Garza
- A traditional Spanish children's rhyme
- Love in the arts
- Poetry readings

These skills align with the ACTFL **Intermediate Low→Intermediate Mid** standards.

By completion of the Spanish III ACP course, students will be able to function in the four modes of communication: **speaking, writing, listening, and reading.**

**Speaking:**

*Students will be able to…*

- participate in conversations on a number of familiar topics using simple sentences.
- handle short social interactions in everyday situations by asking and answering simple questions.
- present information on most familiar topics using a series of simple sentences and some connected sentences.

**Writing:**

*Students will be able to…*

- participate in written exchanges on a number of familiar topics using simple sentences.
- write briefly about most familiar topics and present information using a series of simple sentences and some connected sentences.

**Listening:**

*Students will be able to…*

- understand the main idea in short, simple messages and presentations on familiar topics
- understand the main idea of simple conversations that can be overheard

**Reading:**

*Students will be able to…*

- understand the main idea of short and simple texts when the topic is familiar.

## VISION OF THE GRADUATE ALIGNMENT

Spanish III ACP carefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate through authentic communication, cultural exploration, collaboration, and reflection. Students develop communication skills, critical thinking, collaboration, and self-efficacy as they engage in meaningful language use and intercultural learning in real world contexts.

| Vision of the Graduate Competency | How it is Embedded Throughout the Course |
|---|---|
| **Communication** | Students communicate in Spanish through discussions, presentations, cultural comparisons, and authentic writing tasks. They practice expressing opinions, active listening, and narrating in multiple time frames using intermediate language functions. |
| **Self-Efficacy** | Students build confidence through independent speaking, research, and project-based tasks in real world contexts. Risk taking in the language, reflection and revision help students monitor growth and strengthen proficiency. |
| **Critical Thinking & Problem Solving** | Students analyze authentic texts, media, and cultural perspectives while interpreting meaning, comparing viewpoints, and supporting ideas with evidence. Students problem solve in real world communication scenarios and dialogues. |
| **Collaboration** | Pair and group activities are a crucial component in the classroom, encouraging teamwork, respectful discussion, peer feedback, and shared responsibility using the target language. |
| **Growth Mindset** | Students improve through consistent practice, revision, and reflection. Mistakes are viewed as part of the language-learning process and opportunities for growth. |
| **Integrity** | Students demonstrate academic honesty, respectful participation in class discussions, ethical technology use, and appreciation for diverse cultural perspectives. |
| **Innovation** | Creative projects such as multimedia presentations, podcasts, and digital storytelling encourage students to use language in original and meaningful ways. |
| **Emotional Intelligence** | Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives across Spanish-speaking communities. |

## COURSE SYLLABUS

**Course Name**
Spanish III

**Level**
ACP

**Prerequisites**
Successful completion of Spanish II or with teacher recommendation.

### General Description of the Course

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 the previous study of tenses has served to create a solid grammatical foundation on which to 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. Prerequisite: Successful completion of Spanish II or Spanish Conversation & Culture II with teacher recommendation.

### Assured Assessments for Each Marking Period

- **Assured Assessments for each Marking Period:** All teachers of the World Language Department divide their grades into 3 weighted categories as follows:
    - **10% Level of Engagement (LOE)**: Use of target language, interactive participation, responsibility for learning attendance, promptness, behavior and civility.
    - **30% Informal Assessments**: Homework, classwork, spontaneous speaking/writing, small quizzes, etc.
    - **60% Formal Assessments**: Large quizzes, tests, essays, research or unit projects, presentations, etc.

**Supplemental Texts and Resources:**

- **Core Text**: Savvas Learning Company. *Auténtico: Student Edition, Level 3*. Savvas Learning Company, 2018. Hardcover.
- Supplementary materials
- Online Language Learning Platforms:
    - Quizlet/ Kahoot/ Wayground, formerly Quizizz/ Blooket/ Puzzel.org:
    - Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Specifically for verb practice.
- Cultural Resources:
    - Explore Spanish music genres (salsa, flamenco, reggaeton, pop).
    - Research Spanish-speaking countries' geography, history, and traditions.

# Unit 1a: Días Inolvidables: ¡Camping!

**Unit Goals**
At the completion of this unit, students will:

- Listen to and read about excursions
- Talk and write about nature
- Describe a trip
- Compare a famous pilgrimage route in Spain with similar trips in your community
- Understand legends about nature
- Read about an important Incan landmark Machu Picchu
- Compare cultural practices in an authentic video about an adventure park in Puerto Rico

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Talk about about national parks, camping and vacations
  - Talk about geographical locations and weather events
  - Talk about ancient pilgrimages and Aztec myths
  - Talk about past family trips
- **1.2 Interpretive**
  - Read and listen to information about national parks, camping and outdoor vacations
  - Read about geographical locations and weather events
  - Read about about ancient pilgrimages and aztec myths
- **1.3 Presentational**
  - Write and present information orally about national parks, camping, outdoor vacations, and trip itinerary
  - Write and present information orally about geographical locations and weather events
  - Write about excursions and places in Chile
  - Write and present information orally about about ancient pilgrimages and Aztec myths
  - Write comparisons about nature and legends utilizing transitions and past time frames

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives:**
  - Interpret a pilgrimage in Spain.
  - Interpret the effects of Aztec myths in Mexico.
- **2.2 Products to Perspectives:**
  - Discuss El Camino de Santiago

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
  - Explain language arts strategies cause and effect, describing events, using prior knowledge, choosing a topic, adding details, making predictions.
  - Use the skill of using graphic organizers.
  - Describe constellations in the southern hemisphere.
  - Discuss key facts about Mexico and Spain.
- **3.2 Acquiring Information and Diverse Perspectives:**

- Discuss how indigenous peoples have affected the language of México.
- Discuss how ancient pilgrimages have shaped travel practices in Spain today.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**:
  - Compare Spanish words to their English counterparts.
  - Compare Spanish and English use of the past tenses.
- **4.2 Cultural Comparisons**:
  - Compare an ancient pilgrimage to one's own journey.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**:
  - Link to web sites from the Spanish speaking world.
- **5.2 Lifelong Learning**:
  - Discuss the possibilities of doing a pilgrimage one day.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter:**

1. **Empowered Learner**
   - 1.1 **Learning Goals**
     - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
   - 1.2 **Digital Age Learning**
     - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
   - 1.3 **Personalized Learning**
     - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - 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.
   - 2.2 **Digital Health and Wellness**
     - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   - 2.3 **Digital Security**
     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
   - 3.2 **Knowledge Construction**

        - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
    - 3.3 **Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - **6.2 Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**

7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society**.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How does a region's geography shape an individual's choice for outdoor activity, cultural traditions, legends, and identity?
- Why do humans embark on journeys like the pilgrimage of *Camino de Santiago?*
- How do modern eco-tourism practices and adventure parks both protect and profit from natural landscapes?

- What are the benefits of national parks for the economy and recreational activities?
- What can ancient legends teach us about a culture's relationship with and respect for the natural world?
- How do I effectively combine different past timeframes (Preterite vs. Imperfect) to tell an engaging story about an experience or trip?
- How do we navigate and adapt when interacting with authentic information designed for native speakers?
- How do you describe an unexpected event while in nature using the past tenses in Spanish?

**Scope and Sequence: Unit 1:**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Outdoor activities and Camping
    - Natural environment
    - Expressing emotions and impressions
- Grammar Focus:
    - Preterite of regular verbs
    - Preterite with orthographic change (i→ y)
    - Irregular preterite (TOP TEN)
    - Stem-changers preterite (e→ i and o→ u)
    - Verbs with spelling changes in the preterite

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments (30%)**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **10–15** informal/formative assessments, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online quizzes, interactive games, activities from *Auténtico* Vocabulary Workbook, labeling images, etc.
2. **Grammar exercises** from websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Auténtico* Literacy Workbook, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments (60%)**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative product such as a skit, movie, game, poster, etc. that requires a clear and accurate use of target language vocabulary and grammar presented in a unique and personalized format

**Resources:**

- Core Text: Savvas Learning Company. *Auténtico: Student Edition, Level 3*. Savvas Learning Company, 2018. Hardcover.
- Supplementary materials
- Online Language Learning Platforms:
  - Quizlet/ Kahoot/ Wayground, formerly Quizizz/ Blooket/ Puzzel.org:
  - Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Specifically for verb practice.
- Teacher-created packet
- El Camino de Santiago https://www.youtube.com/watch?v=A1buFXaJgOQ

**Time Allotment**

- Approximately 6 1-hour classes

# Unit 1b: Días Inolvidables: Cómo alcanzar tus metas

**Unit Goals**
At the completion of this unit, students will:

- Read, listen to and understand information about athletic events, various types of competitions, and goals and prizes
- Talk and write about sports events and childhood games and activities
- Discuss activities one used to do
- Write about regular past actions

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Talk about about competitive events
  - Talk about childhood memories
  - Talk about goals and prizes
- **1.2 Interpretive**
  - Read and listen to information about competitive events
  - Read about childhood memories
- **1.3 Presentational**
  - Write and present information orally about competitive events
  - Write and present information orally about a party and childhood memories
  - Narrate a special experience in the past tense

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
  - Interpret sports news articles
- **2.2 Products to Perspectives**
  - Discuss the role of sports in communities

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
  - Explain language arts strategies cause and effect, describing events, using prior knowledge, choosing a topic, adding details, making predictions.
  - Use the skill of using graphic organizers.
- **3.2 Acquiring Information and Diverse Perspectives:**
  - Read popular cheers for the Barcelona soccer team.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**:
  - Compare Spanish words to their English counterparts.
  - Compare Spanish and English use of the past tenses.
- **4.2 Cultural Comparisons**:
  - Compare ancient ball games to modern ones.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**:
    - Link to web sites from the Spanish speaking world.
- **5.2 Lifelong Learning**:
    - Talk about important facts about healthy lifestyles
    - Talk about important facts about scientific studies
    - Develop an appreciation for the art of songwriting
    - Read an authentic Spanish language text.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter:**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
    - 3.3 **Digital Tools**
        - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**

        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
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    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society**.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- What are the benefits of competition and athleticism?
- In what ways do sports and outdoor competitions bring diverse communities together or highlight their differences?
- How do sports and competitive events shape the collective identity and pride of a community or nation?
- In what ways have games, sports, and entertainment evolved from ancient civilizations to our modern world?
- How does our childhood shape who we are today, and why is it important for cultures to preserve childhood traditions and games?
- What defines a "hero" or an "unforgettable day" in different cultures—is it the prize won, or the goals achieved?

- How do I choose between the preterite and imperfect tenses to clearly distinguish between a specific historic achievement and an ongoing childhood habit?
- How can I use organizational structures to better comprehend authentic sports journalism or literature in a second language?
- How do we express personal pride, triumph, and shared excitement across different languages and cultural registers?

**Scope and Sequence: Unit 1:**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Sports and competitions
    - Expressing emotions and impressions
- Grammar Focus:
    - Imperfect Conjugations and Uses

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments (30%)**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **10–15** informal/formative assessments, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online quizzes, interactive games, activities from *Auténtico* Vocabulary Workbook, labeling images, etc.
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5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Auténtico* Literacy Workbook, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

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Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
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   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
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    - Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Specifically for verb practice.
- Teacher-created packet
- Read about Kathryn Switzer in 1967

**Time Allotment**

- Approximately 6 1-hour classes

**Unit 2A ¿Cómo te expresas?: Arte para todos**

**Unit Goals**

At the completion of this unit, students will be able to:

- listen and read about art materials and details in paintings
- talk and write about a description of a scene in the past tense
- compare how artists express their ideas
- understand the historical context of a famous artist

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Talk about the style, features, tools, and media used in the creation of works of visual art
  - Talk about important artists and art museums
  - Talk about events in the past
- **1.2 Interpretive**
  - Read and listen to information about the style, features, tools, and media used in the creation of visual art
  - Read and listen to information about important artists
  - Read about the suffix *-ismo*
  - Read about art museums
- **1.3 Presentational**
  - Write about the style, features, tools, and media used in the creation of visual art
  - Write and present information orally about artists

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
  - Explain the practices and perspectives of important Latin American and Spanish figures in the arts
- **2.2 Products to Perspectives**
  - Discuss the works of important Latin American and Spanish figures in the visual arts
  - Talk about Museo del Barrio and its cultural roots

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
  - Talk about key facts about fine arts
  - Talk about key facts about the Mexican Revolution
  - Talk about key facts about the history of Spain
  - Discuss language arts strategies: using illustrations, using context clues, using visuals, organizing information, categorizing, monitoring your reading
- **3.2 Acquiring Information and Diverse Perspectives**
  - Read a famous slogan from the Mexican Revolution
  - Read an advertisement for El Museo del Barrio

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
  - Compare Spanish words to their English counterparts
  - Compare Spanish comparisons and superlatives to English
  - Compare the uses of Spanish and English past tenses
- **4.2 Cultural Comparisons**
  - Compare growing up in one culture to growing up in more than one culture
  - Compare Goya's paintings to those of student's own world

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
  - Link to Web sites from the Spanish-speaking world
- **5.2 Lifelong Learning**
  - Develop an appreciation for artistic role models
  - Develop an appreciation for the fine arts
  - Recognize sources of artistic inspiration

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
   - 1.1 **Learning Goals**
     - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
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   - 2.1 **Digital Rights and Responsibilities**
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     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
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   - 3.2 **Knowledge Construction**
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   - 3.3 **Digital Tools**
     - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
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   - 4.1 **Creativity and Innovation**
     - **Students create original works or responsibly repurpose or remix digital resources into new creations.**

    - 4.2 **Communication and Collaboration**
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        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- What stories do the specific details in a painting tell us about the subject?
- How do we use the past tense (preterite vs. imperfect) to bring a static piece of art to life?
- Is one style of art (e.g., realism vs. surrealism) more effective at conveying human emotion than another?
- How is art a reflection of the political, social, or historical moment in which it was created?
- How does art help us communicate when words are not enough?

**Scope and Sequence: Unit 2A: ¿Cómo te expresas?: Arte para todos**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - arts forms, genres, materials and professions
    - works of art and artists

- Grammar Focus:
    - comparatives and superlatives with adjectives and nouns
    - the preterit versus the imperfect
    - estar + the past participle

**UNIT ASSURED ASSESSMENTS**

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5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
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**Summative Assessments (60%)**

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1. **Unit Test**
   Comprehensive written assessment which demonstrates recognition and use of vocabulary and grammar, reading and listening comprehension, and effective written communication to questions or prompts
2. **Oral Presentation**
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3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives.

4. **Creative Project**
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    - Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Specifically for verb practice.
- Teacher-created packet
- Museo del Prado Diego Velázquez website https://www.museodelprado.es/en/easy-to-read/las-meninas-diego-velazquez/c43f1c8d-e6c9-a 8c2-44dc-0c9be2e10177

**Time Allotment**

- Approximately 21 1-hour classes

**Unit 2B ¿Cómo te expresas?: Los talleres de artes**

**Unit Goals**

At the completion of this unit, students will be able to:

- Listen and read about about art and music
- Talk and write about music and theater performances
- Discuss and explain art school activities
- Compare how artists express their ideas
- Understand the perspective of a person living between cultures

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Read and listen to information about the style, features, tools, and media used in the creation of literary and performing art
    - Read arts and entertainment reviews
    - Read about events in the past
    - Read song lyrics by Juan Luis Guerra

- **1.3 Presentational**
    - Write about the style, features, tools, and media used in the creation of literary and performing art
    - Write arts and entertainment reviews
    - Present orally about "the artist of the year"

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
    - Explain the practices and perspectives of important Latin American and Spanish figures in the arts
- **2.2 Products to Perspectives**
    - Discuss the works of important Latin American and Spanish figures in the literary and performing arts
    - Talk about the popular TV show *Sábado Gigante*
    - Describe salsa music
    - Discuss the song lyrics of Juan Luis Guerra

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Discuss language arts strategies: using illustrations, using context clues, using visuals, organizing information, categorizing, monitoring your reading
- **3.2 Acquiring Information and Diverse Perspectives**
    - Read about the cultural significance of the term *salsa*
    - Read song lyrics by Juan Luis Guerra

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare Spanish words to their English counterparts
    - Compare Spanish comparisons and superlatives to English
    - Compare the uses of Spanish and English past tenses
- **4.2 Cultural Comparisons**
    - Compare growing up in one culture to growing up in more than one culture

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
    - Link to Web sites from the Spanish-speaking world
- **5.2 Lifelong Learning**
    - Develop an appreciation for artistic role models
    - Recognize sources of artistic inspiration
    - Discuss how culture impacts personality

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
    - 1.1 **Learning Goals**

        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
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        - 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.
    - **2.2 Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
    - 3.3 **Digital Tools**
        - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**

        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- What elements of a play or concert—the stage, gestures, music—are key to describing the atmosphere of the show?
- How do traditional dances, rhythms, or dramas reflect the history, struggles, and triumphs of a culture?
- How does our experience change when we "live" art on a stage compared to viewing a painting in a museum?
- How do we interpret and value live performances?

**Scope and Sequence: Unit 2B ¿Cómo te expresas?: Los talleres de arte**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - different forms of entertainment
    - discuss a performance
    - talk about your favorite music
- Grammar Focus:
    - uses of ser and estar

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments (30%)**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **10–15** informal/formative assessments, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online quizzes, interactive games, activities from *Auténtico* Vocabulary Workbook, labeling images, etc.
2. **Grammar exercises** from websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Auténtico* Literacy Workbook, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments (60%)**

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1. **Unit Test**
   Comprehensive written assessment which demonstrates recognition and use of vocabulary and grammar, reading and listening comprehension, and effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative product such as a skit, movie, game, poster, etc. that requires a clear and accurate use of target language vocabulary and grammar presented in a unique and personalized format

**Resources:**
Core Text: Savvas Learning Company. *Auténtico: Student Edition, Level 3*. Savvas Learning Company, 2018. Hardcover.

- Supplementary materials
- Online Language Learning Platforms:
  - Quizlet/ Kahoot/ Wayground, formerly Quizizz/ Blooket/ Puzzel.org:
  - Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Specifically for verb practice.

- Teacher-created packet
- You Tube video of Juan Luis Guerra song, *Amigos*
  https://www.youtube.com/watch?v=vNZXadbX1Zk

**Time Allotment**

- Approximately 21 1-hour classes

**Unit 3A**
**¿Qué haces para estar en forma? La clínica comunitaria**

**Unit Goals**

At the completion of this unit, students will be able to:

- listen and read about health advice and nutrition
- talk and write about healthy eating habits and exercise
- understand the connection between healthy habits and lifestyle in Spanish-speaking countries
- demonstrate understanding of an authentic video about the nutritional benefits of fruits and vegetables
- talk about symptoms and remedies
- write about food and recipes
- give advice to a friend about healthy choices

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**
- **1.1 Interpersonal**
  - Talk about menus, nutrition, and the preparation and quality of foods
  - Talk about the Central American ball game
- **1.2 Interpretive**
  - Read and listen to information about menus, nutrition, and the preparation and quality of foods
  - Read about ancient Central America ball games
  - Read about word families
- **1.3 Presentational**
  - Write about menus, nutrition, and the preparation and quality of foods

**GOAL AREA 2: Cultures**
- **2.1 Cultural Practices and Perspectives**
  - Explain the use of natural remedies in Latin America
  - Explain the physical education system in Spanish schools
- **2.2 Cultural Products and Perspectives**
  - Describe a Spanish nutrition study

**GOAL AREA 3: Connections**
- **3.1 Making Connections**
  - Talk about key facts about health, nutrition, remedies and physical education

- **3.2 Acquiring Information and Diverse Perspectives**
    - Read a Spanish nutrition study report

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare Spanish words to their English counterparts
    - Compare Spanish and English commands
- **4.2 Cultural Comparisons**
    - Compare ancient Central American ball games to modern ones
    - Compare home made remedies in the Spanish culture to those in the student's own world

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
    - Link to website from the Spanish-speaking world
- **5.2 Lifelong Learning**
    - Discuss important facts about healthy lifestyles
    - Discuss important facts about scientific studies
    - Read an authentic Spanish-language text

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - **2.2 Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**

        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - 3.3 **Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do different cultures define "wellness," and what balances the relationship between

nutrition, physical activity, and overall lifestyle?

- How do communities integrate traditional, natural home remedies with modern medical care to treat illness?
- How do agricultural traditions and local produce availability influence a region's culinary choices, recipes, and daily diet?
- In what ways can a community's historic sports and physical games reflect its cultural values and social structure?
- How do I effectively use commands to give persuasive advice, recipes, and health recommendations to others without sounding impolite?
- How can analyzing nutrition studies, and text features help me comprehend authentic health advice intended for native speakers?
- What language structures do I need to clearly articulate physical symptoms, describe pain, and ask for medical care in a community setting?
- What constitutes healthy eating, exercise habits and lifestyle?
- How can we give advice and make informed decisions about health and nutrition?

**Scope and Sequence: Unit 3A: ¿Qué haces para estar en forma?**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Food vocabulary
    - Body parts and ailments
    - Health and wellness
- Grammar Focus:
    - Direct object pronouns
    - Affirmative informal commands
    - Negative informal commands

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments (30%)**

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1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online quizzes, interactive games, activities from *Auténtico* Vocabulary Workbook, labeling images, etc.
2. **Grammar exercises** from websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.

7. **Reading comprehension** with articles and comprehension questions from *Auténtico* Literacy Workbook, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments (60%)**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Unit Test**
   Comprehensive written assessment which demonstrates recognition and use of vocabulary and grammar, reading and listening comprehension, and effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative product such as a skit, movie, game, poster, etc. that requires a clear and accurate use of target language vocabulary and grammar presented in a unique and personalized format

**Resources:**

- Core Text: Savvas Learning Company. *Auténtico: Student Edition, Level 2*. Savvas Learning Company, 2018. Hardcover.
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  - Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Specifically for verb practice.
- Teacher-created packet
- https://www.youtube.com/@mariasquatfit?utm_source=chatgpt.com (video from Spain for fitness, nutrition and eating habits)
- Video from YouTube Día Mundial de la Salud https://www.youtubeeducation.com/watch?v=AtFEEyNISKo
- Video from YouTube Diez beneficios de andar en bicicleta https://www.youtubeeducation.com/watch?v=-TaHV3Ziw_A
- Video from YouTube Qué son los calambres https://www.youtubeeducation.com/watch?v=lFctPI6Wel0

- Video from YouTube Cómo hacer abdominales https://www.youtubeeducation.com/watch?v=jSv7X4YHT3w
- Video from YouTube Cómo controlar el estrés https://www.youtubeeducation.com/watch?v=-SECj8BV72I
- Video from YouTube La importancia de dormir la siesta https://www.youtubeeducation.com/watch?v=QkG_UjrAWyQ

**Time Allotment**

- Approximately 21 1-hour classes

## UNIT 3B ¿Qué haces para estar en forma?: ¿Quieres estar en forma?

**Unit Goals**

At the completion of this unit, students will be able to:
- give advice to others about healthy lifestyles
- read, listen to, and understand information about the places you go when you're not in school and plans for leisure time
- discuss and give suggestions about exercise, health and fitness
- discuss ways to solve problems
- read and write about doing exercise and leading a healthy lifestyle

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**
- **1.1 Interpersonal**
  - Talk about the physical and mental health, exercise
  - Talk about Spanish and Latin American teen magazines
- **1.2 Interpretive**
  - Read and listen to information about physical and mental health and exercise
  - Read about Spanish and Latin American teen magazines
- **1.3 Presentational**
  - Write about physical and mental health and exercise

**GOAL AREA 2: Cultures**
- **2.1 Cultural Practices and Perspectives**
  - Explain teen reading habits in Spain and Latin America
- **2.2 Cultural Products and Perspectives**
  - Talk teen reading habits in Spain and Latin America

**GOAL AREA 3: Connections**
- **3.1 Making Connections**
  - Talk about key facts about health
- **3.2 Acquiring Information and Diverse Perspectives**
  - Read an excerpt from a Spanish magazine

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
  - Compare Spanish words to their English counterparts
  - Compare English and Spanish commands
- **4.2 Cultural Comparisons**
  - Compare Spanish and Latin American teen magazines and their readership to those in the United States

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
  - Read about Spanish magazines for the youth
- **5.2 Lifelong Learning**
  - Discuss important facts about healthy lifestyles

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter.**

8. **Empowered Learner**
   - 1.1 **Learning Goals**
     - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
   - 1.2 **Digital Age Learning**
     - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
   - 1.3 **Personalized Learning**
     - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
9. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - 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.
   - **2.2 Digital Health and Wellness**
     - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   - **2.3 Digital Security**
     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
10. **Knowledge Constructor**
    - 3.1 **Information Literacy**
      - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
      - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
    - 3.3 **Digital Tools**

        - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
11. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - 4.2 **Communication and Collaboration**
        - 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.
12. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
13. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
14. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- What does "being in shape" really mean, and how does this concept vary from person to person?
- How does the use of our leisure time influence our mental and physical health?
- How do young people from different cultures define and pursue integral well-being, both physical and mental?
- What does it mean to live a healthy lifestyle?
- How do our daily habits influence our health?

**Scope and Sequence: Unit 3B: ¿Qué haces para estar en forma?: ¿Quieres estar en forma?**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - physical fitness, exercise
    - moods
- Grammar Focus:
    - indirect object pronouns
    - formal commands
    - present subjunctive in noun clauses (regular, stem-changing verbs, and irregular verbs)

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments (30%)**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **10–15** informal/formative assessments, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online quizzes, interactive games, activities from *Auténtico* Vocabulary Workbook, labeling images, etc.
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  - Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Specifically for verb practice.
- Teacher-created packet
- Website for The Community Mindfulness Project meditations in Spanish https://www.communitymindfulnessproject.org/resource-library-meditations/tag/en+espanol

**Time Allotment**

- Approximately 21 1-hour classes

**Unit 4**
**¿Cómo te llevas con los demás?**

**Unit Goals**

At the completion of this unit, students will be able to:

- listen and read about friendship and family relationships
- read, listen and understand information about personality traits
- talk and write about conflicts and solutions
- express opinions and emotions while discussing problems
- compare cultural practices in an authentic video about an adventure park in Puerto Rico
- compare how people express and react to others' emotions

**Standards**

At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **Interpersonal**

    - Talk about friendship, interpersonal relationships, personality traits, emotions, customary behavior and conflict resolution
- **Interpretive**
    - Read and listen to information about friendship, interpersonal relationships, personality traits, emotions, customary behavior, conflict resolution and family routines
    - Read about known artists, musicians and poets
    - Read about word families
- **Presentational**
    - Write and speak about friendship, interpersonal relationships, personality traits, emotions, and conflict resolution

**GOAL AREA 2: Cultures**

- **Cultural Practices and Perspectives**
    - Explain artistic life in Puerto Rico
    - Interpret Spanish personality demographics and Mexican family demographics
    - Explain the impact of love in Spanish-speaking cultures and their art
- **Cultural Products and Perspectives**
    - Talk about known artists, musicians and poets

**GOAL AREA 3: Connections**

- **Making Connections**
    - Talk about psychology, conflict resolution, and interpersonal dynamics. Talk about known artists, musicians and poets
    - Work with percentages in surveys
    - Describe holidays in Spain and Latin America
    - Describe the history of the handshake
- **Acquiring Information and Diverse Perspectives**
    - Read a Spanish youth survey and read poetry by known poets

**GOAL AREA 4: Comparisons**

- **Language Comparisons**
    - Compare Spanish words to their English counterparts
    - Compare English and Spanish reflexive verbs.
    - Compare *por* and *para* with English
- **Cultural Comparisons**
    - Compare Spanish and U.S. teen profiles
    - Compare U.S. holidays and TV shows with those in Spanish-speaking countries

**GOAL AREA 5: Communities**

- **School and Global Communities**
    - Link to websites from the Spanish-speaking world
- **Lifelong Learning**
    - Describe their own personalities
    - discuss techniques for conflict resolution
    - develop an appreciation for poetry
    - read authentic Spanish-language texts
    - watch an authentic Spanish-language video.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are used in this chapter.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
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        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
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    - **2.2 Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
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    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**

        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
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        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
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        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
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        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
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        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
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        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do I describe my personality traits, and how do I interpret the actions and descriptions of others?
- What causes misunderstandings, and how do friends resolve conflicts?
- How do I appropriately state my opinions in Spanish?

**Scope and Sequence: Unit 4: ¿Cómo te llevas con los demás?**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Personality traits
    - Relationships
    - Emotions and conflicts
- Grammar Focus:
    - Subjunctive with verbs of emotion and doubt
    - *Por* versus *para*

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments (30%)**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **10–15** informal/formative assessments, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online quizzes, interactive games, activities from *Auténtico* Vocabulary Workbook, labeling images, etc.
2. **Grammar exercises** from websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Auténtico* Literacy Workbook, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments (60%)**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Unit Test**
   Comprehensive written assessment which demonstrates recognition and use of vocabulary and grammar, reading and listening comprehension, and effective written communication to questions or prompts

2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative product such as a skit, movie, game, poster, etc. that requires a clear and accurate use of target language vocabulary and grammar presented in a unique and personalized format

**Resources:**

- Core Text: Savvas Learning Company. *Auténtico: Student Edition, Level 3*. Savvas Learning Company, 2018. Hardcover.
- Supplementary materials
- Online Language Learning Platforms:
    - Quizlet/ Kahoot/ Wayground, formerly Quizizz/ Blooket/ Puzzel.org:
    - Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Specifically for verb practice.
- Teacher-created packet
- Children's song from YouTube *Un elefante se balanceaba* https://www.youtube.com/watch?v=950AAFXgivk

**Time Allotment**

- Approximately 21 1-hour classes

**CREDIT**

One credit in World Language
One class period for a full school year - one drop per 8 drop 2 cycle.

**PREREQUISITES**

Successful completion of Spanish 2 with a teacher recommendation.

**ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
- World Language Interpersonal Speaking Rubric
- World Language Level of Engagement Rubric
- TPS Vision of the Graduate Rubric Skill Rubric: Communication Gr 9-12

Reading Rubric

**Trumbull High School School-Wide**

| Category/Weight | Exemplary<br>4 | Goal<br>3 | Working Toward Goal<br>2 | Needs Support<br>1-0 |
|---|---|---|---|---|
| Respond<br><br>X_____ | Demonstrates exceptional understanding of text by:<br>• Clearly identifying the purpose of the text<br>• Providing initial reaction richly supported by text<br>• Providing a perceptive interpretation | Demonstrates understanding of text by:<br>• Identifying the fundamental purpose of the text<br>• Providing initial reaction supported by text<br>• Providing a clear/straight forward interpretation of the text | Demonstrates general understanding of text by:<br>• Partially identifying the purpose of the text<br>• Providing initial reaction somewhat supported by text<br>• Providing a superficial interpretation of the text | Demonstrates limited or no understanding of text by:<br>• Not identifying the purpose of the text<br>• Providing initial reaction not supported by text<br>• Providing an interpretation not supported by the text |
| Interpret<br><br>X_____ | Student is able to exceptionally interpret text by :<br>• Extensively reshaping, reflecting, revising, and/or deepening initial understanding<br>• Constructing insightful and perceptive ideas about the text.<br>• Actively raising critical questions and exploring multiple interpretations of the text | Student is able to interpret text by :<br>• Reshaping, reflecting, revising, and/or deepening initial understanding<br>• Summarizing main ideas of text<br>• Actively interpreting text by raising questions and looking for answers in text | Student is able to interpret text by :<br>• Guided reflection and/or revision of initial understanding<br>• Summarizing some main ideas of text<br>• Guided interpretation of text by answering questions locating answers in text | Student demonstrates limited ability to interpret text as evidenced by :<br>• Struggle to implement guided reflection and/or revision of initial understanding<br>• Struggle to summarize any main ideas of text<br>• Struggle to answer questions by locating responses in text |
| Connect<br><br>X_____ | Demonstrates perceptive connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates specific connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates general connections<br>• text to text<br>• text to self<br>• text to world | Struggles to make connections<br>• text to text<br>• text to self<br>• text to world |
| Evaluate<br><br>X_____ | Insightfully evaluates the text by one or more of the following elements:<br>• Critical analysis to create a conclusion supported by the text<br>• Perceptive judgments about the quality of the text<br>• Synthesis of text<br>• Express a personal opinion. | Evaluates the text by one or more of the following elements:<br>• critical analysis to form a conclusion from the text<br>• thoughtful judgments about the quality of the text<br>• Evaluation of text to express personal opinion(s) | A general evaluation of the text by one or more of the following elements:<br>• Forms a superficial conclusion from the text<br>• Assesses the quality of the text<br>• Uses text to express personal opinion(s) | Struggles to evaluate the text by any of the following elements:<br>• Forming a conclusion from the text<br>• Assessing the quality of the text<br>• Using text to express personal opinion(s) |

Writing Rubric

**Trumbull High School School-Wide**

| Category/Weight | Exemplary<br>4<br>**Student work:** | Goal<br>3<br>**Student work:** | Working Toward Goal<br>2<br>**Student work:** | Needs Support<br>1-0<br>**Student work:** |
|---|---|---|---|---|
| Purpose<br><br>X_____ | • Establishes and maintains a clear purpose<br>• Demonstrates an insightful understanding of audience and task | • Establishes and maintains a purpose<br>• Demonstrates an accurate awareness of audience and task | • Establishes a purpose<br>• Demonstrates an awareness of audience and task | • Does not establish a clear purpose<br>• Demonstrates limited/no awareness of audience and task |
| Organization<br><br>X_____ | • Reflects sophisticated organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a clear focus<br>• Utilizes effective transitions | • Reflects organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a focus<br>• Utilizes transitions | • Reflects some organization throughout<br>• Demonstrates logical progression of ideas at times<br>• Maintains a vague focus<br>• May utilize some ineffective transitions | • Reflects little/no organization<br>• Lacks logical progression of ideas<br>• Maintains little/no focus<br>• Utilizes ineffective or no transitions |
| Content<br><br>X_____ | • Is accurate, explicit, and vivid<br>• Exhibits ideas that are highly developed and enhanced by specific details and examples | • Is accurate and relevant<br>• Exhibits ideas that are developed and supported by details and examples | • May contain some inaccuracies<br>• Exhibits ideas that are partially supported by details and examples | • Is inaccurate and unclear<br>• Exhibits limited/no ideas supported by specific details and examples |
| Use of Language<br><br>X_____ | • Demonstrates excellent use of language<br>• Demonstrates a highly effective use of standard writing that enhances communication<br>• Contains few or no errors. Errors do not detract from meaning | • Demonstrates competent use of language<br>• Demonstrates effective use of standard writing conventions<br>• Contains few errors. Most errors do not detract from meaning | • Demonstrates use of language<br>• Demonstrates use of standard writing conventions<br>• Contains errors that detract from meaning | • Demonstrates limited competency in use of language<br>• Demonstrates limited use of standard writing conventions<br>• Contains errors that make it difficult to determine meaning |

Presentational Speaking Rubric

**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Towards Goal** | **1/0**<br>**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** _____ | | | | |

Interpersonal Speaking Rubric
**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Toward Goal** | **1/0**<br>**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<br><br>Interference from another language. |
| **Task** concentrates on: fulfillment, elaboration, context appropriate | 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 **little to no** details |
| **Delivery** concentrates on: fluency, timing, pronunciation | Pronunciation and intonation are **excellent**. Student speaks clearly.<br><br>**Confident** ease of expression throughout. | Pronunciation is **effective**. Student speaks clearly.<br><br>**Mostly confident** ease of expression throughout. | Pronunciation is **adequate**. Student speaks with hesitation but **with some** clarity.<br><br>**Some** confident ease of expression throughout. | Pronunciation is **inadequate** and/or incorrect.<br><br>**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.<br><br>Errors do not detract from communicative meaning. | Demonstrates **some** appropriate use of standard speaking practices.<br><br>Errors detract from communicative meaning. | Demonstrates **limited** use of standard speaking practices.<br><br>Contains errors that make it very difficult to determine communicative meaning. |
| **Other:** _____ | | | | |

Level of Engagement Rubric

## World Language Department Specific

| Topic | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Use of target language (TL)** | **Always** attempts to express oneself in TL before using English | **Usually** attempts to express oneself in TL before using English | **Occasionally** attempts to express oneself in TL before using English | **Rarely** attempts to express oneself in TL before using English |
| **Interactive participation**<br>● on task<br>● group work/pair work,/Teacher (T)<br>● listening<br>● raising hands | **Always** on task<br>-**Always** actively participates with partner(s)/T<br>-**Always** listens attentively<br>-**Always** attempts to respond to questions/class discussion | **Usually** on task<br>-**Usually** actively participates with partner(s)/T<br>-**Usually** listens attentively<br>-**Usually** attempts to respond to questions/class discussion | -**Occasionally** on task<br>-**Occasionally** actively participates with partner(s)/T<br>- **Occasionally** listens attentively<br>- **Occasionally** attempts to respond to questions/class discussion | -**Rarely** on task<br>-**Rarely** actively participates with partner(s)/T<br>- **Rarely** listens attentively<br>- **Rarely** attempts to respond to questions/class discussion |
| **Responsibility for learning**<br>● class materials<br>● extra help<br>● outside reading etc. | -**Always** brings required materials to class<br>-**Always** asks for assistance if needed<br>-**Always** initiates independent learning | -**Usually** brings required materials to class<br>-**Usually** asks for assistance if needed<br>-**Usually** initiates independent learning | -**Occasionally** brings required materials to class<br>-**Occasionally** asks for assistance if needed<br>-**Occasionally** initiates independent learning | -**Rarely** brings required materials to class<br>-**Rarely** asks for assistance if needed<br>-**Rarely** initiates independent learning |
| **Attendance/promptness** | -**Always** arrives on time to class<br>-**Always** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Usually** arrives on time to class<br>-**Usually** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Occasionally** arrives on time to class<br>-**Occasionally** ready to fulfill assigned opening task<br>-Absences are **generally** excused | -**Rarely** arrives on time to class<br>-**Rarely** ready to fulfill assigned opening task<br>-Absences are **rarely** excused |
| **Behavior/civility**<br>● electronic devices<br>● following directions<br>● respectful of others<br>● obeys classroom and school rules | -**Always** displays positive behavior in the classroom<br>-**Always** respectful of others<br>-**Always** follows school and classroom rules | -**Usually** displays positive behavior in the classroom<br>- **Usually** respectful of others<br>- **Usually** follows school and classroom rules | - **Occasionally** displays positive behavior in the classroom<br>- **Occasionally** respectful of others<br>- **Occasionally** follows school and classroom rules | - **Rarely** displays positive behavior in the classroom<br>- **Rarely** respectful of others<br>- **Rarely** follows school and classroom rules |

TPS Vision of the Graduate Rubrics

Skill Rubric: Communication Gr 9-12 (rev. 2024) (Note: VOG Rubrics may revised by the district committee as needed)

| Indicator of Attainment | Beginning 1 | Meets 2 | Exceeds 3 | Score |
|---|---|---|---|---|
| **PURPOSE** Expresses ideas in alignment with the intended purpose. | Limited demonstration of understanding. Purpose is not identified and/or not fully articulated.<br><br>Does not or partially expresses ideas in alignment with purpose. | Purpose is identified and articulated but may be occasionally unclear.<br><br>Expresses ideas with purpose. | Purpose is identified and clearly articulated and enhanced.<br><br>Clearly expresses ideas in alignment with the intended purpose.<br><br>Makes connections beyond the intended purpose. | |
| **AUDIENCE** Demonstrates an awareness of the intended audience. | Demonstrates little to no awareness of the audience.<br><br>Language and content is inappropriate and/or ineffective for the audience. | Demonstrates an awareness of the audience.<br><br>Language and content is appropriate and helps the audience understand the topic/position. | Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner.<br><br>Language and content is appropriate and precise which helps the intended audience further understand the topic/position. | |
| **ORGANIZATION** Organizes and supports ideas in alignment with the intended purpose. | The organizational structure is not and/or minimally effective for the purpose.<br><br>The topic/position is not focused and/or minimally supported by details. | Effective organizational structure supports the purpose.<br><br>The topic/position is focused, well thought out, and supported by accurate and effective details. | Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose.<br><br>Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth. | |
| **LISTENING** Receives and responds to ideas in alignment with the intended purpose. | Limited to no ability to listen to others.<br><br>Unable to ask relevant questions.<br><br>Can not paraphrase/restate the message. | Listens to, evaluates, and responds to others.<br><br>Asks relevant questions.<br><br>Demonstrates understanding by accurately paraphrasing/restating the message. | Actively listens to, evaluates and responds to others.<br><br>Asks relevant questions that indicate an interest to learn more and understand further.<br><br>Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented. | |
| **SCORING** | Beginning: 4 - 6 | **Meets: 7 - 9 GOAL** | Exceeds: 10 - 12 | __/ 12 |

# TRUMBULL PUBLIC SCHOOLS

## Trumbull, Connecticut

# Spanish V Honors
# Grade 12

## 2026

**(Last revision date: June 2026)**


**Curriculum Writing Team**

| | |
|---|---|
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**Spanish V Honors**
**Grade 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 its employment.

## 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

Spanish V Honors is a rigorous, full-year elective course designed for senior-level students seeking to achieve advanced proficiency in Spanish language and culture. The primary rationale for offering this course is to provide a capstone experience that transitions students from structured linguistic acquisition to autonomous, high-level application. The curriculum is rooted in the philosophy that language is a dynamic, living vehicle for critical inquiry. To this end, the course prioritizes communicative and cultural literacy, challenging students to engage with complex, authentic texts, media, and real-world global issues. By fostering deep intercultural competence, Spanish 5 Honors prepares students to navigate an increasingly interconnected world and positions them for success in university-level studies and future professional global environments.

As the culmination of the district's world language trajectory, Spanish V Honors serves as a critical bridge between intermediate high school sequence and advanced post-secondary studies. Students entering this course have successfully completed Spanish IV or Spanish IV Honors, possessing a robust foundational command of advanced grammatical structures and varied vocabulary. The Spanish V Honors framework does not introduce grammar in isolation; rather, it requires the systemic recycling, refinement, and synthesis of previously acquired linguistic skills. This deliberate curricular alignment allows students to pivot from the mechanics of *learning the language* to utilizing the language as a tool for critical analysis, shifting their proficiency toward sustained, spontaneous production in the interpretive, interpersonal, and presentational modes of communication.

## COURSE COMPONENTS:

**Speaking:**

- Initiate, maintain, and close paragraph-length conversations on a variety of concrete cultural, social, and personal topics.
- Practice and refine pronunciation, pacing, and intonation to ensure clear communication with native speakers used to dealing with language learners.
- Incorporate a broad range of thematic vocabulary and idiomatic expressions to discuss interests, current events, and cultural concepts with detail.
- Participate in prepared and unscripted dialogues, demonstrating the ability to work through linguistic gaps by paraphrasing or using alternative words.
- Deliver structured oral presentations, summaries, and media commentaries in Spanish based on researched content or familiar thematic units.

**Listening:**

- Understand the main ideas and supporting details from a variety of authentic audio sources, including short films, news reports, podcasts, and contemporary music.
- Engage with listening exercises featuring native speakers from different Spanish-speaking regions to recognize variations in pronunciation and vocabulary.
- Utilize audio and video contexts to infer the meaning of unfamiliar words and understand the application of advanced grammar in natural speech.
- Capture key details from auditory sources to actively participate in follow-up discussions and comparative activities.

**Reading:**

- Read and analyze the main ideas and specific details of authentic texts, such as contemporary articles, blogs, short stories, poems, and film scripts.
- Navigate Spanish-language websites and online publications to track current events, global trends, and cultural perspectives.

**Writing:**

- Write multi-paragraph compositions, formal/informal emails, and creative dialogues that effectively utilize the indicative, subjunctive, and imperative moods.
- Compose complex sentences using a variety of transitional words and connectors to link ideas smoothly and logically.
- Practice writing for different audiences and purposes, shifting between informal peer reflections and formal academic or professional correspondence.

**Cultural Exploration:**

- **Products:** Students navigate the distinct geography and landmarks of the Spanish-speaking world, ranging from Mexico City's *Zócalo* and Madrid's *Plaza Mayor* to the natural wonders of the Andes and Rapa Nui.
- **Practices:** Students investigate authentic lifestyle traditions, such as the social custom of *ir de tapas* in Madrid, the historical use of the *abanico*, and daily life adapted to the topography of the Andes. Students distinguish between regional dialects and structural variations, including the grammatical use of *Voseo*, unique Andean accents, and Spanish words of Arabic origin.
- **Perspectives:** Analyze how geography, history, and modern society shape cultural viewpoints, with a specific focus on the fluid definitions of identity (e.g., Hispanic vs. Latino) and the universal human experiences portrayed in modern media.

**Assessment and Evaluation:**

- **Level of Engagement:** Active involvement in class discussions, group projects, collaborative tasks and daily activities.
- **Informal:** Vocabulary and grammar assignments to reinforce classroom learning and preparing for assessments.
- **Formal:** Periodic assessments to evaluate progress in all four language skills.
- **Projects:** Individual and group projects that incorporate language use and cultural understanding.
- **Speaking or Written Tasks:** Each unit may have written and/or spoken presentations incorporating chapter content that allows students to synthesize their learning.

## COURSE OUTCOMES

By the end of this course, students will develop intermediate skills to express emotions and impressions and make recommendations in Spanish. They will be able to understand the connection between healthy habits and lifestyle in Spanish-speaking countries. They will be able to understand the perspective of individuals living between cultures. They will also explore the relationship between legends and nature. They will also learn to recognize vocabulary related to nature, sports competitions, art, nutrition and conflict and relationships. Students will be able to communicate in the three different moods: indicative, subjunctive and imperative. This course will provide the vocabulary, grammar, and cultural knowledge necessary for students to continue successfully in their future Spanish studies.

**Resources:**

**Core Text:**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials:**

- Online Language Learning Platforms:
    - Edpuzzle/ Kahoot/ Wayground, formerly Quizizz/ Blooket/ Puzzel.org:
    - Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Specifically for verb practice.

**Authentic Resources:**

- **Varies each unit**

## COURSE GOALS

The following Course Goals derive from the 2024 Connecticut World Language Standards Intermediate-Mid and Intermediate-High Level

**GOAL AREA 1: Communication- Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.**

- **1.1 Interpersonal**: **Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Intermediate Mid learners** can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday lives.
- **1.2 Interpretive**: **Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Intermediate Mid learners** can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday lives
- **1.3 Presentational**: **Learners present spoken, written, or signed 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.**

**Intermediate-high learners** can present information in a generally organized way on school, work, and community topics, and on topics they have researched. They can make presentations on some events and experiences in various time frames.

**GOAL AREA 2: Cultures- Learners interact with cultural competence and understanding.**

- **2.1 Cultural Practices and Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied**. **Intermediate learners** can identify and compare practices to help them understand perspectives in their own and other cultures
- **2.2 Cultural Products and Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Intermediate learners** can identify and compare products to help them understand perspectives in their own and other cultures

**GOAL AREA 3: Connections- Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations.**

- **3.1 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. Intermediate learners** can acquire, exchange, and present information in the target language on topics related to self and the immediate environment and age-appropriate academic content across disciplines.
- **3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures**. **Intermediate learners** can identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the communities where the language is spoken.

**GOAL AREA 4: Comparisons- Learners develop insight into the nature of language and culture to interact with cultural competence.**

- **4.1 Language Comparisons**: **Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own. Intermediate-mid learners** can investigate and reflect on the nature and structure of language through comparisons of the language studied and their own.
- **4.2 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. Intermediate learners** can investigate and explain the concept of culture through comparisons of the language culture(s) and their own

**GOAL AREA 5: Communities- Learners communicate and interact with cultural competence to participate in multilingual communities at home and around the world.**

- **5.1 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**. **Intermediate learners** can use the target language to connect and interact with members of their local, state, national, and global communities on topics related to themselves and familiar topics with cultural competence and understanding in order to participate in multilingual communities at home.
- **5.2 Lifelong Learning**: **Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement. Intermediate learners** can set language learning goals appropriate to their proficiency level, and goals for personal enjoyment and enrichment, and reflect on their progress toward meeting their goal(s).

**The following Course Goals derive from the ISTE Standards for Students.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal acquisition goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve communicative outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use digital language platforms and interactive tools to seek immediate feedback that informs and improves their grammar practice and to demonstrate their cultural learning in a variety of modalities.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, acting and modeling in ways that are safe, legal, and ethical (including the responsible use of online translators, AI, and digital media attribution).
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate authentic Spanish-language media and resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - Students build knowledge by actively exploring real-world issues in the Hispanic world (such as public health campaigns and environmental conservation), developing ideas, and pursuing answers

    - 3.3 **Digital Tools**
        - Students evaluate the perspective, credibility, and relevance of authentic target-language information, media, or digital resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose and remix digital resources (such as images, music clips, and text) into new cultural presentations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating digital products, multimedia presentations, or visual models to analyze art, literature, and social trends.
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to express their views creatively and persuasively in Spanish, sharing ideas with diverse audiences within the class community.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world, using technology to bridge geographical distances and examine the relationship between nature, culture, and society.
    - 7.3 **Ethical Responsibility**
        - Students use digital tools to broaden their perspectives and demonstrate empathy, compassion, and deep respect for the diversity of cultures and viewpoints across the Spanish-speaking world.

## COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- Language is a lens for identity. Language choice, vocabulary, and labeling (such as the nuanced distinctions between *Hispano*, *Latino*, and *Afro-latino*) reflect and shape personal, regional, and national identities across the global diaspora.
- Authentic cultural products—such as contemporary short films (*cortometrajes*), literature, and journalism—express universal human experiences (like love, relationships, and societal roles) through unique, culturally specific viewpoints.
- Geography, migration patterns, and historical shifts directly influence the linguistic landscape, socioeconomic structures, and contemporary cultural practices of the Spanish-speaking world, including within the United States.
- Navigating complex or unfamiliar topics at the Intermediate level requires strategic communication skills, such as circumlocution and the synthesis of multi-paragraph discourse, rather than relying on isolated vocabulary or rigid translation.
- Advanced grammatical structures, particularly the deliberate shift between the indicative and subjunctive moods, are not just mechanical rules but essential tools used to express varying degrees of emotion, doubt, urgency, and perspective.
- Engaging with diverse regional voices and global current events fosters a deeper, empathetic understanding of one's own culture by examining it through a comparative, global framework.

## COURSE ESSENTIAL QUESTIONS

- How does the language we choose to use shape, reflect, and negotiate our personal and collective identities?
- In what ways do geography, migration, and history continuously redefine the cultural and socioeconomic landscapes of the Spanish-speaking world?
- How do authentic products, such as contemporary short films, literature, and journalism, reveal both the universal human experience and uniquely regional viewpoints?
- How do future plans and societal definitions of "success" vary across cultures, and how do our personal roots influence the choices we make?
- How does mastering linguistic nuance, perspective, and ambiguity empower us to communicate effectively in a complex, global society?

**COURSE KNOWLEDGE & SKILLS**

***These skills align with the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness standards for Language Learning***

By completion of the Spanish V Honors course, students will be able to function in the four modes of communication: **speaking**, **writing**, **listening**, and **reading**.

- **Speaking**: Students will be able to…
  - Initiate and sustain conversations using connected discourse in multiple time frames.
  - Express and support personal opinions on social, literary, and cultural themes presented in *Imagina*.
  - Participate in discussions, debates, and role-plays that reflect real-life and culturally authentic situations.
  - Narrate past experiences, describe present conditions, and hypothesize about future or imagined scenarios.

- **Writing**: Students will be able to…
  - Compose coherent, organized texts in multiple genres (e.g., narratives, persuasive essays, letters, character reflections).
  - Incorporate transitional language and rich vocabulary to convey meaning clearly and fluidly.
  - Develop arguments and analyses in response to literary texts, cultural themes, and societal issues.

- **Listening**: Students will be able to…
  - Comprehend the main ideas and supporting details of authentic audio and video materials (e.g., interviews, news reports, film excerpts) presented in *Imagina*.
  - Interpret tone, mood, and point of view in spoken texts.
  - Recognize regional accents and variations within Spanish spoken in different countries.
  - Use listening strategies such as predicting, note-taking, and paraphrasing to aid comprehension.

- **Reading**: Students will be able to…
  - Read and analyze a variety of authentic and adapted texts including articles, literary excerpts, biographies, and essays from *Imagina.*
  - Identify main ideas, supporting details, and rhetorical structures in increasingly complex texts.
  - Interpret cultural and historical contexts embedded in the literature and informational texts.
  - Compare perspectives from different regions of the Spanish-speaking world through thematic readings.

## VISION OF THE GRADUATE ALIGNMENT

Spanish V Honors carefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate through authentic communication, cultural exploration, collaboration, and reflection. Students develop communication skills, critical thinking, collaboration, and self-efficacy as they engage in meaningful language use and intercultural learning in real world contexts.

| Vision of the Graduate Competency | How it is Embedded Throughout the Course |
|---|---|
| **Communication** | Students communicate in Spanish through discussions, presentations, cultural comparisons, and authentic writing tasks. They practice expressing opinions, active listening, and narrating in multiple time frames using intermediate language functions. |
| **Self-Efficacy** | Students build confidence through independent speaking, research, and project-based tasks in real world contexts. Risk taking in the language, reflection and revision help students monitor growth and strengthen proficiency. |
| **Critical Thinking & Problem Solving** | Students analyze authentic texts, media, and cultural perspectives while interpreting meaning, comparing viewpoints, and supporting ideas with evidence. Students problem solve in real world communication scenarios and dialogues. |
| **Collaboration** | Pair and group activities are a crucial component in the classroom, encouraging teamwork, respectful discussion, peer feedback, and shared responsibility using the target language. |
| **Growth Mindset** | Students improve through consistent practice, revision, and reflection. Mistakes are viewed as part of the language-learning process and opportunities for growth. |
| **Integrity** | Students demonstrate academic honesty, respectful participation in class discussions, ethical technology use, and appreciation for diverse cultural perspectives. |
| **Innovation** | Creative projects such as multimedia presentations, podcasts, and digital storytelling encourage students to use language in original and meaningful ways. |
| **Emotional Intelligence** | Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives across Spanish-speaking communities. |

## COURSE SYLLABUS

**Course Name**
Spanish V

**Level**
Honors

**Prerequisites**
Successful completion of Spanish IV Honors or Spanish IV with teacher recommendation.

### General Description of the Course

This Honors course is designed to refine students' linguistic skills while providing ample opportunities for writing, reading, and peer group practice. There will be an emphasis on the correct use of grammar, literary interpretation, culture appreciation through film and art, and personal expression. Advanced grammar points will be explored. The language lab will be used to reinforce advanced linguistic skills and research on topics of Spanish culture. Various genres of literature will be addressed in class. Selected poems and short stories will be read in their entirety and analyzed through discussion and composition. Prerequisite: Teacher recommendation and successful completion of Spanish IV Honors, or exemplary completion of ACP Spanish IV.

### Assured Assessments for Each Marking Period

**Assured Assessments for each marking period:** All teachers of the World Language Department divide their grades into 3 weighted categories as follows:

- **10% Level of Engagement (LOE)**: Use of target language, interactive participation, responsibility for learning attendance, promptness, behavior and civility.
- **30% Informal Assessments**: Homework, classwork, spontaneous speaking/writing, online textbook activities
- **60% Formal Assessments**: Spontaneous speaking/writing, quizzes, tests, essays, research or unit projects, presentations, etc.

**Supplemental Texts and Resources:**
**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources and Materials**

- Varies each unit

# Lección 1: Sentir y vivir

**Unit Goals**
At the completion of this unit, students will:

- Discuss and explain the basic differences between the identity terms *hispano* and *latino*.
- Read and talk about important historical events and how they shaped different Spanish-speaking countries.
- Listen to and identify different regional accents from the Spanish-speaking world.
- Describe and talk about personalities, relationships, and feelings using complete sentences and strings of sentences.
- Read and discuss how the social environment of a big city like Madrid affects personal relationships.
- Watch a short film and read about personal relationships to share their own opinions on the characters' choices.
- Read about a personal problem and give advice to a friend using the subjunctive mood.
- Read and understand a famous poem by Pablo Neruda (*Poema 20*) to identify the main theme of heartbreak.
- Compare and contrast the theme of love in Neruda's poem with the lyrics of a modern Spanish song.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Discuss and explain the basic differences between the identity terms hispano and latino.
    - Describe and talk about personalities, relationships, and feelings using complete sentences and strings of sentences.
    - Read about a personal problem and give advice to a friend using the subjunctive mood.
    - Watch a short film and read about personal relationships to share their own opinions on the characters' choices.
- **1.2 Interpretive**
    - Listen to and identify different regional accents from the Spanish-speaking world.
    - Read and talk about important historical events and how they shaped different Spanish-speaking countries.
    - Read and discuss how the social environment of a big city like Madrid affects personal relationships.
    - Read and understand a famous poem by Pablo Neruda (Poema 20) to identify the main theme of heartbreak.
- **1.3 Presentational**
    - Describe and talk about personalities, relationships, and feelings using complete sentences and strings of sentences.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives:**
    - Read and discuss how the social environment of a big city like Madrid affects personal relationships.

- **2.2 Products to Perspectives:**
    - Read and understand a famous poem by Pablo Neruda (Poema 20) to identify the main theme of heartbreak.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Read and talk about important historical events and how they shaped different Spanish-speaking countries.
- **3.2 Acquiring Information and Diverse Perspectives:**
    - Discuss and explain the basic differences between the identity terms hispano and latino.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**:
    - Read about a personal problem and give advice to a friend using the subjunctive mood.
- **4.2 Cultural Comparisons**:
    - Compare and contrast the theme of love in Neruda's poem with the lyrics of a modern Spanish song.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**:
    - Research a local community organization in a Spanish-speaking community.
- **5.2 Lifelong Learning**:
    - Use authentic Spanish-language podcasts or Youtube videos for personal enrichment.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter:**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.

- 2.2 **Digital Health and Wellness**
  - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.3 **Digital Security**
  - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits**.**
   - 3.2 **Knowledge Construction**
     - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
   - 3.3 **Digital Tools**
     - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - 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.
5. **Computational Thinker**
   - 5.1 **Computational Thinking**
     - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   - 5.2 **Data Analysis**
     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
   - 6.1 **Creativity and Innovation**
     - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
   - **6.2 Digital-Age Communication**
     - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
   - 7.1 **Digital Citizenship**
     - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
   - 7.2 **Global Awareness**
     - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society**.

- 7.3 **Ethical Responsibility**
  - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do geographical environment and social context influence the way we form and maintain personal relationships?
- In what ways do literature and music reflect the complexity of human emotions regarding love and heartbreak?
- When conflicts arise in our interpersonal relationships, what role do empathy and cultural perspective play in offering or receiving advice?

**Scope and Sequence: Lección 1: Sentir y vivir**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
  - Nationalities
  - Personal relationships
- Grammar Focus:
  - Uses of ser and estar
  - Present tense
  - Use of subjunctive when giving advice

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
2. **Grammar exercises** from VHL and other websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- *"Los países hispanohablantes." ProfeDeELE*, www.profedeele.es/actividad/paises-hispanohablantes/
- *"¿Cuál es tu tipo de personalidad? (¡Con tests!)." Hispanohablantes*, 2024, www.hispanohablantes.com/tipo-de-personalidad-tests/.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 2: Vivir en la ciudad

**Unit Goals**
At the completion of this unit, students will:

- Compare and share opinions about the advantages and disadvantages of living in a big city versus living in the suburbs or the countryside.
- Describe the purpose and everyday use of public transportation systems, focusing on how the Metro in Mexico City helps people move around the city.
- Narrate a past trip or event in a city by using the preterite and imperfect tenses to tell what happened and describe the scene.
- Read and talk about Mexican culture by identifying the main ideas and cultural details from texts about unique communities like *Juchitán*.
- Identify and explain how Mexican art, films (*Adiós mamá*), and Mariachi music show important cultural traditions and values.
- Explain the concept of *convivencia* (coexistence) and give examples of how people practice good citizenship and respect in a community.
- Research a community valu**e** and use digital tools to design a simple, bilingual infographic that connects the idea of *convivencia* to their own school.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Exchange opinions and ask/answer questions with a partner about the advantages and disadvantages of living in a crowded urban center versus a quiet suburb.
    - Share and compare personal stories about a past trip to a city, using the preterite and imperfect to ask about what your peers did and what the place looked like.
    - Discuss the concept of *convivencia* in small groups, giving and reacting to examples of how neighbors show respect and help each other in daily life.
- **1.2 Interpretive**
    - Identify the main ideas and key details from authentic readings and articles about the benefits and challenges of city living and public transit systems.
    - Comprehend the plot and cultural themes in short audio-visual materials, such as the Mexican short film *Adiós mamá* and documentaries on Mariachi music.
    - Understand and extract cultural information from texts regarding unique regional traditions in Mexico, such as the community dynamics of *Juchitán*.
- **1.3 Presentational**
    - Write a narrative about a real or hypothetical trip to a city, using the preterite and imperfect tenses to describe events, landmarks, weather, and personal impressions.
    - Create and present a bilingual digital infographic that clearly explains a core community value and illustrates how it applies to the school environment.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
    - Discuss how the cultural traditions of mariachi bands coincide with the values of *convivencia.*
- **2.2 Products to Perspectives**
    - Observe painting, murals, films and performances of Mexican artists and how they reflect core values.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Examine Mexican art forms to understand how artists historically and currently use visual mediums to reflect societal values.
    - Analyze the infrastructure of major metropolitan areas, specifically studying the layout, efficiency, and cultural impact of the Mexico City Metro system.
- **3.2 Acquiring Information and Diverse Perspectives:**
    - Understand the daily realities, logistical challenges, and unique cultural identity of one of the world's largest Spanish-speaking megacities.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**:
    - Compare the use of Spanish past tenses preterite and imperfect to English past tense.
    - Compare the nuance in interpreted meaning of different tenses.
- **4.2 Cultural Comparisons**:
    - Compare and contrast living in Mexico City to living in a local community or a typical US metropolitan area.
    - They compare the advantages and disadvantages of urban living versus rural/suburban environments.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**:
    - Engage with the global Spanish-speaking community by analyzing authentic social media content from contemporary Mexican artists.
- **5.2 Lifelong Learning**:
    - Connecting course content to possible study abroad or leisure trips in the future.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter:**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes

.

- 1.2 **Digital Age Learning**
  - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 **Personalized Learning**
  - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - 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.
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   - 3.1 **Information Literacy**
     - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
   - **3.2 Knowledge Construction**
     - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
   - 3.3 **Digital Tools**
     - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
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     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**

   - **6.1 Creativity and Innovation**

        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
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    - 7.1 **Digital Citizenship**
        - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
    - 7.2 **Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society**.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How does the infrastructure of a mega-city, like its public transportation system, reflect and shape the daily life, social equity, and culture of its residents?
- What can a community's shared traditions, like Mariachi music, teach us about the universal value of *convivencia* (coexistence) and collective harmony?
- How does traveling to a bustling urban center challenge our preconceptions and change our perspective on what it means to live in a community?

**Scope and Sequence: Lección 2:  Vivir en la ciudad**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - City and the surrounding areas
    - Societal values
- Grammar Focus:
    - Present tense
    - Preterite tense
        - Irregular formation
    - Imperfect tense
    - Preterite vs Imperfect tenses
    - Different meanings in the Imperfect and Preterite

## UNIT ASSURED ASSESSMENTS

### Formative Assessments

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
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4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

### Summative Assessments

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   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Projects**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources:**

- *"Beneficios de vivir a las afueras de la ciudad." Globaliza*, 10 Mar. 2022, www.globaliza.com/noticias/beneficios-de-vivir-a-las-afueras-de-la-ciudad/.
- *"Beneficios de vivir en el centro de la ciudad." Globaliza*, 3 Mar. 2022, www.globaliza.com/noticias/beneficios-de-vivir-en-el-centro-de-la-ciudad/.
- *"Convivencia positiva." Bizikasi*, Departamento de Educación del Gobierno Vasco, bizikasi.euskadi.eus/es/convivencia-positiva.
- *"Going Varsity in Mariachi." YouTube*, uploaded by Pop-Up Magazine, 5 June 2020, www.youtube.com/watch?v=RXywZ2CXcnk.
- Gordon, Ariel, director. *Adiós mamá*. Instituto Mexicano de Cinematografía, 1997.
- "Juchitán: La ciudad de las mujeres." *Imagina: Español sin barreras*, Vista Higher Learning, 2015, pp. 50-54.
- "Mexico City Metro Infrastructure Tour." *YouTube*, uploaded by YouTube Education, 14 Jan. 2021, www.youtube.com/watch?v=2BXT4X9Kcww.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 3: Un mundo conectado

**Unit Goals**

At the completion of this unit, students will be able to:

- Read, listen, and discuss the uses of media outlets, technology and social media and its impact on daily life.
- Discuss the evolution of the press, internet and the news media.
- Give advice or express opinions about different forms of media like film or visual arts performance.
- Analyze digital communication habits, distinguishing between positive connectivity and negative impacts like screen addiction or cyber issues.
- Examine the historical and contemporary fusion of African, Indigenous, and European cultures in the Caribbean.
- Explore the cultural significance, regional traditions, and artistic expressions of the Dominican Carnival.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Debate the positive versus negative impacts of social media, technology, and screen time in daily life.
    - Exchange opinions and give advice to peers regarding digital habits and maintaining a healthy balance with technology.
- **1.2 Interpretive**
    - Read and analyze authentic articles concerning the evolution of the press, news media, and digital connectivity.
    - Listen to and view audio-visual materials detailing the traditions, music, and history of the Dominican Carnival.
- **1.3 Presentational**
    - Write an essay or present an evaluation on how modern media outlets and technology impact human relationships.
    - Design a presentation exploring the diverse cultural landscapes and artistic movements of the Spanish-speaking Caribbean.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
    - Analyze the societal perspectives surrounding the celebration of the Dominican Carnival and how these traditions reflect regional identity.
- **2.2 Products to Perspectives**
    - Examine Caribbean artistic expressions, musical genres, and visual arts performances to understand the contemporary fusion of African, Indigenous, and European roots.
    - Critique films and news media products from the Spanish-speaking Caribbean to uncover societal values and perspectives.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Trace the historical blending of African, European, and Taíno cultures and its lasting legacy on the modern Caribbean.
    - Investigate the psychological impacts of technology
- **3.2 Acquiring Information and Diverse Perspectives**
    - Acquire authentic information about global perspectives and cultural events through target-language media outlets and foreign press.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare the linguistic nuances, idioms, slang, and specialized vocabulary used to discuss technology and digital media in Spanish versus English
- **4.2 Cultural Comparisons**
    - Compare personal digital communication habits and screen-time culture with the social media habits of youth in Spanish-speaking countries.

- Compare and contrast the regional traditions and cultural significance of major community celebrations (like the Dominican Carnival) with festivals celebrated in our communities.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
  - Use digital tools and global communication networks to engage with authentic Caribbean art, music, and media.
- **5.2 Lifelong Learning**
  - Share insights, digital safety guides, or cultural findings regarding healthy media habits with the wider school community.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
   - 1.1 **Learning Goals**
     - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
   - 1.2 **Digital Age Learning**
     - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
   - 1.3 **Personalized Learning**
     - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - 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.
   - 2.2 **Digital Health and Wellness**
     - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   - 2.3 **Digital Security**
     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   - 3.2 **Knowledge Construction**
     - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
   - 3.3 **Digital Tools**
     - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**

    - 4.1 **Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 Global Awareness
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How do social media and technology influence our personal relationships and our mental well-being?
- In what ways do media outlets and the press shape our perception of reality and truth?
- How can we promote responsible digital citizenship and a healthy balance with technology within our community?
- How are the historical roots and cultural identity of the Caribbean reflected and preserved through its media, music, and festivals like Carnival?

**Scope and Sequence: Lección 3: Un mundo conectado**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:

    - Means of communication
    - Social media
    - Technology
    - Festivals of the Caribe
    - Spanish of the Caribbean
- Grammar Focus:
    - Present Subjunctive in noun clauses
    - Object pronouns
    - Commands

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
2. **Grammar exercises** from VHL and other websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**

A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar

3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- *"Carnaval Dominicano: History, Costumes and Traditions." Barceló Experience*, www.barcelo.com/guia-turismo/en/dominican-republic/dominican-republic/things-to-do/carnaval-dominicano/. Accessed 22 June 2026.
- *"Colores del Carnaval Dominicano." EduTube*, Houston Community College, edutube.hccs.edu/media/Colores+del+Carnaval+Dominicano/0_eoyii1yt/1594741. Accessed 22 June 2026.
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- Guerra, Juan Luis. *Ojalá que llueva café*. Karen Records, 1989.
- Nava, Gregory, director. *Selena*. Warner Bros., 1997.
- *"Puntos de fusión." Imagina: Español sin barreras*, Vista Higher Learning, 2015, pp. 90-91.
- *"Redes sociales y jóvenes: ¿impacto positivo o negativo?" Ayuda en Acción*, 15 Oct. 2021, ayudaenaccion.org/blog/educacion/redes-sociales-y-jovenes-impacto-positivo-o-negativo/. Accessed 22 June 2026.
- *"Ritmos del Caribe." Imagina: Español sin barreras*, Vista Higher Learning, 2015, pp. 112-113.
- Rodríguez, Mateo. *"El legado de la música tejana." Texas Hoy*, 4 May 2023, texashoy.com/texas/el-legado-de-la-musica-tejana/. Accessed 22 June 2026.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 5: Las Riquezas Naturales

**Unit Goals**

At the completion of this unit, students will be able to:

- Analyze and debate critical environmental issues, including biodiversity loss, ecotourism dynamics, and the destruction versus conservation of natural resources.
- Formulate and propose sustainable environmental solutions by applying the future and conditional tenses to hypothetical and real-world scenarios.
- Investigate and compare the diverse ecosystems, natural reserves, and geographic wonders across Colombia, Ecuador, Venezuela, and Puerto Rico.
- Critique and interpret the socio-environmental themes and literary devices in Eduardo Galeano's poem *La utopía*.
- Examine the biodiversity of the Andean region, focusing on the native wildlife, national parks, and geographic impact of the Andes Mountains.
- Evaluate the ecological and cultural significance of the Amazonian rainforest through a critical analysis of the documentary *The Path of the Anaconda* (*El sendero de la anaconda*).

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Debate environmental challenges and the ethics of ecotourism with peers.
  - Exchange original ideas and propose solutions for global warming and conservation strategies using the future and conditional tenses.
- **1.2 Interpretive**
  - Analyze and interpret literary devices and environmental themes within authentic texts, such as Eduardo Galeano's poem *La utopía*.
  - Examine ecological data and cultural narratives presented in the documentary *The Path of the Anaconda*.
- **1.3 Presentational**
  - Draft a formal written proposal detailing local or global environmental solutions and policy recommendations.
  - Present a collaborative research showcase detailing the geographical wonders, native wildlife, and national parks of the Andean and Caribbean regions.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
  - Analyze how distinct communities in Colombia, Ecuador, Venezuela, and Puerto Rico interact with their local ecosystems and balance economic development with conservation.
- **2.2 Products to Perspectives**

    - Examine indigenous environmental stewardship, regional literature, and documentary filmmaking to understand local cultural perspectives on the sacredness of natural resources.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Integrate cross-disciplinary knowledge regarding climate variations, biodiversity, topography, and natural reserves unique to South America and the Caribbean.
- **3.2 Acquiring Information and Diverse Perspectives**
    - Access and utilize authentic scientific data, foreign environmental reports, and regional media to understand global conservation efforts through a non-domestic lens.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare how English and Spanish express hypothetical outcomes and future intentions regarding the environment (Future vs. Conditional tenses).
    - Analyze domain-specific ecological vocabulary and specialized environmental terms across both languages.
- **4.2 Cultural Comparisons**
    - Compare and contrast national park systems, conservation laws, and recycling habits in the students' own communities with those implemented in Spanish-speaking nations

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
    - Apply knowledge of global ecotourism and green initiatives to advocate for or implement local sustainability and recycling practices within the school community.
- **5.2 Lifelong Learning**
    - Engage regularly with Spanish-language nature documentaries, international environmental campaigns, and global scientific channels to foster long-term global citizenship.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**

        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - 3.3 **Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - **7.2 Global Awareness**

        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How do human activities like ecotourism and resource extraction balance economic growth with the protection of biodiversity?
- In what ways do unique geographical features, like the Andes Mountains and the Amazon, shape the cultural identity and daily life of the communities surrounding them?
- How can we utilize innovative digital tools and scientific data to propose sustainable, long-term solutions for global environmental issues?
- What role do literature, art, and documentary filmmaking play in shifting our ethical perspectives toward environmental conservation?

**Scope and Sequence: Lección 5: Las riquezas naturales**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Nuestro Mundo (p160)
    - Animales de los Andes
- Grammar Focus:
    - Future
    - Conditional
        - Regular
        - Irregular verbs
    - Subjunctive
    - Commands
    - Relative pronouns

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
2. **Grammar exercises** from VHL and other websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment

5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "Antropólogo defiende el rol de los indígenas como administradores del Amazonas." *La Vanguardia*, 21 jun. 2019,

www.lavanguardia.com/vida/20190621/463020247508/antropologo-defiende-rol-de-los-indigenas-como-administradores-del-amazonas.html.
- "Cortometraje: El eclipse." *Imagina: Español sin barreras*, por José A. Blanco, 5.ª ed., Vista Higher Learning, pp. 164-165.
- "Indígenas, los mejores guardianes de los bosques en Latinoamérica y el Caribe." *Fondo para el Desarrollo de los Pueblos Indígenas de América Latina y el Caribe (FILAC)*, www.filac.org/indigenas-los-mejores-guardianes-de-los-bosques-en-latinoamerica-y-el-caribe.
- "La cordillera de los Andes." *Imagina: Español sin barreras*, por José A. Blanco, 5.ª ed., Vista Higher Learning, pp. 168-171.
- "La mayor parte de las áreas protegidas y territorios indígenas están bajo presión en la Panamazonía." *Wataniba Socioambiental*, watanibasocioambiental.org/la-mayor-parte-de-las-areas-protegidas-y-territorios-indigenas-estan-bajo-presion-en-la-panamazonia/.
- Nicas, Jack. "La minería ilegal que devasta al pueblo yanomami en Brasil." *The New York Times*, 27 mar. 2023, www.nytimes.com/es/2023/03/27/espanol/mineria-ilegal-brasil-yanomami.html.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 6: El valor de las ideas

**Unit Goals**

At the completion of this unit, students will be able to:

- Analyze and debate complex political situations, ideologies, and belief systems (*creencias e ideologías*) within the Spanish-speaking world using content-specific vocabulary.
- Formulate arguments and opinions regarding justice, human rights, and past political events while using past subjunctive and subjunctive in adverbial clauses.
- Evaluate and rank political, social, or cultural movements using comparative and superlative structures.
- Investigate the socio-political history of Chile, specifically tracing the transition between dictatorship and democracy through a critical examination of the Pinochet regime, the film *No*, and the short film *Justo*.
- Deconstruct Chilean cultural identity by analyzing regional landmarks, natural anomalies (such as the Atacama Desert, Torres del Paine, and Easter Island/Rapa Nui), and distinct indigenous legacies like the Mapuches.
- Critique artistic and literary expressions of resistance and identity in the Southern Cone, evaluating the works of Isabel Allende, Roberto Matta, Miguel Littín, and the *Nueva Canción* movement (including Violeta Parra's *"Gracias a la vida"* and Víctor Jara's *"Somos cinco mil"*).
- Compare and contrast the unique phonetic, lexical, and idiomatic variations of Chilean Spanish with other regional dialects of the Spanish-speaking world.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Debate political ideologies, personal beliefs, and the historical struggle between dictatorship and democracy in Spanish-speaking countries.
    - Exchange hypothetical perspectives and express conditions regarding justice and human rights using the past subjunctive and adverbial clauses.
- **1.2 Interpretive**
    - Read, analyze, and interpret historical and cultural texts detailing Chile's political transition and the legacy of the Pinochet regime.
    - Critically analyze audio-visual materials and multimedia, including the movie *No*, the short film *Justo*, and protest music from the *Nueva Canción* movement.
- **1.3 Presentational**
    - Write an essay or deliver an oral presentation utilizing comparatives and superlatives to evaluate the socio-cultural contributions of Chilean artists and activists.
    - Formulate structured written arguments or speeches regarding social justice, applying appropriate subjunctive frameworks to express intent and hypothetical outcomes.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
    - Analyze how historical political trauma, the fight for democracy, and indigenous Mapuche heritage shape modern civic identity and social values in Chile and the Southern Cone.
- **2.2 Products to Perspectives**
    - Examine the artistic products of political resistance—including the literature of Isabel Allende, the filmography of Miguel Littín, the visual art of Roberto Matta, and the songs of Violeta Parra and Víctor Jara—to uncover deep-seated perspectives on freedom and resilience.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Explore how extreme ecological variations—such as the Atacama Desert, Andean volcanic activity, ski ecosystems, and the isolation of Rapa Nui (Easter Island)—affect local infrastructure and culture.
    - Investigate the rise and fall of twentieth-century military dictatorships in South America and the lasting impact of figures like Eva Perón and Augusto Pinochet.
- **3.2 Acquiring Information and Diverse Perspectives**
    - Research foreign political movements and historical events by directly accessing authentic Spanish-language historical documents, film, and media archives.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare the unique phonetic markers, lexical slang, and grammatical features of Chilean Spanish with the linguistic variations found in other Spanish-speaking regions
- **4.2 Cultural Comparisons**

- Compare the ways in which historical national traumas or socio-political movements are commemorated and expressed through public art, music, and cinema in Chile versus the students' own country.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
  - Leverage digital global networks to research regional perspectives on global human rights issues and the historical defense of democratic processes.
- **5.2 Lifelong Learning**
  - Utilize knowledge of political rhetoric, media literacy, and global music movements for personal enrichment, informed political engagement, and global citizenship.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
   - 1.1 **Learning Goals**
     - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
   - 1.2 **Digital Age Learning**
     - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
   - 1.3 **Personalized Learning**
     - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
   - **2.1 Digital Rights and Responsibilities**
     - **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.**
   - **2.2 Digital Health and Wellness**
     - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   - **2.3 Digital Security**
     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   - 3.2 **Knowledge Construction**
     - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
   - 3.3 **Digital Tools**
     - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**

    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do political ideologies and historical events shape a nation's collective identity and its transition toward democracy?
- In what ways do language variations and regional dialects, such as Chilean Spanish, reflect the unique history and geography of a community?
- How can art, music, literature, and cinema serve as powerful digital and physical tools of political resistance and social commentary?
- How do we use grammar to express subjective conditions, personal beliefs, and hypothetical viewpoints regarding justice and human rights?

**Scope and Sequence:**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Creencias e Ideologias
    - Government and Political Resistance
- Grammar Focus:
    - Subjunctive in Adverbial Clauses
    - Past Subjunctive
    - Comparatives and Superlative

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
    - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "Chile: Dictadura y democracia." *Imagina: Español sin barreras*, 5th ed., Vista Higher Learning, 2020, pp. 226-27.
- "Chile." *Imagina: Español sin barreras*, 5th ed., Vista Higher Learning, 2022, pp. 206-09.
- *Jara, Víctor. "Somos cinco mil" ["Estadio Chile"]. Manifesto, Rykodisc, 1998.*
- *Justo*. Directed by Paula Romero Levit, 2015. *Imagina: Español sin barreras*, 5th ed., Vista Higher Learning, 2020, pp. 202-03.
- *No*. Directed by Pablo Larraín, Participant Media / Funny Balloons, 2012.
- Parra, Violeta. "Gracias a la vida." *Las últimas composiciones*, RCA Víctor, 1966.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 10: Herencia y destino

**Unit Goals**

At the completion of this unit, students will be able to:

- Critique and evaluate the socio-economic, political, and personal driving forces behind global migration patterns (*emigración e inmigración*), sharing structured opinions on the human experience of shifting borders.
- Debate the benefits and challenges of multiculturalism, analyzing how demographic diversity impacts social cohesion, national identity, and cultural evolution.
- Synthesize past historical milestones, present realities, and future projections across the Spanish-speaking world by seamlessly weaving a timeline of complex tenses.
- Analyze the cultural tapestry and historical evolution of Spain, specifically exploring its identity as a historical crossroads of civilizations (*confluencia de civilizaciones*) through its unique regional dialects, art, and architecture.

**Standards**

At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Debate the socio-economic benefits and societal challenges of multiculturalism, diversity, and immigration within global communities.
  - Exchange predictions and discuss scenarios regarding the future of global migration using contrary-to-fact "if" clauses.
- **1.2 Interpretive**
  - Read, analyze, and interpret historical and sociological texts concerning Spain's identity as a crossroads of cultures (*confluencia de civilizaciones*).
  - Critique and analyze authentic audio-visual materials and articles detailing contemporary immigration and emigration patterns in the Iberian Peninsula.
- **1.3 Presentational**
  - Write an argumentative essay or deliver a presentation evaluating how historical migration patterns continue to influence modern cultural diversity.
  - Formulate structured timelines or historical summaries, seamlessly shifting between past, present, and future frameworks to detail a nation's demographic evolution

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
  - Analyze how centuries of shifting borders, historical occupations, and multicultural coexistence (*la convivencia*) have shaped modern Spanish societal values and attitudes toward diversity.
- **2.2 Cultural Products and Perspectives**
  - Examine the artistic, architectural, and literary legacies left behind by the confluence of Roman, Celtic, Moorish, Jewish, and Christian civilizations in Spain to understand its unique pluralistic identity.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
  - Investigate the macro-level push and pull factors of global migration and how demographic shifts reconstruct national infrastructure and identity over time.
  - Map the geographic positioning of Spain as a natural bridge between Europe, Africa, and Latin America, evaluating how this impacts its past and present immigration policies.
- **3.2 Acquiring Information and Diverse Perspectives**
  - Access and extract data from foreign press, demographic reports, and Spanish migration archives to contrast non-domestic perspectives on global citizenship and border policies.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
  - Analyze the linguistic impact of Spain's history by exploring how regional variations, Arabic loanwords, and distinct dialects coexist within the Spanish language.
- **4.2 Cultural Comparisons**
  - Compare and contrast how multiculturalism and immigration are navigated, celebrated, or debated in the students' own communities versus communities in Spain.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
  - Use digital tools and global media networks to engage with contemporary immigrant narratives, fostering a more inclusive global perspective within the local classroom.
- **5.2 Lifelong Learning**
  - Apply a nuanced understanding of diversity, heritage, and migration to engage empathetically and responsibly in civic discourse surrounding immigration and multiculturalism throughout their lives.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter.**

1. **Empowered Learner**
   - 1.1 **Learning Goals**
     - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
   - 1.2 **Digital Age Learning**
     - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
   - 1.3 **Personalized Learning**
     - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - 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.

- **2.2 Digital Health and Wellness**
  - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- **2.3 Digital Security**
  - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
   - 3.2 **Knowledge Construction**
     - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
   - 3.3 **Digital Tools**
     - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - 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.
5. **Computational Thinker**
   - 5.1 **Computational Thinking**
     - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   - 5.2 **Data Analysis**
     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
   - 6.1 **Creativity and Innovation**
     - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
   - 6.2 **Digital-Age Communication**
     - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
   - 7.1 **Digital Citizenship**
     - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
   - 7.2 **Global Awareness**
     - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
   - 7.3 **Ethical Responsibility**

- **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do we avoid or navigate conflicts that arise from different ways of thinking and interpreting the world?
- How do we determine which ancestral values are essential to preserve in modern society?
- How do we view diversity as a source of new perspectives rather than as a threat to cultural identity?
- How do our choices today shape the kind of world we want to live in?

**Scope and Sequence: Lección 10: Herencia y destino**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
  - Nuestro Futuro
  - Migration and Borders
  - Cultural Fusion and Heritage
  - Affirmative and Negative Expressions
- Grammar Focus:
  - Passive Voice
  - Negative and Affirmative Expressions
  - Subjunctive vs Indicative
  - If Clauses

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
2. **Grammar exercises** from VHL and other websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources

8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Projects**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground, formerly Quizizz/ Blooket/ Puzzel.org:

**Authentic Resources**

- "España: Confluencia de civilizaciones." Imagina: Español sin barreras, 5th ed., Vista Higher Learning, 2020, pp. 348-51.
- "España: Emigración e inmigración." Imagina: Español sin barreras, 5th ed., Vista Higher Learning, 2020, pp. 368-69.
- Una vida mejor [A Better Life]. Directed by Chris Weitz, Summit Entertainment, 2011.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Estudiar en el extranjero

**Unit Goals**

At the completion of this unit, students will be able to:

- Research and analyze university-level study abroad requirements and application processes.
- Investigate and discuss the cultural norms of student-chosen countries and compare and contrast them with their own community's cultural perspectives.
- Synthesize and present their research by designing an informational cultural tri-fold presentation.
- Write an analytical or reflective essay detailing a hypothetical study abroad experience, utilizing a future or local university program as a framework.
- Formulate and answer questions during interpersonal discussions to negotiate and share details about a hypothetical study abroad experience.

## Standards

At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Formulate and answer questions during spontaneous, interpersonal discussions to negotiate and share details about a hypothetical study abroad experience.
  - Discuss and debate the cultural norms of a target country with peers.
- **1.2 Interpretive**
  - Research, read, and comprehend university-level study abroad program requirements, application processes, and course descriptions from authentic Spanish-language university websites (*páginas web*).
  - Investigate and analyze text or media regarding the cultural norms of a target country.
- **1.3 Presentational**
  - Write a reflective, hypothetical narrative essay detailing a future study abroad experience, managing complex grammar structures (like the conditional and subjunctive tenses) to describe future possibilities.
  - Synthesize and visually present research by designing an informational cultural tri-fold presentation tailored to an audience of prospective study abroad students.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
  - Investigate the cultural norms, daily schedules, and academic expectations of a target country, analyzing how these social practices reflect the underlying worldview and values of that society.
- **2.2 Cultural Products and Perspectives**
  - Analyze and evaluate the cultural products of the target country—such as its university campus layouts, local public transportation infrastructure, academic grading systems, or traditional regional cuisine to understand how these tangible items reflect societal priorities, historical legacies, and daily lifestyle values.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Integrate and apply knowledge from other academic disciplines, such as geography, sociology, and economics, to analyze the logistical factors of studying abroad (e.g., currency exchange rates, cost of living index, geographic terrain, and climate variations of the target region).
- **3.2 Acquiring Information and Diverse Perspectives**
    - Extract, interpret, and contrast information from authentic international student forums, blogs, or university informational videos to acquire firsthand, diverse perspectives on what it is like to integrate into the academic and social fabric of a foreign culture.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare and contrast the specialized academic vocabulary, idioms, and formal/informal registers used in Spanish university environments (e.g., *matricularse, la beca, la asignatura, la residencia*) with their corresponding English higher education counterparts.
- **4.2 Cultural Comparisons**
    - Compare and contrast the cultural norms of a target country with the students' own local community and university culture (e.g., housing arrangements, independence, socialization, and academic structure).

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
    - Apply real-world academic and research skills by navigating authentic international university portals, databases, and study abroad frameworks, simulating the exact logistical and communicative steps a global citizen takes to pursue higher education in a foreign country.
- **5.2 Lifelong Learning**
    - Reflect on personal academic futures and career goals by evaluating how language proficiency and international immersive experiences can expand undergraduate opportunities, transform their personal worldview, and foster ongoing personal growth in an interconnected world.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**

        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - **2.2 Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
    - **3.2 Knowledge Construction**
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        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
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- 7.3 **Ethical Responsibility**
  - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How does navigating a foreign university system challenge our assumptions about education, academic success, and personal independence?
- In what ways do a society's daily logistics such as campus layouts, public transit, and housing reflect its deeper cultural values and perspectives?
- How does immersing oneself in a new cultural environment alter an individual's worldview and shape their identity as a global citizen?
- How do the nuances of language such as specialized vocabulary, regional idioms, and social registers impact our ability to integrate into a new community?

**Scope and Sequence: Estudiar en el extranjero**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
  - Traveling Abroad
  - University
  - Cultural Norms and Immersion
- Grammar Focus:
  - Conditional
  - Present Tense
  - Present Subjunctive
  - If Clauses

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

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6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
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8. **Active class participation** throughout the lesson activities to check understanding and engagement.

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**RESOURCES:**

**Core Text**

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**Supplementary Practice Materials**

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  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "Acceso a la universidad española para extranjeros: ¿cómo es?" *CEU Universidad Blog*, 25 mar. 2025, uf3ceu.es/blog/acceso-a-la-universidad-espanola-para-extranjeros/.
- "Cómo postular a una universidad en el extranjero." *Educations.es*, www.educations.es/articles-and-advice/how-to-apply-for-schools-abroad-12940.
- Rivera, Ana María. "Choque cultural en USA: 7 Fases de adaptación y cómo superarlas." *Ana María Rivera Socio-Cultural Blog*, anamariarivera.com/choque-cultural-en-usa-7-fases/.
- "Retos y consejos de adaptación cultural para estudiantes latinos que están por cursar posgrado en el extranjero." *Scholastica Prep Blog*, 7 oct. 2021, scholasticaprep.com/blogs/blog/retos-y-consejos-de-adaptacion-cultural-para-estudiantes-latinos-que-estan-por-cursar-posgrado-en-el-extranjero

**Time Allotment**

- Approximately10-15  1-hour classes

# Mis Planes para el Futuro

**Unit Goals**

At the completion of this unit, students will be able to:

- Reflect on and write about their personal identity, detailing their current achievements, passions, hobbies, and cultural roots as a student today.
- Formulate and express their long-term personal, academic, and professional goals for the future.
- Discuss and compare their future aspirations with those of their classmates through interpersonal conversations.
- Present and narrate a cohesive vision of who they are now versus who they hope to become, utilizing appropriate future and subjunctive tenses.

**Standards**

At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **Interpersonal**
    - Formulate, answer, and exchange questions during spontaneous conversations with peers to compare and contrast personal achievements, passions, and future aspirations.
    - Discuss and debate different paths to success (e.g., career, university, gap years) and how personal roots influence those choices.
- **Interpretive**
    - Read, analyze, and comprehend authentic profiles, interviews, or articles about young professionals and students in the Spanish-speaking world discussing their career paths, future goals, and life balance.
    - Listen to and extract key details from media or audio clips featuring native speakers reflecting on their formative years, current achievements, and future ambitions.
- **Presentational**

    - Write a comprehensive, reflective essay or personal manifesto detailing their identity as a student today, their cultural roots, and a detailed plan for their personal and professional future.
    - Orally present a cohesive future timeline or vision board to the class, effectively utilizing the future, conditional, and subjunctive tenses to express certainty and hypothetical possibilities.

**GOAL AREA 2: Cultures**

- **Cultural Practices and Perspectives**
    - Investigate and explain how concepts of success, adulthood, and future timelines (such as entering the workforce, moving out, or choosing a career) vary across different cultures in the Spanish-speaking world compared to their own.
- **Cultural Products and Perspectives**
    - Analyze cultural products such as resume (*currículum vítae*) formats, professional networking platforms, or educational tracking systems in Spanish-speaking countries to understand how a society's corporate or academic products reflect its values regarding labor, identity, and ambition.

**GOAL AREA 3: Connections**

- **Making Connections**
    - Integrate knowledge from school counseling, career readiness, and economics to align their personal passions and hobbies with viable future global career paths and professional skills.
- **Acquiring Information and Diverse Perspectives**
    - Extract and interpret information from authentic international job search engines or career orientation forums to expand their perspective on what professional growth and qualifications look like globally.

**GOAL AREA 4: Comparisons**

- **Language Comparisons**
    - Analyze and contrast the linguistic ways English and Spanish express future intentions (e.g., comparing the English "will/going to" structures with the nuances of the morphological future tense and the subjunctive for uncertain future time clauses like *cuando sea mayor...*).
- **Cultural Comparisons**
    - Compare and contrast their own classmates' future plans, values, and definitions of personal achievement with those of youth in Spanish-speaking nations, noting regional trends in work-life balance and family dynamics.

**GOAL AREA 5: Communities**

- **School and Global Communities**
    - Articulate and share personal goals and student identities within their school community, preparing to use their bilingualism as a practical tool in future professional or global spaces.
- **Lifelong Learning**
    - Reflect on personal growth by assessing who they are as students now and setting intentional benchmarks for their future, recognizing how language and cultural competence will enrich their lifelong personal and professional opportunities.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are used in this chapter.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - **2.2 Digital Health and Wellness**
        - **Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.**
    - **2.3 Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - 3.3 **Digital Tools**
        - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**

        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
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    - 7.2 **Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do our roots, passions, and current choices define who we are today and who we want to become tomorrow?
- In what ways does a society's culture influence an individual's timeline for success, independence, and adulthood?
- How do we balance personal passions with economic and societal expectations when planning our professional futures?
- How do the nuances of language allow us to express certainty versus hope and speculation when discussing the future?

**Scope and Sequence: Mis planes para el futuro**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Personality, Passions and Hobbies
    - Cultural Heritage and Roots
    - Higher Education and Personal Achievements
- Grammar Focus:
    - Future Tense
    - Present Tense
    - Ser and Estar

- Use of Adjectives

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
2. **Grammar exercises** from VHL and other websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Projects**

A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "Cómo redactar un Currículum Vítae efectivo para el mercado laboral." *Educaweb España*, www.educaweb.com/contenidos/laboral/como-buscar-trabajo/como-hacer-un-curriculum-vitae/.
- "El uso del futuro y el subjuntivo al planificar metas a largo plazo." *Centro de Desarrollo Profesional y Psicológico*, www.desarrollopropio.es/el-lenguaje-de-las-metas/.
- "Historias de éxito: Jóvenes profesionales de la comunidad hispana que inspiran." *El Universo Profesional*, 14 nov. 2024, www.eluniverso.com/vida/jovenes-profesionales-inspiradores/.
- "¿Qué significa tener éxito? La evolución de las metas en la juventud actual." *Tendencias Sociales y Educativas*, 8 feb. 2025, www.tendenciassociales.co/que-es-el-exito-para-los-jovenes-de-hoy/.

**Time Allotment**

- Approximately 10-15 1-hour classes

**CREDIT**

One credit in World Language
One class period for a full school year - one drop per 8 drop 2 cycle.

**PREREQUISITES**

Teacher recommendation and successful completion of Spanish IV Honors, or exemplary completion of ACP Spanish IV.

**ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
- World Language Interpersonal Speaking Rubric

- World Language Level of Engagement Rubric
- TPS Vision of the Graduate Rubric Skill Rubric: Communication Gr 9-12

Reading Rubric

**Trumbull High School School-Wide**

| Category/Weight | Exemplary<br>4 | Goal<br>3 | Working Toward Goal<br>2 | Needs Support<br>1-0 |
|---|---|---|---|---|
| Respond<br><br>X_____ | Demonstrates exceptional understanding of text by:<br>• Clearly identifying the purpose of the text<br>• Providing initial reaction richly supported by text<br>• Providing a perceptive interpretation | Demonstrates understanding of text by:<br>• Identifying the fundamental purpose of the text<br>• Providing initial reaction supported by text<br>• Providing a clear/straight forward interpretation of the text | Demonstrates general understanding of text by:<br>• Partially identifying the purpose of the text<br>• Providing initial reaction somewhat supported by text<br>• Providing a superficial interpretation of the text | Demonstrates limited or no understanding of text by:<br>• Not identifying the purpose of the text<br>• Providing initial reaction not supported by text<br>• Providing an interpretation not supported by the text |
| Interpret<br><br>X_____ | Student is able to exceptionally interpret text by :<br>• Extensively reshaping, reflecting, revising, and/or deepening initial understanding<br>• Constructing insightful and perceptive ideas about the text.<br>• Actively raising critical questions and exploring multiple interpretations of the text | Student is able to interpret text by :<br>• Reshaping, reflecting, revising, and/or deepening initial understanding<br>• Summarizing main ideas of text<br>• Actively interpreting text by raising questions and looking for answers in text | Student is able to interpret text by :<br>• Guided reflection and/or revision of initial understanding<br>• Summarizing some main ideas of text<br>• Guided interpretation of text by answering questions locating answers in text | Student demonstrates limited ability to interpret text as evidenced by :<br>• Struggle to implement guided reflection and/or revision of initial understanding<br>• Struggle to summarize any main ideas of text<br>• Struggle to answer questions by locating responses in text |
| Connect<br><br>X_____ | Demonstrates perceptive connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates specific connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates general connections<br>• text to text<br>• text to self<br>• text to world | Struggles to make connections<br>• text to text<br>• text to self<br>• text to world |
| Evaluate<br><br>X_____ | Insightfully evaluates the text by one or more of the following elements:<br>• Critical analysis to create a conclusion supported by the text<br>• Perceptive judgments about the quality of the text<br>• Synthesis of text<br>• Express a personal opinion. | Evaluates the text by one or more of the following elements:<br>• critical analysis to form a conclusion from the text<br>• thoughtful judgments about the quality of the text<br>• Evaluation of text to express personal opinion(s) | A general evaluation of the text by one or more of the following elements:<br>• Forms a superficial conclusion from the text<br>• Assesses the quality of the text<br>• Uses text to express personal opinion(s) | Struggles to evaluate the text by any of the following elements:<br>• Forming a conclusion from the text<br>• Assessing the quality of the text<br>• Using text to express personal opinion(s) |

Writing Rubric

**Trumbull High School School-Wide**

| Category/Weight | Exemplary<br>4<br>**Student work:** | Goal<br>3<br>**Student work:** | Working Toward Goal<br>2<br>**Student work:** | Needs Support<br>1-0<br>**Student work:** |
|---|---|---|---|---|
| Purpose<br><br>X_____ | • Establishes and maintains a clear purpose<br>• Demonstrates an insightful understanding of audience and task | • Establishes and maintains a purpose<br>• Demonstrates an accurate awareness of audience and task | • Establishes a purpose<br>• Demonstrates an awareness of audience and task | • Does not establish a clear purpose<br>• Demonstrates limited/no awareness of audience and task |
| Organization<br><br>X_____ | • Reflects sophisticated organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a clear focus<br>• Utilizes effective transitions | • Reflects organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a focus<br>• Utilizes transitions | • Reflects some organization throughout<br>• Demonstrates logical progression of ideas at times<br>• Maintains a vague focus<br>• May utilize some ineffective transitions | • Reflects little/no organization<br>• Lacks logical progression of ideas<br>• Maintains little/no focus<br>• Utilizes ineffective or no transitions |
| Content<br><br>X_____ | • Is accurate, explicit, and vivid<br>• Exhibits ideas that are highly developed and enhanced by specific details and examples | • Is accurate and relevant<br>• Exhibits ideas that are developed and supported by details and examples | • May contain some inaccuracies<br>• Exhibits ideas that are partially supported by details and examples | • Is inaccurate and unclear<br>• Exhibits limited/no ideas supported by specific details and examples |
| Use of Language<br><br>X_____ | • Demonstrates excellent use of language<br>• Demonstrates a highly effective use of standard writing that enhances communication<br>• Contains few or no errors. Errors do not detract from meaning | • Demonstrates competent use of language<br>• Demonstrates effective use of standard writing conventions<br>• Contains few errors. Most errors do not detract from meaning | • Demonstrates use of language<br>• Demonstrates use of standard writing conventions<br>• Contains errors that detract from meaning | • Demonstrates limited competency in use of language<br>• Demonstrates limited use of standard writing conventions<br>• Contains errors that make it difficult to determine meaning |

Presentational Speaking Rubric

**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Towards Goal** | **1/0**<br>**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**<br>_____ | | | | |

Interpersonal Speaking Rubric
**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Toward Goal** | **1/0**<br>**Needs Support** |
|---|---|---|---|---|
| **Vocabulary**<br>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<br><br>Interference from another language. |
| **Task**<br>concentrates on: fulfillment, elaboration, context appropriate | 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 **little to no** details |
| **Delivery**<br>concentrates on: fluency, timing, pronunciation | Pronunciation and intonation are **excellent**. Student speaks clearly.<br><br>**Confident** ease of expression throughout. | Pronunciation is **effective**. Student speaks clearly.<br><br>**Mostly confident** ease of expression throughout. | Pronunciation is **adequate**. Student speaks with hesitation but **with some** clarity.<br><br>**Some** confident ease of expression throughout. | Pronunciation is **inadequate** and/or incorrect.<br><br>**Limited** ease of expression throughout |
| **Comprehensibility**<br>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**<br>concentrates on: grammar, accuracy, syntax | Demonstrates a **highly effective** use of standard speaking practices that enhances communication. | Demonstrates **effective** use of standard speaking practices.<br><br>Errors do not detract from communicative meaning. | Demonstrates **some** appropriate use of standard speaking practices.<br><br>Errors detract from communicative meaning. | Demonstrates **limited** use of standard speaking practices.<br><br>Contains errors that make it very difficult to determine communicative meaning. |
| **Other:**<br>_____ | | | | |

Level of Engagement Rubric
**World Language Department Specific**

| Topic | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Use of target language (TL)** | **Always** attempts to express oneself in TL before using English | **Usually** attempts to express oneself in TL before using English | **Occasionally** attempts to express oneself in TL before using English | **Rarely** attempts to express oneself in TL before using English |
| **Interactive participation**<br>● on task<br>● group work/pair work,/Teacher (T)<br>● listening<br>● raising hands | **Always** on task<br>-**Always** actively participates with partner(s)/T<br>-**Always** listens attentively<br>-**Always** attempts to respond to questions/class discussion | **Usually** on task<br>-**Usually** actively participates with partner(s)/T<br>-**Usually** listens attentively<br>-**Usually** attempts to respond to questions/class discussion | -**Occasionally** on task<br>-**Occasionally** actively participates with partner(s)/T<br>- **Occasionally** listens attentively<br>- **Occasionally** attempts to respond to questions/class discussion | -**Rarely** on task<br>-**Rarely** actively participates with partner(s)/T<br>- **Rarely** listens attentively<br>- **Rarely** attempts to respond to questions/class discussion |
| **Responsibility for learning**<br>● class materials<br>● extra help<br>● outside reading etc. | -**Always** brings required materials to class<br>-**Always** asks for assistance if needed<br>-**Always** initiates independent learning | -**Usually** brings required materials to class<br>-**Usually** asks for assistance if needed<br>-**Usually** initiates independent learning | -**Occasionally** brings required materials to class<br>-**Occasionally** asks for assistance if needed<br>-**Occasionally** initiates independent learning | -**Rarely** brings required materials to class<br>-**Rarely** asks for assistance if needed<br>-**Rarely** initiates independent learning |
| **Attendance/promptness** | -**Always** arrives on time to class<br>-**Always** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Usually** arrives on time to class<br>-**Usually** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Occasionally** arrives on time to class<br>-**Occasionally** ready to fulfill assigned opening task<br>-Absences are **generally** excused | -**Rarely** arrives on time to class<br>-**Rarely** ready to fulfill assigned opening task<br>-Absences are **rarely** excused |
| **Behavior/civility**<br>● electronic devices<br>● following directions<br>● respectful of others<br>● obeys classroom and school rules | -**Always** displays positive behavior in the classroom<br>-**Always** respectful of others<br>-**Always** follows school and classroom rules | -**Usually** displays positive behavior in the classroom<br>- **Usually** respectful of others<br>- **Usually** follows school and classroom rules | - **Occasionally** displays positive behavior in the classroom<br>- **Occasionally** respectful of others<br>- **Occasionally** follows school and classroom rules | - **Rarely** displays positive behavior in the classroom<br>- **Rarely** respectful of others<br>- **Rarely** follows school and classroom rules |

TPS Vision of the Graduate Rubrics
Skill Rubric: Communication Gr 9-12 (rev. 2024)
(Note: VOG Rubrics may revised by the district committee as needed)

| Indicator of Attainment | Beginning 1 | Meets 2 | Exceeds 3 | Score |
|---|---|---|---|---|
| **PURPOSE** Expresses ideas in alignment with the intended purpose. | Limited demonstration of understanding. Purpose is not identified and/or not fully articulated.<br><br>Does not or partially expresses ideas in alignment with purpose. | Purpose is identified and articulated but may be occasionally unclear.<br><br>Expresses ideas with purpose. | Purpose is identified and clearly articulated and enhanced.<br><br>Clearly expresses ideas in alignment with the intended purpose.<br><br>Makes connections beyond the intended purpose. | |
| **AUDIENCE** Demonstrates an awareness of the intended audience. | Demonstrates little to no awareness of the audience.<br><br>Language and content is inappropriate and/or ineffective for the audience. | Demonstrates an awareness of the audience.<br><br>Language and content is appropriate and helps the audience understand the topic/position. | Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner.<br><br>Language and content is appropriate and precise which helps the intended audience further understand the topic/position. | |
| **ORGANIZATION** Organizes and supports ideas in alignment with the intended purpose. | The organizational structure is not and/or minimally effective for the purpose.<br><br>The topic/position is not focused and/or minimally supported by details. | Effective organizational structure supports the purpose.<br><br>The topic/position is focused, well thought out, and supported by accurate and effective details. | Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose.<br><br>Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth. | |
| **LISTENING** Receives and responds to ideas in alignment with the intended purpose. | Limited to no ability to listen to others.<br><br>Unable to ask relevant questions.<br><br>Can not paraphrase/restate the message. | Listens to, evaluates, and responds to others.<br><br>Asks relevant questions.<br><br>Demonstrates understanding by accurately paraphrasing/restating the message. | Actively listens to, evaluates and responds to others.<br><br>Asks relevant questions that indicate an interest to learn more and understand further.<br><br>Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented. | |
| **SCORING** | Beginning: 4 - 6 | **Meets: 7 - 9 GOAL** | Exceeds: 10 - 12 | __ / 12 |

# TRUMBULL PUBLIC SCHOOLS

## Trumbull, Connecticut

# Spanish V ACP
# Grade 12

## 2026

**(Last revision date: June 2026)**


**Curriculum Writing Team**

| | |
|---|---|
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| **Susan C. Iwanicki, Ed.D.** | **Assistant Superintendent** |

**Spanish V ACP**
**Grade 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 its employment.

## 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

Spanish 5 ACP is a full-year elective course designed for senior-level students who want to build real-world fluency and connect the Spanish language to their own lives and interests. The primary goal of this capstone course is to transition students from structured classroom learning to independent, practical application. This student-driven course is rooted in the philosophy that language is a living tool for connection. Students will actively shape the curriculum based on their personal and professional interests, using Spanish to explore contemporary media, cultural topics, and everyday global issues. By focusing on authentic, real-world communication, Spanish 5 ACP prepares students to confidently navigate an interconnected world and use their skills in future careers and daily life.

As the culmination of the world language pathway, Spanish 5 ACP serves as a practical bridge to the world beyond high school. Students entering this course have successfully completed Spanish 4 Conversation & Culture, Spanish 4 ACP or Spanish 4 Honors and possess a strong foundational command of the language. Rather than learning grammar in isolation, students will recycle, refine, and apply their existing skills in meaningful contexts. This student-centered approach shifts the focus away from textbook mechanics and toward spontaneous, authentic communication, empowering students to use Spanish confidently in interpretive, interpersonal, and presentational settings.

## COURSE COMPONENTS:

**Speaking:**

- Initiate, maintain, and close brief conversations on a variety of concrete cultural, social, and personal topics.
- Practice and refine pronunciation and intonation to ensure clear communication with native speakers used to dealing with language learners.
- Incorporate a broad range of thematic vocabulary and idiomatic expressions to discuss interests, current events, and cultural concepts.
- Participate in prepared and unscripted dialogues, demonstrating the ability to work through linguistic gaps by paraphrasing or using alternative words.
- Deliver structured oral presentations, summaries, and media commentaries in Spanish based on researched content or familiar thematic units.

**Listening:**

- Understand the main ideas and supporting details from a variety of authentic audio sources, including short films, interviews, news reports, podcasts, and contemporary music.
- Engage with listening exercises featuring native speakers from different Spanish-speaking regions to recognize variations in pronunciation and vocabulary.
- Utilize audio and video contexts to infer the meaning of unfamiliar words and understand the gist in natural speech.
- Capture key details from auditory sources to actively participate in follow-up discussions and comparative activities.

**Reading:**

- Read and analyze the main ideas and specific details of authentic texts, such as contemporary articles, short stories, social media posts, and film scripts.
- Navigate Spanish-language websites and online publications to learn about current events, global trends, and cultural perspectives.

**Writing:**

- Write multi-paragraph compositions, formal/informal emails, and creative dialogues that effectively utilize a variety of tenses.
- Compose complex sentences using a variety of transitional words and connectors to link ideas smoothly and logically.
- Practice writing for different audiences and purposes, shifting between informal blog reflections and formal academic or professional correspondence.

**Cultural Exploration:**

- **Products:** Examine and compare contemporary short films, short stories, regional geography, and artistic expressions across the Spanish-speaking world to understand how they reflect cultural identity.
- **Practices:** Explore how daily life, social structures, and linguistic choices vary between different Spanish-speaking regions and within Hispanic/Latino communities in the United States.
- **Perspectives:** Analyze how geography, history, and modern society shape cultural viewpoints, with a specific focus on the fluid definitions of identity (e.g., Hispanic vs. Latino) and the universal human experiences portrayed in modern media.

**Assessment and Evaluation:**

- **Level of Engagement:** Active involvement in class discussions, group projects, collaborative tasks and daily activities.
- **Informal:** Vocabulary and grammar assignments to reinforce classroom learning and prepare for assessments.
- **Formal:** Periodic assessments to evaluate progress in all four language skills.
- **Projects:** Individual, partner and group projects that incorporate content-based language use and cultural understanding.
- **Speaking or Written Tasks:** Each unit may have written and/or spoken presentations incorporating unit content that allows students to synthesize their learning.

**RESOURCES:**

**Supplementary Practice Materials:**

- Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Specifically for verb practice.
- Online Language Learning Platforms:
    - Edpuzzle/ Padlet/ Kahoot/ PollEverywhere/ Wayground/ Gimkit/ Blooket/ Puzzel.org:

**Authentic Media:**

- **Varies each unit**

## COURSE GOALS

The following Course Goals derive from the 2024 Connecticut World Language Standards Intermediate-Mid and Intermediate-High Level

**GOAL AREA 1: Communication- Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.**

- **1.1 Interpersonal**: **Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Intermediate Mid learners** can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday lives.
- **1.2 Interpretive**: **Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Intermediate Mid learners** can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday lives
- **1.3 Presentational**: **Learners present spoken, written, or signed 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. Intermediate-high learners** can present information in a generally organized way on school, work, and community topics, and on topics they have researched. They can make presentations on some events and experiences in various time frames.

**GOAL AREA 2: Cultures- Learners interact with cultural competence and understanding.**

- **2.1 Cultural Practices and Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the**

**cultures studied**. **Intermediate learners** can identify and compare practices to help them understand perspectives in their own and other cultures.

- **2.2 Cultural Products and Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Intermediate learners** can identify and compare products to help them understand perspectives in their own and other cultures.

**GOAL AREA 3: Connections- Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations.**

- **3.1 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. Intermediate learners** can acquire, exchange, and present information in the target language on topics related to self and the immediate environment and age-appropriate academic content across disciplines.
- **3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures**. **Intermediate learners** can identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the communities where the language is spoken.

**GOAL AREA 4: Comparisons- Learners develop insight into the nature of language and culture to interact with cultural competence.**

- **4.1 Language Comparisons**: **Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own. Intermediate-mid learners** can investigate and reflect on the nature and structure of language through comparisons of the language studied and their own.
- **4.2 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. Intermediate learners** can investigate and explain the concept of culture through comparisons of the language culture(s) and their own.

**GOAL AREA 5: Communities- Learners communicate and interact with cultural competence to participate in multilingual communities at home and around the world.**

- **5.1 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**. **Intermediate learners** can use the target language to connect and interact with members of their local, state, national, and global communities on topics related to themselves and familiar topics with cultural competence and understanding in order to participate in multilingual communities at home.

- **5.2 Lifelong Learning**: **Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement. Intermediate learners** can set language learning goals appropriate to their proficiency level, and goals for personal enjoyment and enrichment, and reflect on their progress toward meeting their goal(s).

**The following Course Goals derive from the ISTE Standards for Students.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal acquisition goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve communicative outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use digital language platforms and interactive tools to seek immediate feedback that informs and improves their grammar practice and to demonstrate their cultural learning in a variety of modalities.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, acting and modeling in ways that are safe, legal, and ethical (including the responsible use of online translators, AI, and digital media attribution).
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate authentic Spanish-language media and resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - Students build knowledge by actively exploring real-world issues in the Hispanic world (such as public health campaigns and environmental conservation), developing ideas, and pursuing answers
    - 3.3 **Digital Tools**
        - Students evaluate the perspective, credibility, and relevance of authentic target-language information, media, or digital resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**

        - Students create original works or responsibly repurpose and remix digital resources (such as images, music clips, and text) into new cultural presentations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating digital products, multimedia presentations, or visual models to analyze art, literature, and social trends.
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to express their views creatively and persuasively in Spanish, sharing ideas with diverse audiences within the class community.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world, using technology to bridge geographical distances and examine the relationship between nature, culture, and society.
    - 7.3 **Ethical Responsibility**
        - Students use digital tools to broaden their perspectives and demonstrate empathy, compassion, and deep respect for the diversity of cultures and viewpoints across the Spanish-speaking world.

## COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- Achieving advanced proficiency means transitioning from a consumer of language to a creator of knowledge, empowering individuals to permanently use Spanish as a personal vehicle for self-directed learning, professional pursuits, and lifelong curiosity.
- The Spanish-speaking world is not a singular, uniform entity, but a vast, interconnected tapestry of distinct regional histories, dialects, socioeconomic realities, and modern subcultures that must be evaluated individually.

- Linguistic proficiency grants a person immediate social and civic agency. True fluency transforms a language learner from an academic student or passive tourist into an active community ally capable of bridging divides and advocating for others.
- Bilingualism is not merely a practical or economic skill; it is a neurological transformation that enhances problem-solving capabilities, strengthens cognitive flexibility, and fosters a heightened capacity for pattern recognition in unfamiliar spaces.
- Authentic cultural expression—whether found in literature, historical archives, film, or visual art—cannot be fully understood through translation alone; it requires immersion in the native language to decode nuance and develop genuine empathy for the lived human experience.

## COURSE ESSENTIAL QUESTIONS

- How does engaging with diverse, authentic narratives through literature, cinema, art, and historical archives dismantle monolithic cultural stereotypes and expand our capacity for radical human empathy?
- In what ways does bilingualism physically reshape our cognitive flexibility, and how do we use that mental shift to decode structural patterns and navigate unfamiliar global environments with confidence?
- How does moving from a basic language learner to an advanced bilingual communicator shift our responsibility from being passive observers to active civic allies who can bridge cultural divides?
- How does achieving autonomous mastery over a language empower us to pursue our personal passions, express our unique worldviews, and commit to lifelong global learning?
- How does the language we speak dictate the boundaries of our reality, and how does acquiring a second language allow us to occupy a secondary identity that can challenge, enrich, and redefine our original worldview?

## COURSE KNOWLEDGE & SKILLS

Through completion of the coursework of Spanish 5 ACP, students will know the following topics:

**Knowledge:**

Students will know…

- The benefits of bilingualism, specifically how managing two languages strengthens the brain's executive functioning, problem-solving skills, and capacity for empathy.
- How to transition between major timelines (Preterite/Imperfect, Present, Future, and Conditional) to communicate effectively.
- The architectural and visual layout patterns common to civic spaces abroad (such as European/Latin American transit grids, airport terminal signage, and downtown areas.
- High-frequency situational jargon across diverse real-world domains, including medical symptoms, culinary/allergy terms, transit logistics, and retail transactions.
- The socio-historical context of the Bracero Program, including the economic push-pull factors, systemic civil rights struggles, and the lasting impact on Mexican-American history.

- The diverse tapestry of the Spanish-speaking world, knowing that regional dialects, traditions, fashion histories, and societal values differ vastly from Spain through Latin America.
- The subtle differences in cultural etiquette regarding pacing, formality registers (*tú* vs. *usted*), tipping norms, and personal spacing across different countries.

**Skills:**

These skills align with the ACTFL **Intermediate Mid→Intermediate High** standards.

By completion of the Spanish 5 ACP course, students will be able to function in the four modes of communication: **speaking, writing, listening, and reading.**

- **Speaking**: Students will be able to…
  - Initiate and sustain conversations using connected discourse in multiple time frames.
  - Express and support personal opinions on social, literary, and cultural themes.
  - Participate in discussions, community circles, and role-plays that reflect real-life and culturally authentic situations.
  - Narrate past experiences, describe present conditions, and hypothesize about future or imagined scenarios.

- **Writing**: Students will be able to…
  - Compose organized and detailed texts in multiple genres
  - Incorporate transitional language and rich vocabulary to convey meaning clearly.
  - Develop arguments and analyses in response to literary texts, cultural themes, and societal issues.

- **Listening**: Students will be able to…
  - Comprehend the main ideas and supporting details of authentic audio and video materials (e.g., interviews, news reports, film excerpts).
  - Recognize regional accents and variations within Spanish spoken in different countries.
  - Use listening strategies such as predicting, note-taking, and paraphrasing to aid comprehension.

- **Reading**: Students will be able to…
  - Read and analyze a variety of authentic and adapted texts including articles, literary excerpts, biographies, and essays.
  - Identify main ideas, supporting details, and rhetorical structures in increasingly complex texts.
  - Interpret cultural and historical contexts embedded in the literature and informational texts.

## VISION OF THE GRADUATE ALIGNMENT

Spanish V ACP carefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate through authentic communication, cultural exploration, collaboration, and reflection. Students develop communication skills, critical thinking, collaboration, and self-efficacy as they engage in meaningful language use and intercultural learning in real world contexts.

| Vision of the Graduate Competency | How it is Embedded Throughout the Course |
|---|---|
| **Communication** | Students communicate in Spanish through discussions, presentations, cultural comparisons, and authentic writing tasks. They practice expressing opinions, active listening, and narrating in multiple time frames using intermediate language functions. |
| **Self-Efficacy** | Students build confidence through independent speaking, research, and project-based tasks in real world contexts. Risk taking in the language, reflection and revision help students monitor growth and strengthen proficiency. |
| **Critical Thinking & Problem Solving** | Students analyze authentic texts, media, and cultural perspectives while interpreting meaning, comparing viewpoints, and supporting ideas with evidence. Students problem solve in real world communication scenarios and dialogues. |
| **Collaboration** | Pair and group activities are a crucial component in the classroom, encouraging teamwork, respectful discussion, peer feedback, and shared responsibility using the target language. |
| **Growth Mindset** | Students improve through consistent practice, revision, and reflection. Mistakes are viewed as part of the language-learning process and opportunities for growth. |
| **Integrity** | Students demonstrate academic honesty, respectful participation in class discussions, ethical technology use, and appreciation for diverse cultural perspectives. |
| **Innovation** | Creative projects such as multimedia presentations, podcasts, and digital storytelling encourage students to use language in original and meaningful ways. |
| **Emotional Intelligence** | Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives across Spanish-speaking communities. |

**COURSE SYLLABUS**

**Course Name**

Spanish V

**Level**

ACP

**Prerequisites**

Successful completion of Spanish IV or Spanish IV Conversation and Culture with teacher recommendation.

**General Description of the Course**

The focus of this course is the acquisition of language proficiency in conjunction with reviewing and broadening the grammar foundation obtained previously. Authentic current magazine and newspaper articles and internet websites are introduced to stimulate conversation and thought. Films and literary pieces of various genres help to foster an awareness and appreciation of Hispanic culture. Reading selections may include interviews, legends, short stories, and films which correspond thematically with the grammar and oral and cultural components. Language lab activities further refine listening and speaking skills. Students will work extensively with a partner to practice their speaking skills.

## Assured Assessments for Each Marking Period

**Assured Assessments for each marking period:** All teachers of the World Language Department divide their grades into 3 weighted categories as follows:

- **10% Level of Engagement (LOE)**: Use of target language, interactive participation, responsibility for learning attendance, promptness, behavior and civility.
- **30% Informal Assessments**: Homework, classwork, spontaneous speaking/writing, student blog, online textbook activities
- **60% Formal Assessments**: Spontaneous speaking/writing, quizzes, essays, research or projects, presentations, etc.

**Supplemental Texts and Resources:**

**Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources and Materials**

- Varies each unit

# Unit 1: Para Empezar

**Unit Goals**
At the completion of this unit, students will:

- Narrate in the past tense using both preterit and imperfect tense to tell an engaging story about summer and other past experiences.
- Formulate spontaneous, grammatically correct follow-up questions in real-time to keep a conversation moving.
- Comprehend key details from peers' spoken stories.
- Use circumlocution to communicate thoughts without relying on English or stopping the conversation through repeated practice and implementing peer feedback.
- Identify shared interests, experiences, and unique backgrounds among classmates to help establish a collaborative, supportive classroom culture.
- Assess one's baseline proficiency in Spanish and identify personal goals for language growth in the school year.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Talk about summer experiences, daily routines, and personal memories with peers by sharing anecdotes and asking/answering spontaneous, real-time follow-up questions during simultaneous presentations and icebreaker activities.
- **1.2 Interpretive**
  - Read and listen to information about classmates' summer highlights and personal backgrounds through oral presentations, posters, and interactive games, extracting key details and identifying common interests.
- **1.3 Presentational**
  - Write and present information orally about a personal summer recap, an important past event, or goals for the upcoming school year using a combination of tenses.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives:**
  - Examine and discuss how the concept of "summer vacation," leisure time, and daily routines vary across different regions and how these practices reflect cultural values regarding work-life balance and family connection.
- **2.2 Products to Perspectives:**
  - Analyze everyday cultural products related to summer and travel (e.g., local food, regional music, travel itineraries, or activities popular in Spanish-speaking countries) to understand the underlying perspectives on community and leisure in those cultures.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
  - Connect language learning to the field of sociology and psychology by analyzing how sharing personal narratives, active listening, and vulnerability help build a cohesive, collaborative, and supportive classroom community.

- **3.2 Acquiring Information and Diverse Perspectives:**
    - Acquire firsthand information about diverse lifestyles, family traditions, and geographic regions by listening to the varied, authentic personal experiences of classmates from different backgrounds.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**:
    - Compare how the past tense functions in Spanish versus English to better understand linguistic nuances.
- **4.2 Cultural Comparisons**:
    - Compare personal summer experiences, teenage independence, and seasonal traditions in the local community with those of peers in Spanish-speaking countries.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**:
    - Use the Spanish language within the classroom community to establish personal bonds, collaborate on student-driven goals, and create a safe environment for linguistic risk-taking.
- **5.2 Lifelong Learning**:
    - Reflect on personal language-learning goals at the start of the senior year, self-assessing baseline proficiency to take ownership of long-term bilingual growth and real-world language application beyond the classroom.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter:**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - 2.2 **Digital Health and Wellness**
        - **Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.**

- 2.3 **Digital Security**
  - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits**.**
   - 3.2 **Knowledge Construction**
     - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions**.**
   - 3.3 **Digital Tools**
     - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - 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.
5. **Computational Thinker**
   - 5.1 **Computational Thinking**
     - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   - 5.2 **Data Analysis**
     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
   - 6.1 **Creativity and Innovation**
     - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
   - **6.2 Digital-Age Communication**
     - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
   - 7.1 **Digital Citizenship**
     - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
   - 7.2 **Global Awareness**
     - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.

- 7.3 **Ethical Responsibility**
  - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do I choose between the present, preterite and imperfect tenses to share about my summer vacation?
- How can I re-engage my language skills to comfortably express my personal experiences?
- How can I provide effective feedback to others?
- How do we use active listening and curiosity to build a supportive language-learning classroom community?

**Scope and Sequence: Unit 1: Para Empezar**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
  - Vacations
  - Special Interests
  - Interrogatives
- Grammar Focus:
  - Present Tense
  - Preterite Tense
  - Imperfect Tense

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with unit-appropriate lists, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, teacher-created activities, etc.
2. **Grammar review** online, reference books, teacher-made practice and ancillary materials for the purpose of supporting unit communication goals.
3. **Communication activities** which practice presentational speaking, interpersonal dialogues, whole class discussion, or role-playing both in class, online and with World Language Lab equipment.
4. **Written practice** with worksheets, blog posts, text messages, letters, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues, etc.
5. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
6. **Reading and listening comprehension** with articles and comprehension questions from a variety of authentic resources such as websites, books, as well as teacher-created resources

7. **Active class participation** throughout the lesson activities to check understanding, engagement and progress towards unit goals.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes or Tests**
   Written assessments which demonstrate recognition and use of vocabulary and grammar, understanding of current topic, reading and listening comprehension, and/or effective written communication to questions or prompts.
2. **Oral Presentations**
   A formal speaking presentation or interpersonal dialogue which demonstrates students' ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary.
3. **Written Compositions**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives.
4. **Creative Project**
   Student-centered and selected project that requires a clear and accurate use of target language vocabulary, grammar, and culture topic presented in a unique and personalized format.

**RESOURCES:**

**Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Padlet/ Polleverywhere/ Wayground/ Gimkit/ Blooket/ Puzzle.org

**Authentic Resources**


- Cortázar, Julio. "Continuidad de los parques." *Final del juego*, Editorial Sudamericana, 1956, pp. 9-11.
- Cortázar, Julio. "Discurso del oso." *Historias de cronopios y de famas*, Editorial Minotauro, 1962, pp. 23-25.
- Estrada, Alan. "Mis vacaciones en el mundo hispano." *Alan x el Mundo*, YouTube, 2024, www.youtube.com/c/alanxelmundo. Accessed 24 June 2026.
- "Historias de viaje." *Radio Ambulante*, NPR, 2024, www.radioambulante.org.
- *Pixton for Schools*. Version 2.5, Pixton Comics Inc., 2026, www.pixton.com. Real Academia Española. *Diccionario de la lengua española*, 23rd ed., Versión 23.7, 2023, dle.rae.es.

- Riobóo, Coke, director. *El viaje de Said*. Evreka Cine, 2006.

**Time Allotment**

- Approximately 15 1-hour classes

# Unit 2: Spanish and Latin American Literature

**Unit Goals**
At the completion of this unit, students will:

- Read and interpret authentic Spanish literary texts, plays, and song lyrics, using context clues to deduce the meaning of unfamiliar vocabulary.
- Explain how minor changes in punctuation and sentence structure radically alter the meaning, tone, and delivery of a spoken or written text.
- Modify an existing story or play by rewriting characters, shifting the plot, or creating alternative endings that make sense within the narrative context.
- Identify and compare the moral lessons, tropes, and cultural perspectives embedded within traditional folklore, children's books, and contemporary music.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Talk about character motivations, plot predictions, and creative choices in small groups while collaborating on scripts, alternative endings, and/or video reenactments.
- **1.2 Interpretive**
  - Read and listen to information about plots, cultural themes, and structural grammar shifts within *Signos de Puntuación*, regional fairy tales, short stories, and authentic song lyrics, extracting both literal and subtextual meanings.
- **1.3 Presentational**
  - Write and present information orally about adapted literary works, alternative narratives, or performed dramatic scenes, using clear pronunciation and appropriate past-tense to entertain and inform an audience.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives:**
  - Examine how storytelling practices, traditional folklore, and popular music reflect regional values, societal humor, and historical perspectives within the Spanish-speaking world.
- **2.2 Products to Perspectives:**
  - Analyze literary products such as plays, traditional fables, and song lyrics to uncover cultural perspectives on a variety of topics.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**

    - Connect authentic Spanish literature and music to performance and language arts by applying storyboarding, script-writing, and reenactment of Spanish short stories.
- **3.2 Acquiring Information and Diverse Perspectives:**
    - Acquire insight into unique linguistic humor, idioms, and narrative structures that exist natively within Spanish literary traditions, broadening the student's perspective on global authorship.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**:
    - Compare the role of punctuation and vocal inflection in Spanish versus English.
- **4.2 Cultural Comparisons**:
    - Compare moral lessons, values, and popular topics found in traditional Hispanic literature and modern songs with those common in American pop culture and media.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**:
    - Share student-produced videos, rewritten plays, or literature presentations with the broader school community or lower-level Spanish classes to promote creative engagement with target-language media.
- **5.2 Lifelong Learning**:
    - Cultivate a personal appreciation for reading and consuming authentic art, literature, and music in Spanish as a means of independent entertainment and lifelong bilingual enrichment.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter:**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.

- 2.2 **Digital Health and Wellness**
  - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.3 **Digital Security**
  - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
   - **3.2 Knowledge Construction**
     - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
   - 3.3 **Digital Tools**
     - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - 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.
5. **Computational Thinker**
   - 5.1 **Computational Thinking**
     - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   - 5.2 **Data Analysis**
     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
   - **6.1 Creativity and Innovation**
     - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
   - 6.2 Digital-Age Communication
     - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
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     - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**

- 7.2 **Global Awareness**
  - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society**.
- 7.3 **Ethical Responsibility**
  - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How does the way a story is told change its meaning and impact?
- How can we use creative writing and performance to make historical or classic literature personally relevant today?
- What do popular stories, fairy tales, and song lyrics reveal about the values and perspectives of the cultures that created them?

**Scope and Sequence: Unit 2: Spanish and Latin America Literature**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
  - Literary Genres and Elements
  - Pop Culture
  - Fairy Tales
  - Idiomatic Expressions
- Grammar Focus:
  - Preterite and Imperfect Tense
  - Structure
  - Direct And Indirect Object Pronouns

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with unit-appropriate lists, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, teacher-created activities, etc.
2. **Grammar review** online, reference books, teacher-made practice and ancillary materials for the purpose of supporting unit communication goals.
3. **Communication activities** which practice presentational speaking, interpersonal dialogues, whole class discussion, or role-playing both in class, online and with World Language Lab equipment.
4. **Written practice** with worksheets, blog posts, text messages, letters, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues, etc.

5. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
6. **Reading and listening comprehension** with articles and comprehension questions from a variety of authentic resources such as websites, books, and t as well as teacher-created resources.
7. **Active class participation** throughout the lesson activities to check understanding, engagement and progress towards unit goals.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes or Tests**
   Written assessments which demonstrate recognition and use of vocabulary and grammar, understanding of current topic, reading and listening comprehension, and/or effective written communication to questions or prompts.
2. **Oral Presentations**
   A formal speaking presentation or interpersonal dialogue which demonstrates students' ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary.
3. **Written Compositions**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives.
4. **Creative Project**
   Student-centered and selected project that requires a clear and accurate use of target language vocabulary, grammar, and culture topic presented in a unique and personalized format.

**RESOURCES:**

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/Polleverywhere/ Padlet/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources:**

- Anónimo. "El testamento de Don Facundo: El valor de la puntuación." *Cuentos populares y pedagógicos tradicionales*, 2022, www.mundoprimaria.com/mitos-y-leyendas-para-ninos/testamento-don-facundo.
- Anónimo. Signos de puntuación: Juguete cómico en un acto. Colección de Teatro Escolar y Entremeses Didácticos, 2021, www.monografias.com/docs/Obra-de-teato-Signos-de-puntuacion. Accessed 24 June 2026.

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- García Márquez, Gabriel. “Un día de estos.” *Los funerales de la Mamá Grande*, Editorial Sudamericana, 1962, pp. 15-18.
- Martinez, Benito O. [Bad Bunny] y Bomba Estéreo. “Ojitos Lindos.” *Un Verano Sin Ti*, Rimas Entertainment, 2022.
- Rosana. “Pa' ti no estoy.” *Lunas Rotas*, Universal Music Latino, 1996.
- Southey, Robert. “Ricitos de Oro y los tres osos.” *Colección de fábulas y cuentos tradicionales*, adaptado por Mundo Primaria, 2021, www.mundoprimaria.com/cuentos-infantiles-cortos/ricitos-de-oro.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Unit 3: Spanish and Latin American Film and Media

**Unit Goals**

At the completion of this unit, students will be able to:

- Read, listen, and discuss the uses and role of media outlets, film and social media and its impact on society.
- Identify and differentiate distinct regional accents and vernacular from El Salvador, Mexico, and Chicano communities in the United States as represented in film and media.
- Utilize the subjunctive mood to express personal emotions and reactions to films.
- Use the past subjunctive and conditional tenses to talk about hypothetical situations.
- Actively participate in small-group, Socratic-style discussions about human-interest stories, expressing opinions, agreement, and disagreement using respectful, empathetic language.
- Explain how major historical, social, and political events (such as the Salvadoran Civil War or mixed-status family dynamics in the US) directly impact the daily lives and choices of ordinary people.
- Demonstrate compassion and empathy for the human experience by focusing on universal themes of family, love, loss of childhood innocence, and resilience, independent of political or social circumstances.

**Standards**

At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Debate the positive versus negative impacts of social media and film.
    - Talk about personal reactions to emotional film scenes, character choices, and current global events, practicing how to express agreement, validation, and shared compassion with peers.

- **1.2 Interpretive**
    - Read and analyze authentic articles, regional accents, historical summaries of events (such as the Salvadoran Civil War), and self-selected contemporary news articles.

- **1.3 Presentational**
    - Write and present information orally about the human experience as it pertains to a chosen current or historical event represented in film.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
    - Examine how familial devotion, community networks (*el compadrazgo*), and cultural resilience manifest as vital survival mechanisms during times of political or socioeconomic upheaval.
- **2.2 Products to Perspectives**
    - Analyze films and news media as cultural products that provide crucial insight into how Spanish-speaking communities view identity, survival, and the pursuit of safety.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Connect language study to the fields of world history, sociology, and humanitarian studies by researching the real-world contexts behind cinema.
- **3.2 Acquiring Information and Diverse Perspectives**
    - Acquire a compassionate and balanced perspective on social issues and civil conflict, intentionally counteracting one-dimensional media stereotypes by centering on authentic human stories.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Analyze how emotional expression, empathy, and solidarity are uniquely expressed in Spanish through specific vocabulary, idioms, and grammatical moods compared to English.
- **4.2 Cultural Comparisons**
    - Compare the representations of family units and community support systems portrayed in Hispanic cinema with themes common in mainstream American media.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
    - Apply perspectives gained from global media to recognize and value the diverse personal histories and family backgrounds of individuals within the local school and town community.
- **5.2 Lifelong Learning**
    - Develop a habit of seeking out international film, media, and global news sources to remain an informed, compassionate, and globally conscious individual outside of class.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - 3.3 **Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.

5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
    - **7.2 Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How does film allow us to look past statistics and connect deeply with the lived experiences of others?
- In what ways do historical conflicts and social circumstances impact the most vulnerable members of a community, such as children and families?
- How can we use contemporary media and current events to foster active compassion and a sense of shared humanity across borders?

**Scope and Sequence: Unit 3: Spanish and Latin America Film and Media**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Media And Current Events
    - Cinema
    - Human Rights
- Grammar Focus:
    - Present And Past Subjunctive
        - Showing Emotion and Doubt
    - Conditional
        - Hypothetical Situations

## UNIT ASSURED ASSESSMENTS

### Formative Assessments

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with unit-appropriate lists, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, teacher-created activities, etc.
2. **Grammar review** online, reference books, teacher-made practice and ancillary materials for the purpose of supporting unit communication goals.
3. **Communication activities** which practice presentational speaking, interpersonal dialogues, whole class discussion, or role-playing both in class, online and with World Language Lab equipment.
4. **Written practice** with worksheets, blog posts, text messages, letters, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues, etc.
5. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
6. **Reading and listening comprehension** with articles and comprehension questions from a variety of authentic resources such as websites, books, and t as well as teacher-created resources.
7. **Active class participation** throughout the lesson activities to check understanding, engagement and progress towards unit goals.

### Summative Assessments

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes or Tests**
   Written assessments which demonstrate recognition and use of vocabulary and grammar, understanding of current topic, reading and listening comprehension, and/or effective written communication to questions or prompts.
2. **Oral Presentations**
   A formal speaking presentation or interpersonal dialogue which demonstrates students' ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary.
3. **Written Compositions**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives.

4. **Creative Project**
   Student-centered and selected project that requires a clear and accurate use of target language vocabulary, grammar, and culture topic presented in a unique and personalized format

**RESOURCES:**

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- *Bajo la misma luna* [*Under the Same Moon*]. Directed by Patricia Riggen, Fox Searchlight Pictures, 2007.
- Mandoki, Luis, director. *Voces inocentes* [*Innocent Voices*]. Lawrence Bender Productions, 2004.
- Saban, Chris, director. *Una mejor vida* [*A Better Life*]. Summit Entertainment, 2011.
- "Somos lo que leemos: La importancia de la empatía en las noticias." *BBC Mundo*, 12 May 2025, www.bbc.com/mundo/noticias-internacionales

**Time Allotment**

- Approximately 20-25 1-hour classes

# Unit 4: Country Connections

**Unit Goals**

At the completion of this unit, students will be able to:

- Identify the majority of the 21 Spanish-speaking countries, their capitals, their flags, and their major geographical landmarks.
- Explain the historical and cultural distinctions between terms like *hispano*, *latino*, *latinx afrolatino*, and *chicano*, and discuss how they relate to national identity.
- Use complex nationalities/gentilicós in Spanish (e.g., *puertorriqueño, guatemalteco, uruguayo*) to describe people and cultural products.
- Combine direct and indirect object pronouns in the correct order to avoid repetition in speech and writing.
- Utilize transition words, present perfect and past tense to discuss cultural identity and connections.
- Describe features of interest that are unique to each Spanish-speaking country such as their biodiversity, climate, and/or topography.

**Standards**

At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Talk about national symbols, geographic features, and travel preferences with peers.
  - Talk about national and ethnic identities.
- **1.2 Interpretive**
  - Read and listen to information about authentic tourism materials, national anthems, geographical profiles, or video interviews discussing ethnic and cultural self-identification labels.
  - Identify key facts about a country's geography like capital, landmarks, and climate.
- **1.3 Presentational**
  - Write and present information orally about a specific country's unique identity and contributions to the Spanish-speaking world

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
  - Examine how regional geography and biodiversity influence a nation's lifestyle, culinary traditions, and national pride
- **2.2 Products to Perspectives**
  - Analyze national flags, regional dishes, and landmarks as symbols that encapsulate a country’s historical struggles, indigenous roots, and modern cultural values

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
  - Connect language learning to the fields of physical geography, environmental science, and sociology by analyzing global ecosystems and the sociolinguistic history of identity terminology.
- **3.2 Acquiring Information and Diverse Perspectives**
  - Acquire deep information about frequently-overlooked Spanish-speaking regions, expanding global awareness past local or stereotypes or assumptions.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
  - Compare how nationalities are capitalized and structured in English (e.g., *Spanish, Colombian*) versus lowercase conventions in Spanish (*español, colombiano*), as well as the syntax of double pronouns.
- **4.2 Cultural Comparisons**
  - Compare how cultural identity labels are used within the United States versus how individuals within Latin American countries view their own local or regional identities.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
  - Challenge stereotypes within the school community by displaying or sharing accurate information about the diverse realities of the global Spanish-speaking community.

- **5.2 Lifelong Learning**
    - Apply an open-minded, nuanced understanding of cultural and regional backgrounds when interacting with Spanish speakers from various countries in future professional or travel settings.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - **2.1 Digital Rights and Responsibilities**
        - 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.
    - **2.2 Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
    - 3.3 **Digital Tools**
        - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - 4.2 **Communication and Collaboration**
        - 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.

5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How do labels like *hispano*, *latino*, *latinx*, *afrolatino*, and *chicano* shift in meaning depending on who is using them, and how does understanding these distinctions challenge monolithic assumptions about identity within and outside the United States?
- In what ways does a nation's physical geography, topography, and biodiversity actively shape its unique cultural products, daily lifestyle practices, and sense of national pride?
- How do tangible products such as national flags, landmarks, anthems, and traditional dishes serve as visual arguments that encapsulate a country's indigenous roots, historical struggles, and modern values?
- How does mastering advanced syntactic precision like proper capitalization and the correct sequencing of double object pronouns enhance our credibility and flow as advanced communicators?

**Scope and Sequence:**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Geography And Travel
    - Nationality And Identity

    - Food And Culture
    - Landmakers and Weather
- Grammar Focus:
    - Present Perfect
    - Past Tenses
    - Double Object Pronoun

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with unit-appropriate lists, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, teacher-created activities, etc.
2. **Grammar review** online, reference books, teacher-made practice and ancillary materials for the purpose of supporting unit communication goals.
3. **Communication activities** which practice presentational speaking, interpersonal dialogues, whole class discussion, or role-playing both in class, online and with World Language Lab equipment.
4. **Written practice** with worksheets, blog posts, text messages, letters, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues, etc.
5. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
6. **Reading and listening comprehension** with articles and comprehension questions from a variety of authentic resources such as websites, books, and t as well as teacher-created resources.
7. **Active class participation** throughout the lesson activities to check understanding, engagement and progress towards unit goals.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes or Tests**
   Written assessments which demonstrate recognition and use of vocabulary and grammar, understanding of current topic, reading and listening comprehension, and/or effective written communication to questions or prompts.
2. **Oral Presentations**
   A formal speaking presentation or interpersonal dialogue which demonstrates students' ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary.

3. **Written Compositions**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives.
4. **Creative Project**
   Student-centered and selected project that requires a clear and accurate use of target language vocabulary, grammar, and culture topic presented in a unique and personalized format.

**RESOURCES:**

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "¿Cuál es la diferencia entre hispano y latino?" *BBC Mundo*, 18 Oct. 2023, www.bbc.com/mundo/noticias-66894032.
- National Geographic Society. "La biodiversidad de Sudamérica." *National Geographic Education*, 2024, www.nationalgeographic.org/es/education/.
- Real Academia Española. "Apéndice 5: Lista de gentilicios." *Diccionario de la lengua española*, 2023, www.rae.es/diccionario-panhispanico-de-dudas/apendice5.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Unit 5: Spanish and Latin American Art

**Unit Goals**

At the completion of this unit, students will be able to:

- Describe, analyze, and interpret the symbolism, color palettes, and themes of Spanish and Latin American art with accurate use of the verbs *ser, estar* and *haber.*
- Distinguish between major art movements and describe their differences.
- Narrate the life stories, personal hardships, and historical environments of famous artists using a blend of the present perfect, preterite and imperfect tenses.
- Express personal interpretations of an artist's main message.
- Analyze and explain how a piece of art reflects, critiques, or responds to the specific historical events, political climates, and societal values of the era in which it was created.
- Evaluate how Hispanic and Latin American artists use their work to construct, challenge, or preserve personal, regional, and national identities (including concepts of *indigenismo*, *mestizaje*, or diaspora).

- Investigate and debate the role of public art (such as the Mexican Muralist movement or contemporary street art) as a tool for social justice, community education, and political protest.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**
- **1.1 Interpersonal**
  - Talk about personal interpretations, reactions, and emotional responses to the main message of various artworks with peers, using the verbs *ser*, *estar*, and *haber* to describe visual elements and defend aesthetic opinions in real time.
- **1.2 Interpretive**
  - Read and listen to information about biographies, personal hardships, historical environments, and distinct stylistic choices defining major Spanish and Latin American art movements through documentaries, biographical texts, and museum curatorial notes.
- **1.3 Presentational**
  - Write and present information orally about a chosen artwork and the artist's life integrating a variety of tenses.
  - Create an original piece of art or a visual metaphor that reflects the student's own identity or a global issue, and orally defend the artistic choices (color, symbolism, medium) to the class.

**GOAL AREA 2: Cultures**
- **2.1 Cultural Practices and Perspectives**
  - Examine how artists from different art movements and how they used them to process personal trauma, comment on societal shifts, or challenge the political status quo of their home countries.
- **2.2 Cultural Products and Perspectives**
  - Analyze paintings as physical cultural products to uncover cultural perspectives regarding identity, resilience, spirituality, and national history in the Spanish-speaking world.

**GOAL AREA 3: Connections**
- **3.1 Making Connections**
  - Connect Spanish language learning directly to the fields of Fine Arts, Art History, and World History by analyzing stylistic differences between global movements.
- **3.2 Acquiring Information and Diverse Perspectives**
  - Acquire firsthand insight into the historical and social climates of Spain and Latin America by interpreting the works of iconic artists.

**GOAL AREA 4: Comparisons**
- **4.1 Language Comparisons**
  - Compare the nuanced applications of *ser* (inherent traits/movements), *estar* (location of elements/emotional states), and *haber* (existence of objects) when describing a visual medium in Spanish versus the more generalized use of "to be" and "there is/are" in English.

- **4.2 Cultural Comparisons**
    - Compare how personal hardships and national identity are expressed through public art and classic masterpieces in Hispanic culture with how artists express similar themes in the students' own culture.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
    - Apply visual literacy and collaborative skills to discuss, curate, or display artistic interpretations, fostering an appreciation for global Hispanic art within the broader school community.
- **5.2 Lifelong Learning**
    - Cultivate a long-term personal habit of engaging with, appreciating, and interpreting diverse global art forms in museums, media, and local community spaces.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - **Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.**
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - **2.2 Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**

    - 3.3 **Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do artists use symbols and abstract movements (like Surrealism and Cubism) to express complex internal emotions and political realities of Mexico and Spain?
- What is the value and impact of art on global communities?
- How can I explain and analyze works of art and connect it to the lives and circumstances of the artist?
- How did the personal challenges, health struggles, and historical contexts of artists like Frida Kahlo shape their creative legacies?

- In what ways does art transcend language to communicate universal human experiences and foster global empathy?

**Scope and Sequence:**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Art Vocabulary
- Grammar Focus:
    - Ser, Estar And Haber
    - Present Progressive

**UNIT ASSURED ASSESSMENTS**

**RESOURCES:**

**Supplementary Practice Materials**

- Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
    - Edpuzzle/ Polleverywhere/ Kahoot/ Wayground/ Blooket/ Puzzel.org:

**Authentic Resources**

- Dalí, Salvador. "Entrevista exclusiva con Salvador Dalí." *Archivo Histórico RTVE*, Televisión Española, 1977, www.rtve.es/archivo/.
- *Frida*. Directed by Julie Taymor, Miramax Films, 2002.
- Google Arts & Culture. *Muralismo mexicano: El arte en las paredes*. Instituto Nacional de Bellas Artes y Literatura (INBAL), 2022, artsandculture.google.com.
- Kahlo, Frida. *El diario de Frida Kahlo: Un íntimo autorretrato*. Introducción de Carlos Fuentes, Editorial La Vaca Independiente, 2021.
- Museo Nacional Centro de Arte Reina Sofía. *Repensar Guernica*. Ministerio de Cultura y Deporte, 2024, guernica.museoreinasofia.es.
- Museo Frida Kahlo. *Recorrido Virtual 360°: La Casa Azul*. Banco de México Fiduciario en el Fideicomiso Museos Diego Rivera y Frida Kahlo, 2023, www.museofridakahlo.org.mx.

**Time Allotment**

- Approximately 20-25 1-hour classes

# UNIT 6 Bracero Program

**Unit Goals**

At the completion of this unit, students will be able to:

- Explain the origins, implementation, and lasting economic and social impacts of the Bracero Program (1942–1964) on both Mexican and American communities.
- Read, analyze, and discuss the short stories within *Cajas de cartón*, identifying central themes such as constant displacement, family unity, poverty, and the pursuit of education.
- Define the term *chicano*, trace its historical roots from the civil rights movement to the modern day, and explain how it influences concepts of belonging and mixed-status identity in the US.
- Draw reflective parallels and contrasts between one's own life, daily routines, and educational opportunities and those of the main character, Pancho.
- Weave the preterite, imperfect, and perfect tenses together to narrate historical timelines, describe cyclical conditions of migrant labor, and express personal reflections.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**
- **1.1 Interpersonal**
    - Talk about personal reactions to Pancho's hardships, themes of family separation, and the complexities of the Chicano identity with peers during collaborative discussion circles.
- **1.2 Interpretive**
    - Read and listen to information about authentic literary chapters from *Cajas de cartón*, historical documents, photographs, and oral histories of real braceros documenting their labor and living conditions in the mid-20th century.
- **1.3 Presentational**
    - Write and present information orally about the student's own life milestones with Pancho's experiences, utilizing narrative past tenses to highlight differences.

**GOAL AREA 2: Cultures**
- **2.1 Cultural Practices and Perspectives**
    - Examine how the economic reliance on seasonal agricultural labor shaped the migratory practices, family survival strategies, and communal networks of Mexican and Mexican-American workers in the United States.
- **2.2 Cultural Products and Perspectives**
    - Analyze *Cajas de cartón* as a landmark piece of Chicano literature, alongside corporate/government contracts from the Bracero Program, to understand conflicting perspectives on human labor, legal status, and civil rights.

**GOAL AREA 3: Connections**
- **3.1 Making Connections**
    - Connect Spanish language and literature study directly to United States History, economics, and sociology by studying the geopolitical agreements that allowed for cross-border labor shortages to be filled during and after WWII.

- **3.2 Acquiring Information and Diverse Perspectives**
    - Acquire a person-first, historically grounded understanding of the roots of modern Mexican-American immigration, using firsthand narratives to challenge simplistic political rhetoric around borders and identity.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare the linguistic evolution of Chicano Spanish and code-switching (*Spanglish*) as valid cultural expressions of living between two worlds, contrasting it with standard academic Spanish and English.
- **4.2 Cultural Comparisons**
    - Compare personal definitions of "home," "stability," and "success" with the definitions held by Pancho's family, who measure wealth through family unity and the contents of a single cardboard box.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
    - Apply an understanding of migrant labor and historical systemic challenges to recognize, honor, and advocate for the often unseen labor forces that sustain local agricultural, service, and economic communities today.
- **5.2 Lifelong Learning**
    - Leverage historical knowledge and empathy cultivated through literature to engage thoughtfully, respectfully, and compassionately in civic conversations regarding immigration, human rights, and multicultural identities throughout adulthood.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter.**

8. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
9. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - **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.**
    - **2.2 Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**

        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

10. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - 3.3 **Digital Tools**
        - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
11. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.
12. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
13. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
14. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
    - 7.3 **Ethical Responsibility**

- **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- What was the Bracero Program, and how did its historical and economic motivations reshape the social, linguistic, and cultural landscape of the United States?
- How does the Chicano identity reflect a unique blend of heritage, struggle, and resilience, and how does it connect the past (Pancho in *Cajas de cartón*) to the present (Carlos in *Una mejor vida*)?
- How do our personal privileges, stability, and schooling compare to the lived experiences of migrant families, and how can literature bridge that gap to build deep empathy?

**Scope and Sequence: Unit 6: Bracero Project**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
  - Migrant Labor and Agriculture
  - Identity And Heritage
- Grammar Focus:
  - Narrative Past Tense
  - Present And Past Perfect
  - Comparatives And Superlatives

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with unit-appropriate lists, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, teacher-created activities, etc.
2. **Grammar review** online, reference books, teacher-made practice and ancillary materials for the purpose of supporting unit communication goals.
3. **Communication activities** which practice presentational speaking, interpersonal dialogues, whole class discussion, or role-playing both in class, online and with World Language Lab equipment.
4. **Written practice** with worksheets, blog posts, text messages, letters, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues, etc.
5. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.

6. **Reading and listening comprehension** with articles and comprehension questions from a variety of authentic resources such as websites, books, and t as well as teacher-created resources.
7. **Active class participation** throughout the lesson activities to check understanding, engagement and progress towards unit goals.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes or Tests**
   Written assessments which demonstrate recognition and use of vocabulary and grammar, understanding of current topic, reading and listening comprehension, and/or effective written communication to questions or prompts.
2. **Oral Presentations**
   A formal speaking presentation or interpersonal dialogue which demonstrates students' ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary.
3. **Written Compositions**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives.
4. **Creative Project**
   Student-centered and selected project that requires a clear and accurate use of target language vocabulary, grammar, and culture topic presented in a unique and personalized format.

**RESOURCES:**.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- *Bajo la misma luna* [*Under the Same Moon*]. Directed by Patricia Riggen, Fox Searchlight Pictures, 2007.
- *Bracero History Archive*. Center for History and New Media, George Mason University, 2026, braceroarchive.org.
- Chicano Park Steering Committee. *The Murals of Chicano Park*. San Diego, 2023, www.chicanopark.org.
- Estados Unidos y México. *Acuerdo del Programa Bracero: Contrato estándar de trabajo agrícola*. Secretaría de Relaciones Exteriores, 1951. *Bitácora del Archivo Histórico Diplomático Mexicano*.

- Jiménez, Francisco. *Cajas de cartón: Relatos de la vida de un niño migrante*. Houghton Mifflin Harcourt, 2002.
- "Los legados del campo." *Radio Ambulante*, NPR, 2023, www.radioambulante.org.
- Los Tigres del Norte. "El Inmigrante." *Detalles y emociones*, Fonovisa, 2006.
- Saban, Chris, director. *Una mejor vida* [*A Better Life*]. Summit Entertainment, 2011.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Unit 7 Functional Fluency

**Unit Goals**

At the completion of this unit, students will be able to:

- Independently initiate, maintain, and close a real-world transactional conversation like making a purchase, booking a room, or asking for medical help in order to live and travel in Spanish-speaking communities
- Design a quick reference guide and lead my peers in practicing key idiomatic phrases tailored to a specific real-world survival scenario.
- Read and interpret high-frequency, authentic print materials such as airport departure boards, local menus, train schedules, and public signage.
- Identify ways to utilize situational language skills and vocabulary to act as a supportive, compassionate bridge for a native Spanish speaker navigating an English-centric environment.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**
- **Interpersonal**
    - Talk about practical and common real-world scenarios with classmates during interactive role-plays, practicing the cognitive flexibility required to switch registers and solve problems under stress.
    - Talk about unpredictable travel and daily life complications such as disputing an incorrect restaurant bill, explaining a specific food allergy to a chef, or asking a transit worker for alternative routes during a train delay, which requires students to use circumlocution and adapt their vocabulary on the spot to reach a successful resolution.
- **Interpretive**
    - Read and listen to information about transit schedules, prescription labels, menus to be able to function in a predominately Spanish speaking environment
    - Read and listen to scientific media (such as brief articles or videos on neuroplasticity) detailing the benefits of bilingualism.
    - Listen to possible public announcements to pick up on structural patterns, keywords and clues to extract safety or logistical information efficiently.

- **Presentational**
    - Write and speak about a structured "Survival Workshop" where students pitch a specific model dialogue to their peers, teaching key idiomatic phrases and demonstrating how to successfully handle a real-world interaction in real-time.
    - Write or present information to showcase a step-by-step cultural survival hack.

**GOAL AREA 2: Cultures**

- **Cultural Practices and Perspectives**
    - Examine how daily transactional etiquette (such as local medical routines, retail bartering (*el regateo*), or restaurant pacing) reflects deeper cultural priorities regarding time, community spacing, and personal connection.
- **Cultural Products and Perspectives**
    - Analyze localized cultural products such as regional menus, public transportation maps, signs, and brochures to gain insight into community design and cultural norms.
    - Evaluate the visual structure, layout, and formatting patterns of localized cultural products to build navigational familiarity and increase personal confidence when traveling in unfamiliar Spanish-speaking environments.

**GOAL AREA 3: Connections**

- **Making Connections**
    - Connect Spanish language study directly to Neuroscience and Cognitive Psychology by evaluating how switching languages strengthens executive functioning, problem-solving skills, and structural empathy networks in the brain.
- **Acquiring Information and Diverse Perspectives**
    - Acquire critical, firsthand logistical information regarding international travel, health, and public transportation abroad, utilizing authentic Spanish media to view daily systems from a global perspective.

**GOAL AREA 4: Comparisons**

- **Language Comparisons**
    - Compare the mechanical structure and emotional tone of the Imperative Mood (commands) and the Conditional Tense in Spanish versus English, identifying how varying structures are used to show courtesy, urgency, or authority.
- **Cultural Comparisons**
    - Contrast the societal expectations of a bystander's role in the US versus the Spanish-speaking world when someone faces a language barrier, evaluating how personal definitions of community assistance differ across cultures.
    - Contrast communication and culture of bilingual or multi-lingual communities as opposed to monolingual communities.

**GOAL AREA 5: Communities**

- **School and Global Communities**
    - Utilize functional bilingualism to serve as an active, real-time civic bridge within the school or local community, stepping in to facilitate communication for Spanish speakers navigating English-centric health or transactional spaces.

- **Lifelong Learning**
    - Leverage an understanding of the cognitive advantages of bilingualism to commit to lifelong language maintenance, viewing fluency not just as a school subject, but as a permanent mental framework for empathy and intellectual growth.
    - Encourage interests in consuming Spanish music, media, and literature for personal enjoyment.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are used in this chapter.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - **2.2 Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
    - 3.3 **Digital Tools**
        - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.

    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How does mastering culturally specific, situational language change our confidence and safety when traveling abroad or living in Spanish-speaking communities?
- How can we leverage circumlocution and situational cues to successfully resolve real-world conflicts or emergencies?
- How does developing functional fluency transition us from being observers to becoming active community allies who can use language to build connections, self-advocate and assist others in moments of need?
- What are some of the benefits of bilingualism and why is it important?
- In what ways does bilingualism physically reshape our cognitive flexibility, and how does that neural shift expand our capacity for empathy by allowing us to experience the world through multiple cultural lenses?

**Scope and Sequence: Unit 4:**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Situational Lexicon
    - Travel, Restaurant and Shopping
- Grammar Focus:
    - Conditional Tense (Requests)
    - Imperative Mood (Commands)
    - Stem-changing Verbs

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with unit-appropriate lists, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, teacher-created activities, etc.
2. **Grammar review** online, reference books, teacher-made practice and ancillary materials for the purpose of supporting unit communication goals.
3. **Communication activities** which practice presentational speaking, interpersonal dialogues, whole class discussion, or role-playing both in class, online and with World Language Lab equipment.
4. **Written practice** with worksheets, blog posts, text messages, letters, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues, etc.
5. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
6. **Reading and listening comprehension** with articles and comprehension questions from a variety of authentic resources such as websites, books, and t as well as teacher-created resources.
7. **Active class participation** throughout the lesson activities to check understanding, engagement and progress towards unit goals.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes or Tests**

Written assessments which demonstrate recognition and use of vocabulary and grammar, understanding of current topic, reading and listening comprehension, and/or effective written communication to questions or prompts.

2. **Oral Presentations**
   A formal speaking presentation or interpersonal dialogue which demonstrates students' ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary.
3. **Written Compositions**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives.
4. **Creative Project**
   Student-centered and selected project that requires a clear and accurate use of target language vocabulary, grammar, and culture topic presented in a unique and personalized format.

**RESOURCES:**.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "El cerebro bilingüe: ¿Cómo cambia nuestra mente al hablar dos idiomas?" *National Geographic España: Ciencia*, RBA Revistas, 2024, www.nationalgeographic.com.es/ciencia.
- Red de Metro de Madrid. *Plano esquemático de la red de metro*. Comunidad de Madrid, 2026, www.metromadrid.es.
- Red de Renfe. Inicio de Renfe. Ministerio de Transportes y Movilidad Sostenible, 2026, www.renfe.com/es/es.
- Restaurante Sobrino de Botín. *Menú del día y carta tradicional*. Madrid, 2026, www.botin.es.
- TED-Ed. "Los beneficios del cerebro bilingüe." *YouTube*, narrated by Mia Nacamulli, 2015, www.youtube.com/watch?v=MMmOLN5zBLY. .

**Time Allotment**

- Approximately 20-25 1-hour classes

# Unit 8: Passion Project

**Unit Goals**
At the completion of this unit, students will:

- Plan and execute a targeted research using authentic Spanish sources to synthesize information about a self-selected, highly specialized topic.
- Design a well-structured, visually organized multimedia presentation and a written "check for understanding" artifact using clear, grammatically accurate academic Spanish.
- Delivering a thorough 15-minute lesson on my area of expertise while adjusting my pacing and vocabulary to ensure my peers understand the content.
- Answer unpredictable, real-time follow-up questions from my audience regarding my researched topic without relying on pre-written scripts.
- Actively listen to multi-paragraph, peer-led presentations on unfamiliar, diverse topics, identifying main ideas and taking meaningful notes to demonstrate my comprehension.
- Formulate and pose relevant, culturally curious questions to a presenter to deepen my own understanding of their specialized topic.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**
- **1.1 Interpersonal**
  - Talk about **s**tudent-driven topics of expertise by asking culturally curious follow-up questions during peer presentations, and spontaneously answering audience questions at the end of one's own presentation.
- **1.2 Interpretive**
  - Read and listen to information about specialized, self-selected topics by decoding authentic sources, and actively listening to peer lessons to extract main ideas.
- **1.3 Presentational**
  - Write and present information orally about an original, specialized research topic, acting as a guest instructor to deliver an immersive multimedia lesson and designing a written or digital check for understanding (e.g., an exit ticket, interactive quiz, or poll) for the class.

**GOAL AREA 2: Cultures**
- **2.1 Cultural Practices and Perspectives:**
  - Examine how specific regional practices such as traditional dance styles, local sporting subcultures, or environmental conservation efforts reflect the unique socio-historical perspectives of different communities in the Spanish-speaking world.
- **2.2 Products to Perspectives:**
  - Analyze localized cultural products to uncover how a specific region’s geography, history, or values shaped those creations.

**GOAL AREA 3: Connections**
- **3.1 Making Connections**

    - Connect Spanish language study directly to interdisciplinary academic fields by conducting specialized research and teaching a lesson that integrates content-area knowledge with advanced language skills.
- **3.2 Acquiring Information and Diverse Perspectives:**
    - Acquire highly distinct, non-traditional cultural information by curating diverse viewpoints straight from authentic Spanish-language media.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**:
    - Compare the specialized, technical vocabulary required to discuss an advanced niche topic in Spanish versus English, noticing how technical registers differ structurally between the two languages.
- **4.2 Cultural Comparisons**:
    - Contrast the global perception of a student's chosen topic with its reality within Hispanic cultures, identifying and dismantling common misconceptions.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**:
    - Transition into the role of an active educator within the school community by using advanced bilingualism to enrich the collective global awareness and knowledge base of the entire classroom.
- **5.2 Lifelong Learning**:
    - Establish a permanent habit of self-directed learning by pursuing personal passions through a Spanish-language lens, proving that language is an active vehicle for exploring individual hobbies and career interests throughout adult life.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter:**

8. **Empowered Learner**
    - 1.1 **Learning Goals**
        - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
    - 1.2 **Digital Age Learning**
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    - 2.2 **Digital Health and Wellness**

        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
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        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society**.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How does having total autonomy over our topic of study change our personal investment, linguistic confidence, and long-term ownership of the Spanish language?
- What specific communication and pedagogical strategies must a presenter use to transform complex, specialized research into an engaging, accessible lesson for their peers?
- How does acting as both a teacher and an active audience member cultivate a collaborative, intellectually diverse community within a language classroom?

**Scope and Sequence: Unit 1: Para Empezar**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Student-Curate Technical Domain
- Grammar Focus:
    - All Tenses and Moods

**UNIT ASSURED ASSESSMENTS**

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  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- *Biografías y Vidas: La enciclopedia biográfica en línea*. 2026, www.biografiasyvidas.com.
- *Cultura Genial*. 2026, www.culturagenial.com/es/.
- *El País Semanal*. Ediciones El País, 2026, elpais.com/elpais/el_pais_semanal.html.
- Google. *Google Académico*. 2026, scholar.google.es.
- RTVE Play. *Docufilia / Documentales*. Radio y Televisión Española, 2026, www.rtve.es.
- Vogue España. *Moda*. Condé Nast España, 2026, www.vogue.es/moda .

**Time Allotment**

- Approximately 15-20 1-hour classes

## CREDIT

One credit in World Language
One class period for a full school year - one drop per 8 drop 2 cycle.

## PREREQUISITES

Successful completion of Spanish IV, Spanish IV honors or Spanish IV Conversation and Culture with a teacher recommendation.

## ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
- World Language Interpersonal Speaking Rubric
- World Language Level of Engagement Rubric
- TPS Vision of the Graduate Skill Rubric: Communication Gr 9-12

Reading Rubric

**Trumbull High School School-Wide**

| Category/Weight | Exemplary<br>4 | Goal<br>3 | Working Toward Goal<br>2 | Needs Support<br>1-0 |
|---|---|---|---|---|
| Respond<br><br>X_____ | Demonstrates exceptional understanding of text by:<br>• Clearly identifying the purpose of the text<br>• Providing initial reaction richly supported by text<br>• Providing a perceptive interpretation | Demonstrates understanding of text by:<br>• Identifying the fundamental purpose of the text<br>• Providing initial reaction supported by text<br>• Providing a clear/straight forward interpretation of the text | Demonstrates general understanding of text by:<br>• Partially identifying the purpose of the text<br>• Providing initial reaction somewhat supported by text<br>• Providing a superficial interpretation of the text | Demonstrates limited or no understanding of text by:<br>• Not identifying the purpose of the text<br>• Providing initial reaction not supported by text<br>• Providing an interpretation not supported by the text |
| Interpret<br><br>X_____ | Student is able to exceptionally interpret text by :<br>• Extensively reshaping, reflecting, revising, and/or deepening initial understanding<br>• Constructing insightful and perceptive ideas about the text.<br>• Actively raising critical questions and exploring multiple interpretations of the text | Student is able to interpret text by :<br>• Reshaping, reflecting, revising, and/or deepening initial understanding<br>• Summarizing main ideas of text<br>• Actively interpreting text by raising questions and looking for answers in text | Student is able to interpret text by :<br>• Guided reflection and/or revision of initial understanding<br>• Summarizing some main ideas of text<br>• Guided interpretation of text by answering questions locating answers in text | Student demonstrates limited ability to interpret text as evidenced by :<br>• Struggle to implement guided reflection and/or revision of initial understanding<br>• Struggle to summarize any main ideas of text<br>• Struggle to answer questions by locating responses in text |
| Connect<br><br>X_____ | Demonstrates perceptive connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates specific connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates general connections<br>• text to text<br>• text to self<br>• text to world | Struggles to make connections<br>• text to text<br>• text to self<br>• text to world |
| Evaluate<br><br>X_____ | Insightfully evaluates the text by one or more of the following elements:<br>• Critical analysis to create a conclusion supported by the text<br>• Perceptive judgments about the quality of the text<br>• Synthesis of text<br>• Express a personal opinion. | Evaluates the text by one or more of the following elements:<br>• critical analysis to form a conclusion from the text<br>• thoughtful judgments about the quality of the text<br>• Evaluation of text to express personal opinion(s) | A general evaluation of the text by one or more of the following elements:<br>• Forms a superficial conclusion from the text<br>• Assesses the quality of the text<br>• Uses text to express personal opinion(s) | Struggles to evaluate the text by any of the following elements:<br>• Forming a conclusion from the text<br>• Assessing the quality of the text<br>• Using text to express personal opinion(s) |

Writing Rubric

**Trumbull High School School-Wide**

| Category/Weight | Exemplary<br>4<br>**Student work:** | Goal<br>3<br>**Student work:** | Working Toward Goal<br>2<br>**Student work:** | Needs Support<br>1-0<br>**Student work:** |
|---|---|---|---|---|
| Purpose<br><br>X_____ | • Establishes and maintains a clear purpose<br>• Demonstrates an insightful understanding of audience and task | • Establishes and maintains a purpose<br>• Demonstrates an accurate awareness of audience and task | • Establishes a purpose<br>• Demonstrates an awareness of audience and task | • Does not establish a clear purpose<br>• Demonstrates limited/no awareness of audience and task |
| Organization<br><br>X_____ | • Reflects sophisticated organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a clear focus<br>• Utilizes effective transitions | • Reflects organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a focus<br>• Utilizes transitions | • Reflects some organization throughout<br>• Demonstrates logical progression of ideas at times<br>• Maintains a vague focus<br>• May utilize some ineffective transitions | • Reflects little/no organization<br>• Lacks logical progression of ideas<br>• Maintains little/no focus<br>• Utilizes ineffective or no transitions |
| Content<br><br>X_____ | • Is accurate, explicit, and vivid<br>• Exhibits ideas that are highly developed and enhanced by specific details and examples | • Is accurate and relevant<br>• Exhibits ideas that are developed and supported by details and examples | • May contain some inaccuracies<br>• Exhibits ideas that are partially supported by details and examples | • Is inaccurate and unclear<br>• Exhibits limited/no ideas supported by specific details and examples |
| Use of Language<br><br>X_____ | • Demonstrates excellent use of language<br>• Demonstrates a highly effective use of standard writing that enhances communication<br>• Contains few or no errors. Errors do not detract from meaning | • Demonstrates competent use of language<br>• Demonstrates effective use of standard writing conventions<br>• Contains few errors. Most errors do not detract from meaning | • Demonstrates use of language<br>• Demonstrates use of standard writing conventions<br>• Contains errors that detract from meaning | • Demonstrates limited competency in use of language<br>• Demonstrates limited use of standard writing conventions<br>• Contains errors that make it difficult to determine meaning |

Presentational Speaking Rubric

**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Towards Goal** | **1/0**<br>**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**<br>_____ | | | | |

Interpersonal Speaking Rubric
**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Toward Goal** | **1/0**<br>**Needs Support** |
|---|---|---|---|---|
| **Vocabulary**<br>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<br><br>Interference from another language. |
| **Task**<br>concentrates on: fulfillment, elaboration, context appropriate | 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 **little to no** details |
| **Delivery**<br>concentrates on: fluency, timing, pronunciation | Pronunciation and intonation are **excellent**. Student speaks clearly.<br><br>**Confident** ease of expression throughout. | Pronunciation is **effective**. Student speaks clearly.<br><br>**Mostly confident** ease of expression throughout. | Pronunciation is **adequate**. Student speaks with hesitation but **with some** clarity.<br><br>**Some** confident ease of expression throughout. | Pronunciation is **inadequate** and/or incorrect.<br><br>**Limited** ease of expression throughout |
| **Comprehensibility**<br>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**<br>concentrates on: grammar, accuracy, syntax | Demonstrates a **highly effective** use of standard speaking practices that enhances communication. | Demonstrates **effective** use of standard speaking practices.<br><br>Errors do not detract from communicative meaning. | Demonstrates **some** appropriate use of standard speaking practices.<br><br>Errors detract from communicative meaning. | Demonstrates **limited** use of standard speaking practices.<br><br>Contains errors that make it very difficult to determine communicative meaning. |
| **Other:**<br>_____ | | | | |

Level of Engagement Rubric
**World Language Department Specific**

| Topic | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Use of target language (TL)** | **Always** attempts to express oneself in TL before using English | **Usually** attempts to express oneself in TL before using English | **Occasionally** attempts to express oneself in TL before using English | **Rarely** attempts to express oneself in TL before using English |
| **Interactive participation**<br>● on task<br>● group work/pair work,/Teacher (T)<br>● listening<br>● raising hands | **Always** on task<br>-**Always** actively participates with partner(s)/T<br>-**Always** listens attentively<br>-**Always** attempts to respond to questions/class discussion | **Usually** on task<br>-**Usually** actively participates with partner(s)/T<br>-**Usually** listens attentively<br>-**Usually** attempts to respond to questions/class discussion | -**Occasionally** on task<br>-**Occasionally** actively participates with partner(s)/T<br>- **Occasionally** listens attentively<br>- **Occasionally** attempts to respond to questions/class discussion | -**Rarely** on task<br>-**Rarely** actively participates with partner(s)/T<br>- **Rarely** listens attentively<br>- **Rarely** attempts to respond to questions/class discussion |
| **Responsibility for learning**<br>● class materials<br>● extra help<br>● outside reading etc. | -**Always** brings required materials to class<br>-**Always** asks for assistance if needed<br>-**Always** initiates independent learning | -**Usually** brings required materials to class<br>-**Usually** asks for assistance if needed<br>-**Usually** initiates independent learning | -**Occasionally** brings required materials to class<br>-**Occasionally** asks for assistance if needed<br>-**Occasionally** initiates independent learning | -**Rarely** brings required materials to class<br>-**Rarely** asks for assistance if needed<br>-**Rarely** initiates independent learning |
| **Attendance/promptness** | -**Always** arrives on time to class<br>-**Always** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Usually** arrives on time to class<br>-**Usually** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Occasionally** arrives on time to class<br>-**Occasionally** ready to fulfill assigned opening task<br>-Absences are **generally** excused | -**Rarely** arrives on time to class<br>-**Rarely** ready to fulfill assigned opening task<br>-Absences are **rarely** excused |
| **Behavior/civility**<br>● electronic devices<br>● following directions<br>● respectful of others<br>● obeys classroom and school rules | -**Always** displays positive behavior in the classroom<br>-**Always** respectful of others<br>-**Always** follows school and classroom rules | -**Usually** displays positive behavior in the classroom<br>- **Usually** respectful of others<br>- **Usually** follows school and classroom rules | - **Occasionally** displays positive behavior in the classroom<br>- **Occasionally** respectful of others<br>- **Occasionally** follows school and classroom rules | - **Rarely** displays positive behavior in the classroom<br>- **Rarely** respectful of others<br>- **Rarely** follows school and classroom rules |

TPS Vision of the Graduate Rubrics

Skill Rubric: Communication Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

| Indicator of Attainment | Beginning 1 | Meets 2 | Exceeds 3 | Score |
|---|---|---|---|---|
| **PURPOSE** Expresses ideas in alignment with the intended purpose. | Limited demonstration of understanding. Purpose is not identified and/or not fully articulated.<br><br>Does not or partially expresses ideas in alignment with purpose. | Purpose is identified and articulated but may be occasionally unclear.<br><br>Expresses ideas with purpose. | Purpose is identified and clearly articulated and enhanced.<br><br>Clearly expresses ideas in alignment with the intended purpose.<br><br>Makes connections beyond the intended purpose. | |
| **AUDIENCE** Demonstrates an awareness of the intended audience. | Demonstrates little to no awareness of the audience.<br><br>Language and content is inappropriate and/or ineffective for the audience. | Demonstrates an awareness of the audience.<br><br>Language and content is appropriate and helps the audience understand the topic/position. | Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner.<br><br>Language and content is appropriate and precise which helps the intended audience further understand the topic/position. | |
| **ORGANIZATION** Organizes and supports ideas in alignment with the intended purpose. | The organizational structure is not and/or minimally effective for the purpose.<br><br>The topic/position is not focused and/or minimally supported by details. | Effective organizational structure supports the purpose.<br><br>The topic/position is focused, well thought out, and supported by accurate and effective details. | Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose.<br><br>Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth. | |
| **LISTENING** Receives and responds to ideas in alignment with the intended purpose. | Limited to no ability to listen to others.<br><br>Unable to ask relevant questions.<br><br>Can not paraphrase/restate the message. | Listens to, evaluates, and responds to others.<br><br>Asks relevant questions.<br><br>Demonstrates understanding by accurately paraphrasing/restating the message. | Actively listens to, evaluates and responds to others.<br><br>Asks relevant questions that indicate an interest to learn more and understand further.<br><br>Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented. | |
| **SCORING** | Beginning: 4 - 6 | **Meets: 7 - 9 GOAL** | Exceeds: 10 - 12 | __ / 12 |

# TRUMBULL PUBLIC SCHOOLS

## Trumbull, Connecticut

# Spanish V Honors
# Grade 12

## 2026

**(Last revision date: June 2026)**


**Curriculum Writing Team**

| | |
|---|---|
| **Susanna Lavorgna-Lye** | **World Language Department Chair** |
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| **Susan C. Iwanicki, Ed.D.** | **Assistant Superintendent** |

**Spanish V Honors**
**Grade 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 its employment.

## 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

Spanish V Honors is a rigorous, full-year elective course designed for senior-level students seeking to achieve advanced proficiency in Spanish language and culture. The primary rationale for offering this course is to provide a capstone experience that transitions students from structured linguistic acquisition to autonomous, high-level application. The curriculum is rooted in the philosophy that language is a dynamic, living vehicle for critical inquiry. To this end, the course prioritizes communicative and cultural literacy, challenging students to engage with complex, authentic texts, media, and real-world global issues. By fostering deep intercultural competence, Spanish 5 Honors prepares students to navigate an increasingly interconnected world and positions them for success in university-level studies and future professional global environments.

As the culmination of the district's world language trajectory, Spanish V Honors serves as a critical bridge between intermediate high school sequence and advanced post-secondary studies. Students entering this course have successfully completed Spanish IV or Spanish IV Honors, possessing a robust foundational command of advanced grammatical structures and varied vocabulary. The Spanish V Honors framework does not introduce grammar in isolation; rather, it requires the systemic recycling, refinement, and synthesis of previously acquired linguistic skills. This deliberate curricular alignment allows students to pivot from the mechanics of *learning the language* to utilizing the language as a tool for critical analysis, shifting their proficiency toward sustained, spontaneous production in the interpretive, interpersonal, and presentational modes of communication.

## COURSE COMPONENTS:

**Speaking:**

- Initiate, maintain, and close paragraph-length conversations on a variety of concrete cultural, social, and personal topics.
- Practice and refine pronunciation, pacing, and intonation to ensure clear communication with native speakers used to dealing with language learners.
- Incorporate a broad range of thematic vocabulary and idiomatic expressions to discuss interests, current events, and cultural concepts with detail.
- Participate in prepared and unscripted dialogues, demonstrating the ability to work through linguistic gaps by paraphrasing or using alternative words.
- Deliver structured oral presentations, summaries, and media commentaries in Spanish based on researched content or familiar thematic units.

**Listening:**

- Understand the main ideas and supporting details from a variety of authentic audio sources, including short films, news reports, podcasts, and contemporary music.
- Engage with listening exercises featuring native speakers from different Spanish-speaking regions to recognize variations in pronunciation and vocabulary.
- Utilize audio and video contexts to infer the meaning of unfamiliar words and understand the application of advanced grammar in natural speech.
- Capture key details from auditory sources to actively participate in follow-up discussions and comparative activities.

**Reading:**

- Read and analyze the main ideas and specific details of authentic texts, such as contemporary articles, blogs, short stories, poems, and film scripts.
- Navigate Spanish-language websites and online publications to track current events, global trends, and cultural perspectives.

**Writing:**

- Write multi-paragraph compositions, formal/informal emails, and creative dialogues that effectively utilize the indicative, subjunctive, and imperative moods.
- Compose complex sentences using a variety of transitional words and connectors to link ideas smoothly and logically.
- Practice writing for different audiences and purposes, shifting between informal peer reflections and formal academic or professional correspondence.

**Cultural Exploration:**

- **Products:** Students navigate the distinct geography and landmarks of the Spanish-speaking world, ranging from Mexico City's *Zócalo* and Madrid's *Plaza Mayor* to the natural wonders of the Andes and Rapa Nui.
- **Practices:** Students investigate authentic lifestyle traditions, such as the social custom of *ir de tapas* in Madrid, the historical use of the *abanico*, and daily life adapted to the topography of the Andes. Students distinguish between regional dialects and structural variations, including the grammatical use of *Voseo*, unique Andean accents, and Spanish words of Arabic origin.
- **Perspectives:** Analyze how geography, history, and modern society shape cultural viewpoints, with a specific focus on the fluid definitions of identity (e.g., Hispanic vs. Latino) and the universal human experiences portrayed in modern media.

**Assessment and Evaluation:**

- **Level of Engagement:** Active involvement in class discussions, group projects, collaborative tasks and daily activities.
- **Informal:** Vocabulary and grammar assignments to reinforce classroom learning and preparing for assessments.
- **Formal:** Periodic assessments to evaluate progress in all four language skills.
- **Projects:** Individual and group projects that incorporate language use and cultural understanding.
- **Speaking or Written Tasks:** Each unit may have written and/or spoken presentations incorporating chapter content that allows students to synthesize their learning.

## COURSE OUTCOMES

By the end of this course, students will develop intermediate skills to express emotions and impressions and make recommendations in Spanish. They will be able to understand the connection between healthy habits and lifestyle in Spanish-speaking countries. They will be able to understand the perspective of individuals living between cultures. They will also explore the relationship between legends and nature. They will also learn to recognize vocabulary related to nature, sports competitions, art, nutrition and conflict and relationships. Students will be able to communicate in the three different moods: indicative, subjunctive and imperative. This course will provide the vocabulary, grammar, and cultural knowledge necessary for students to continue successfully in their future Spanish studies.

**Resources:**

**Core Text:**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials:**

- Online Language Learning Platforms:
    - Edpuzzle/ Kahoot/ Wayground, formerly Quizizz/ Blooket/ Puzzel.org:
    - Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Specifically for verb practice.

**Authentic Resources:**

- **Varies each unit**

## COURSE GOALS

The following Course Goals derive from the 2024 Connecticut World Language Standards Intermediate-Mid and Intermediate-High Level

**GOAL AREA 1: Communication- Learners can communicate effectively in more than one language to function in a variety of situations and for multiple purposes.**

- **1.1 Interpersonal**: **Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Intermediate Mid learners** can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday lives.
- **1.2 Interpretive**: **Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Intermediate Mid learners** can participate in conversations on familiar topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about themselves and their everyday lives
- **1.3 Presentational**: **Learners present spoken, written, or signed 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.**

**Intermediate-high learners** can present information in a generally organized way on school, work, and community topics, and on topics they have researched. They can make presentations on some events and experiences in various time frames.

**GOAL AREA 2: Cultures- Learners interact with cultural competence and understanding.**

- **2.1 Cultural Practices and Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied**. **Intermediate learners** can identify and compare practices to help them understand perspectives in their own and other cultures
- **2.2 Cultural Products and Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Intermediate learners** can identify and compare products to help them understand perspectives in their own and other cultures

**GOAL AREA 3: Connections- Learners connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic- and career-related situations.**

- **3.1 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. Intermediate learners** can acquire, exchange, and present information in the target language on topics related to self and the immediate environment and age-appropriate academic content across disciplines.
- **3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures**. **Intermediate learners** can identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the communities where the language is spoken.

**GOAL AREA 4: Comparisons- Learners develop insight into the nature of language and culture to interact with cultural competence.**

- **4.1 Language Comparisons**: **Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own. Intermediate-mid learners** can investigate and reflect on the nature and structure of language through comparisons of the language studied and their own.
- **4.2 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. Intermediate learners** can investigate and explain the concept of culture through comparisons of the language culture(s) and their own

**GOAL AREA 5: Communities- Learners communicate and interact with cultural competence to participate in multilingual communities at home and around the world.**

- **5.1 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**. **Intermediate learners** can use the target language to connect and interact with members of their local, state, national, and global communities on topics related to themselves and familiar topics with cultural competence and understanding in order to participate in multilingual communities at home.
- **5.2 Lifelong Learning**: **Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and advancement. Intermediate learners** can set language learning goals appropriate to their proficiency level, and goals for personal enjoyment and enrichment, and reflect on their progress toward meeting their goal(s).

**The following Course Goals derive from the ISTE Standards for Students.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal acquisition goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve communicative outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use digital language platforms and interactive tools to seek immediate feedback that informs and improves their grammar practice and to demonstrate their cultural learning in a variety of modalities.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, acting and modeling in ways that are safe, legal, and ethical (including the responsible use of online translators, AI, and digital media attribution).
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate authentic Spanish-language media and resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - Students build knowledge by actively exploring real-world issues in the Hispanic world (such as public health campaigns and environmental conservation), developing ideas, and pursuing answers

    - 3.3 **Digital Tools**
        - Students evaluate the perspective, credibility, and relevance of authentic target-language information, media, or digital resources.
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose and remix digital resources (such as images, music clips, and text) into new cultural presentations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - Students communicate complex ideas clearly and effectively by creating digital products, multimedia presentations, or visual models to analyze art, literature, and social trends.
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to express their views creatively and persuasively in Spanish, sharing ideas with diverse audiences within the class community.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world, using technology to bridge geographical distances and examine the relationship between nature, culture, and society.
    - 7.3 **Ethical Responsibility**
        - Students use digital tools to broaden their perspectives and demonstrate empathy, compassion, and deep respect for the diversity of cultures and viewpoints across the Spanish-speaking world.

## COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- Language is a lens for identity. Language choice, vocabulary, and labeling (such as the nuanced distinctions between *Hispano*, *Latino*, and *Afro-latino*) reflect and shape personal, regional, and national identities across the global diaspora.
- Authentic cultural products—such as contemporary short films (*cortometrajes*), literature, and journalism—express universal human experiences (like love, relationships, and societal roles) through unique, culturally specific viewpoints.
- Geography, migration patterns, and historical shifts directly influence the linguistic landscape, socioeconomic structures, and contemporary cultural practices of the Spanish-speaking world, including within the United States.
- Navigating complex or unfamiliar topics at the Intermediate level requires strategic communication skills, such as circumlocution and the synthesis of multi-paragraph discourse, rather than relying on isolated vocabulary or rigid translation.
- Advanced grammatical structures, particularly the deliberate shift between the indicative and subjunctive moods, are not just mechanical rules but essential tools used to express varying degrees of emotion, doubt, urgency, and perspective.
- Engaging with diverse regional voices and global current events fosters a deeper, empathetic understanding of one's own culture by examining it through a comparative, global framework.

## COURSE ESSENTIAL QUESTIONS

- How does the language we choose to use shape, reflect, and negotiate our personal and collective identities?
- In what ways do geography, migration, and history continuously redefine the cultural and socioeconomic landscapes of the Spanish-speaking world?
- How do authentic products, such as contemporary short films, literature, and journalism, reveal both the universal human experience and uniquely regional viewpoints?
- How do future plans and societal definitions of "success" vary across cultures, and how do our personal roots influence the choices we make?
- How does mastering linguistic nuance, perspective, and ambiguity empower us to communicate effectively in a complex, global society?

**COURSE KNOWLEDGE & SKILLS**

***These skills align with the ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness standards for Language Learning***

By completion of the Spanish V Honors course, students will be able to function in the four modes of communication: **speaking**, **writing**, **listening**, and **reading**.

- **Speaking**: Students will be able to…
  - Initiate and sustain conversations using connected discourse in multiple time frames.
  - Express and support personal opinions on social, literary, and cultural themes presented in *Imagina*.
  - Participate in discussions, debates, and role-plays that reflect real-life and culturally authentic situations.
  - Narrate past experiences, describe present conditions, and hypothesize about future or imagined scenarios.

- **Writing**: Students will be able to…
  - Compose coherent, organized texts in multiple genres (e.g., narratives, persuasive essays, letters, character reflections).
  - Incorporate transitional language and rich vocabulary to convey meaning clearly and fluidly.
  - Develop arguments and analyses in response to literary texts, cultural themes, and societal issues.

- **Listening**: Students will be able to…
  - Comprehend the main ideas and supporting details of authentic audio and video materials (e.g., interviews, news reports, film excerpts) presented in *Imagina*.
  - Interpret tone, mood, and point of view in spoken texts.
  - Recognize regional accents and variations within Spanish spoken in different countries.
  - Use listening strategies such as predicting, note-taking, and paraphrasing to aid comprehension.

- **Reading**: Students will be able to…
  - Read and analyze a variety of authentic and adapted texts including articles, literary excerpts, biographies, and essays from *Imagina.*
  - Identify main ideas, supporting details, and rhetorical structures in increasingly complex texts.
  - Interpret cultural and historical contexts embedded in the literature and informational texts.
  - Compare perspectives from different regions of the Spanish-speaking world through thematic readings.

## VISION OF THE GRADUATE ALIGNMENT

Spanish V Honors carefully integrates the eight core competencies outlined in Trumbull Public Schools' Vision of the Graduate through authentic communication, cultural exploration, collaboration, and reflection. Students develop communication skills, critical thinking, collaboration, and self-efficacy as they engage in meaningful language use and intercultural learning in real world contexts.

| Vision of the Graduate Competency | How it is Embedded Throughout the Course |
|---|---|
| **Communication** | Students communicate in Spanish through discussions, presentations, cultural comparisons, and authentic writing tasks. They practice expressing opinions, active listening, and narrating in multiple time frames using intermediate language functions. |
| **Self-Efficacy** | Students build confidence through independent speaking, research, and project-based tasks in real world contexts. Risk taking in the language, reflection and revision help students monitor growth and strengthen proficiency. |
| **Critical Thinking & Problem Solving** | Students analyze authentic texts, media, and cultural perspectives while interpreting meaning, comparing viewpoints, and supporting ideas with evidence. Students problem solve in real world communication scenarios and dialogues. |
| **Collaboration** | Pair and group activities are a crucial component in the classroom, encouraging teamwork, respectful discussion, peer feedback, and shared responsibility using the target language. |
| **Growth Mindset** | Students improve through consistent practice, revision, and reflection. Mistakes are viewed as part of the language-learning process and opportunities for growth. |
| **Integrity** | Students demonstrate academic honesty, respectful participation in class discussions, ethical technology use, and appreciation for diverse cultural perspectives. |
| **Innovation** | Creative projects such as multimedia presentations, podcasts, and digital storytelling encourage students to use language in original and meaningful ways. |
| **Emotional Intelligence** | Students build empathy and intercultural understanding through reflection, discussion, and exploration of perspectives across Spanish-speaking communities. |

## COURSE SYLLABUS

**Course Name**
Spanish V

**Level**
Honors

**Prerequisites**
Successful completion of Spanish IV Honors or Spanish IV with teacher recommendation.

### General Description of the Course

This Honors course is designed to refine students' linguistic skills while providing ample opportunities for writing, reading, and peer group practice. There will be an emphasis on the correct use of grammar, literary interpretation, culture appreciation through film and art, and personal expression. Advanced grammar points will be explored. The language lab will be used to reinforce advanced linguistic skills and research on topics of Spanish culture. Various genres of literature will be addressed in class. Selected poems and short stories will be read in their entirety and analyzed through discussion and composition. Prerequisite: Teacher recommendation and successful completion of Spanish IV Honors, or exemplary completion of ACP Spanish IV.

### Assured Assessments for Each Marking Period

**Assured Assessments for each marking period:** All teachers of the World Language Department divide their grades into 3 weighted categories as follows:

- **10% Level of Engagement (LOE)**: Use of target language, interactive participation, responsibility for learning attendance, promptness, behavior and civility.
- **30% Informal Assessments**: Homework, classwork, spontaneous speaking/writing, online textbook activities
- **60% Formal Assessments**: Spontaneous speaking/writing, quizzes, tests, essays, research or unit projects, presentations, etc.

**Supplemental Texts and Resources:**
**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources and Materials**

- Varies each unit

# Lección 1: Sentir y vivir

**Unit Goals**
At the completion of this unit, students will:

- Discuss and explain the basic differences between the identity terms *hispano* and *latino*.
- Read and talk about important historical events and how they shaped different Spanish-speaking countries.
- Listen to and identify different regional accents from the Spanish-speaking world.
- Describe and talk about personalities, relationships, and feelings using complete sentences and strings of sentences.
- Read and discuss how the social environment of a big city like Madrid affects personal relationships.
- Watch a short film and read about personal relationships to share their own opinions on the characters' choices.
- Read about a personal problem and give advice to a friend using the subjunctive mood.
- Read and understand a famous poem by Pablo Neruda (*Poema 20*) to identify the main theme of heartbreak.
- Compare and contrast the theme of love in Neruda's poem with the lyrics of a modern Spanish song.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Discuss and explain the basic differences between the identity terms hispano and latino.
    - Describe and talk about personalities, relationships, and feelings using complete sentences and strings of sentences.
    - Read about a personal problem and give advice to a friend using the subjunctive mood.
    - Watch a short film and read about personal relationships to share their own opinions on the characters' choices.
- **1.2 Interpretive**
    - Listen to and identify different regional accents from the Spanish-speaking world.
    - Read and talk about important historical events and how they shaped different Spanish-speaking countries.
    - Read and discuss how the social environment of a big city like Madrid affects personal relationships.
    - Read and understand a famous poem by Pablo Neruda (Poema 20) to identify the main theme of heartbreak.
- **1.3 Presentational**
    - Describe and talk about personalities, relationships, and feelings using complete sentences and strings of sentences.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives:**
    - Read and discuss how the social environment of a big city like Madrid affects personal relationships.

- **2.2 Products to Perspectives:**
    - Read and understand a famous poem by Pablo Neruda (Poema 20) to identify the main theme of heartbreak.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Read and talk about important historical events and how they shaped different Spanish-speaking countries.
- **3.2 Acquiring Information and Diverse Perspectives:**
    - Discuss and explain the basic differences between the identity terms hispano and latino.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**:
    - Read about a personal problem and give advice to a friend using the subjunctive mood.
- **4.2 Cultural Comparisons**:
    - Compare and contrast the theme of love in Neruda's poem with the lyrics of a modern Spanish song.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**:
    - Research a local community organization in a Spanish-speaking community.
- **5.2 Lifelong Learning**:
    - Use authentic Spanish-language podcasts or Youtube videos for personal enrichment.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter:**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.

- 2.2 **Digital Health and Wellness**
  - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.3 **Digital Security**
  - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits**.**
   - 3.2 **Knowledge Construction**
     - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
   - 3.3 **Digital Tools**
     - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - 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.
5. **Computational Thinker**
   - 5.1 **Computational Thinking**
     - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   - 5.2 **Data Analysis**
     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
   - 6.1 **Creativity and Innovation**
     - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
   - **6.2 Digital-Age Communication**
     - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
   - 7.1 **Digital Citizenship**
     - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
   - 7.2 **Global Awareness**
     - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society**.

- 7.3 **Ethical Responsibility**
  - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do geographical environment and social context influence the way we form and maintain personal relationships?
- In what ways do literature and music reflect the complexity of human emotions regarding love and heartbreak?
- When conflicts arise in our interpersonal relationships, what role do empathy and cultural perspective play in offering or receiving advice?

**Scope and Sequence: Lección 1: Sentir y vivir**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
  - Nationalities
  - Personal relationships
- Grammar Focus:
  - Uses of ser and estar
  - Present tense
  - Use of subjunctive when giving advice

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
2. **Grammar exercises** from VHL and other websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- *"Los países hispanohablantes." ProfeDeELE*, www.profedeele.es/actividad/paises-hispanohablantes/
- *"¿Cuál es tu tipo de personalidad? (¡Con tests!)." Hispanohablantes*, 2024, www.hispanohablantes.com/tipo-de-personalidad-tests/.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 2: Vivir en la ciudad

**Unit Goals**
At the completion of this unit, students will:

- Compare and share opinions about the advantages and disadvantages of living in a big city versus living in the suburbs or the countryside.
- Describe the purpose and everyday use of public transportation systems, focusing on how the Metro in Mexico City helps people move around the city.
- Narrate a past trip or event in a city by using the preterite and imperfect tenses to tell what happened and describe the scene.
- Read and talk about Mexican culture by identifying the main ideas and cultural details from texts about unique communities like *Juchitán*.
- Identify and explain how Mexican art, films (*Adiós mamá*), and Mariachi music show important cultural traditions and values.
- Explain the concept of *convivencia* (coexistence) and give examples of how people practice good citizenship and respect in a community.
- Research a community valu**e** and use digital tools to design a simple, bilingual infographic that connects the idea of *convivencia* to their own school.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Exchange opinions and ask/answer questions with a partner about the advantages and disadvantages of living in a crowded urban center versus a quiet suburb.
    - Share and compare personal stories about a past trip to a city, using the preterite and imperfect to ask about what your peers did and what the place looked like.
    - Discuss the concept of *convivencia* in small groups, giving and reacting to examples of how neighbors show respect and help each other in daily life.
- **1.2 Interpretive**
    - Identify the main ideas and key details from authentic readings and articles about the benefits and challenges of city living and public transit systems.
    - Comprehend the plot and cultural themes in short audio-visual materials, such as the Mexican short film *Adiós mamá* and documentaries on Mariachi music.
    - Understand and extract cultural information from texts regarding unique regional traditions in Mexico, such as the community dynamics of *Juchitán*.
- **1.3 Presentational**
    - Write a narrative about a real or hypothetical trip to a city, using the preterite and imperfect tenses to describe events, landmarks, weather, and personal impressions.
    - Create and present a bilingual digital infographic that clearly explains a core community value and illustrates how it applies to the school environment.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
    - Discuss how the cultural traditions of mariachi bands coincide with the values of *convivencia.*
- **2.2 Products to Perspectives**
    - Observe painting, murals, films and performances of Mexican artists and how they reflect core values.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Examine Mexican art forms to understand how artists historically and currently use visual mediums to reflect societal values.
    - Analyze the infrastructure of major metropolitan areas, specifically studying the layout, efficiency, and cultural impact of the Mexico City Metro system.
- **3.2 Acquiring Information and Diverse Perspectives:**
    - Understand the daily realities, logistical challenges, and unique cultural identity of one of the world's largest Spanish-speaking megacities.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**:
    - Compare the use of Spanish past tenses preterite and imperfect to English past tense.
    - Compare the nuance in interpreted meaning of different tenses.
- **4.2 Cultural Comparisons**:
    - Compare and contrast living in Mexico City to living in a local community or a typical US metropolitan area.
    - They compare the advantages and disadvantages of urban living versus rural/suburban environments.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**:
    - Engage with the global Spanish-speaking community by analyzing authentic social media content from contemporary Mexican artists.
- **5.2 Lifelong Learning**:
    - Connecting course content to possible study abroad or leisure trips in the future.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter:**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes

.

- 1.2 **Digital Age Learning**
  - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 **Personalized Learning**
  - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - 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.
   - 2.2 **Digital Health and Wellness**
     - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   - 2.3 **Digital Security**
     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
   - **3.2 Knowledge Construction**
     - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
   - 3.3 **Digital Tools**
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        - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
    - 7.2 **Global Awareness**
        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society**.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How does the infrastructure of a mega-city, like its public transportation system, reflect and shape the daily life, social equity, and culture of its residents?
- What can a community's shared traditions, like Mariachi music, teach us about the universal value of *convivencia* (coexistence) and collective harmony?
- How does traveling to a bustling urban center challenge our preconceptions and change our perspective on what it means to live in a community?

**Scope and Sequence: Lección 2:  Vivir en la ciudad**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - City and the surrounding areas
    - Societal values
- Grammar Focus:
    - Present tense
    - Preterite tense
        - Irregular formation
    - Imperfect tense
    - Preterite vs Imperfect tenses
    - Different meanings in the Imperfect and Preterite

## UNIT ASSURED ASSESSMENTS

### Formative Assessments

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1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
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5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

### Summative Assessments

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3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Projects**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

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**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources:**

- *"Beneficios de vivir a las afueras de la ciudad." Globaliza*, 10 Mar. 2022, www.globaliza.com/noticias/beneficios-de-vivir-a-las-afueras-de-la-ciudad/.
- *"Beneficios de vivir en el centro de la ciudad." Globaliza*, 3 Mar. 2022, www.globaliza.com/noticias/beneficios-de-vivir-en-el-centro-de-la-ciudad/.
- *"Convivencia positiva." Bizikasi*, Departamento de Educación del Gobierno Vasco, bizikasi.euskadi.eus/es/convivencia-positiva.
- *"Going Varsity in Mariachi." YouTube*, uploaded by Pop-Up Magazine, 5 June 2020, www.youtube.com/watch?v=RXywZ2CXcnk.
- Gordon, Ariel, director. *Adiós mamá*. Instituto Mexicano de Cinematografía, 1997.
- "Juchitán: La ciudad de las mujeres." *Imagina: Español sin barreras*, Vista Higher Learning, 2015, pp. 50-54.
- "Mexico City Metro Infrastructure Tour." *YouTube*, uploaded by YouTube Education, 14 Jan. 2021, www.youtube.com/watch?v=2BXT4X9Kcww.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 3: Un mundo conectado

**Unit Goals**

At the completion of this unit, students will be able to:

- Read, listen, and discuss the uses of media outlets, technology and social media and its impact on daily life.
- Discuss the evolution of the press, internet and the news media.
- Give advice or express opinions about different forms of media like film or visual arts performance.
- Analyze digital communication habits, distinguishing between positive connectivity and negative impacts like screen addiction or cyber issues.
- Examine the historical and contemporary fusion of African, Indigenous, and European cultures in the Caribbean.
- Explore the cultural significance, regional traditions, and artistic expressions of the Dominican Carnival.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Debate the positive versus negative impacts of social media, technology, and screen time in daily life.
    - Exchange opinions and give advice to peers regarding digital habits and maintaining a healthy balance with technology.
- **1.2 Interpretive**
    - Read and analyze authentic articles concerning the evolution of the press, news media, and digital connectivity.
    - Listen to and view audio-visual materials detailing the traditions, music, and history of the Dominican Carnival.
- **1.3 Presentational**
    - Write an essay or present an evaluation on how modern media outlets and technology impact human relationships.
    - Design a presentation exploring the diverse cultural landscapes and artistic movements of the Spanish-speaking Caribbean.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
    - Analyze the societal perspectives surrounding the celebration of the Dominican Carnival and how these traditions reflect regional identity.
- **2.2 Products to Perspectives**
    - Examine Caribbean artistic expressions, musical genres, and visual arts performances to understand the contemporary fusion of African, Indigenous, and European roots.
    - Critique films and news media products from the Spanish-speaking Caribbean to uncover societal values and perspectives.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Trace the historical blending of African, European, and Taíno cultures and its lasting legacy on the modern Caribbean.
    - Investigate the psychological impacts of technology
- **3.2 Acquiring Information and Diverse Perspectives**
    - Acquire authentic information about global perspectives and cultural events through target-language media outlets and foreign press.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare the linguistic nuances, idioms, slang, and specialized vocabulary used to discuss technology and digital media in Spanish versus English
- **4.2 Cultural Comparisons**
    - Compare personal digital communication habits and screen-time culture with the social media habits of youth in Spanish-speaking countries.

- Compare and contrast the regional traditions and cultural significance of major community celebrations (like the Dominican Carnival) with festivals celebrated in our communities.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
  - Use digital tools and global communication networks to engage with authentic Caribbean art, music, and media.
- **5.2 Lifelong Learning**
  - Share insights, digital safety guides, or cultural findings regarding healthy media habits with the wider school community.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
   - 1.1 **Learning Goals**
     - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
   - 1.2 **Digital Age Learning**
     - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
   - 1.3 **Personalized Learning**
     - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - 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.
   - 2.2 **Digital Health and Wellness**
     - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   - 2.3 **Digital Security**
     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   - 3.2 **Knowledge Construction**
     - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
   - 3.3 **Digital Tools**
     - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**

    - 4.1 **Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 Global Awareness
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How do social media and technology influence our personal relationships and our mental well-being?
- In what ways do media outlets and the press shape our perception of reality and truth?
- How can we promote responsible digital citizenship and a healthy balance with technology within our community?
- How are the historical roots and cultural identity of the Caribbean reflected and preserved through its media, music, and festivals like Carnival?

**Scope and Sequence: Lección 3: Un mundo conectado**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:

    - Means of communication
    - Social media
    - Technology
    - Festivals of the Caribe
    - Spanish of the Caribbean
- Grammar Focus:
    - Present Subjunctive in noun clauses
    - Object pronouns
    - Commands

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
2. **Grammar exercises** from VHL and other websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**

A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar

3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- *"Carnaval Dominicano: History, Costumes and Traditions." Barceló Experience*, www.barcelo.com/guia-turismo/en/dominican-republic/dominican-republic/things-to-do/carnaval-dominicano/. Accessed 22 June 2026.
- *"Colores del Carnaval Dominicano." EduTube*, Houston Community College, edutube.hccs.edu/media/Colores+del+Carnaval+Dominicano/0_eoyii1yt/1594741. Accessed 22 June 2026.
- *"El Caribe: Geografía, Historia y Cultura." YouTube*, uploaded by YouTube Education, 12 Sept. 2019, www.youtube.com/watch?v=R0YsnCLhjh4.
- Guerra, Juan Luis. *Ojalá que llueva café*. Karen Records, 1989.
- Nava, Gregory, director. *Selena*. Warner Bros., 1997.
- *"Puntos de fusión." Imagina: Español sin barreras*, Vista Higher Learning, 2015, pp. 90-91.
- *"Redes sociales y jóvenes: ¿impacto positivo o negativo?" Ayuda en Acción*, 15 Oct. 2021, ayudaenaccion.org/blog/educacion/redes-sociales-y-jovenes-impacto-positivo-o-negativo/. Accessed 22 June 2026.
- *"Ritmos del Caribe." Imagina: Español sin barreras*, Vista Higher Learning, 2015, pp. 112-113.
- Rodríguez, Mateo. *"El legado de la música tejana." Texas Hoy*, 4 May 2023, texashoy.com/texas/el-legado-de-la-musica-tejana/. Accessed 22 June 2026.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 5: Las Riquezas Naturales

**Unit Goals**

At the completion of this unit, students will be able to:

- Analyze and debate critical environmental issues, including biodiversity loss, ecotourism dynamics, and the destruction versus conservation of natural resources.
- Formulate and propose sustainable environmental solutions by applying the future and conditional tenses to hypothetical and real-world scenarios.
- Investigate and compare the diverse ecosystems, natural reserves, and geographic wonders across Colombia, Ecuador, Venezuela, and Puerto Rico.
- Critique and interpret the socio-environmental themes and literary devices in Eduardo Galeano's poem *La utopía*.
- Examine the biodiversity of the Andean region, focusing on the native wildlife, national parks, and geographic impact of the Andes Mountains.
- Evaluate the ecological and cultural significance of the Amazonian rainforest through a critical analysis of the documentary *The Path of the Anaconda* (*El sendero de la anaconda*).

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Debate environmental challenges and the ethics of ecotourism with peers.
  - Exchange original ideas and propose solutions for global warming and conservation strategies using the future and conditional tenses.
- **1.2 Interpretive**
  - Analyze and interpret literary devices and environmental themes within authentic texts, such as Eduardo Galeano's poem *La utopía*.
  - Examine ecological data and cultural narratives presented in the documentary *The Path of the Anaconda*.
- **1.3 Presentational**
  - Draft a formal written proposal detailing local or global environmental solutions and policy recommendations.
  - Present a collaborative research showcase detailing the geographical wonders, native wildlife, and national parks of the Andean and Caribbean regions.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
  - Analyze how distinct communities in Colombia, Ecuador, Venezuela, and Puerto Rico interact with their local ecosystems and balance economic development with conservation.
- **2.2 Products to Perspectives**

    - Examine indigenous environmental stewardship, regional literature, and documentary filmmaking to understand local cultural perspectives on the sacredness of natural resources.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Integrate cross-disciplinary knowledge regarding climate variations, biodiversity, topography, and natural reserves unique to South America and the Caribbean.
- **3.2 Acquiring Information and Diverse Perspectives**
    - Access and utilize authentic scientific data, foreign environmental reports, and regional media to understand global conservation efforts through a non-domestic lens.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare how English and Spanish express hypothetical outcomes and future intentions regarding the environment (Future vs. Conditional tenses).
    - Analyze domain-specific ecological vocabulary and specialized environmental terms across both languages.
- **4.2 Cultural Comparisons**
    - Compare and contrast national park systems, conservation laws, and recycling habits in the students' own communities with those implemented in Spanish-speaking nations

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
    - Apply knowledge of global ecotourism and green initiatives to advocate for or implement local sustainability and recycling practices within the school community.
- **5.2 Lifelong Learning**
    - Engage regularly with Spanish-language nature documentaries, international environmental campaigns, and global scientific channels to foster long-term global citizenship.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**

        - 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.
    - 2.2 **Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - 2.3 **Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - 3.3 **Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
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        - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
    - 6.2 **Digital-Age Communication**
        - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - **7.2 Global Awareness**

        - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
    - 7.3 **Ethical Responsibility**
        - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

**Unit Essential Questions**

- How do human activities like ecotourism and resource extraction balance economic growth with the protection of biodiversity?
- In what ways do unique geographical features, like the Andes Mountains and the Amazon, shape the cultural identity and daily life of the communities surrounding them?
- How can we utilize innovative digital tools and scientific data to propose sustainable, long-term solutions for global environmental issues?
- What role do literature, art, and documentary filmmaking play in shifting our ethical perspectives toward environmental conservation?

**Scope and Sequence: Lección 5: Las riquezas naturales**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Nuestro Mundo (p160)
    - Animales de los Andes
- Grammar Focus:
    - Future
    - Conditional
        - Regular
        - Irregular verbs
    - Subjunctive
    - Commands
    - Relative pronouns

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

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4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment

5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
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8. **Active class participation** throughout the lesson activities to check understanding and engagement.

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   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Project**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "Antropólogo defiende el rol de los indígenas como administradores del Amazonas." *La Vanguardia*, 21 jun. 2019,

www.lavanguardia.com/vida/20190621/463020247508/antropologo-defiende-rol-de-los-indigenas-como-administradores-del-amazonas.html.
- "Cortometraje: El eclipse." *Imagina: Español sin barreras*, por José A. Blanco, 5.ª ed., Vista Higher Learning, pp. 164-165.
- "Indígenas, los mejores guardianes de los bosques en Latinoamérica y el Caribe." *Fondo para el Desarrollo de los Pueblos Indígenas de América Latina y el Caribe (FILAC)*, www.filac.org/indigenas-los-mejores-guardianes-de-los-bosques-en-latinoamerica-y-el-caribe.
- "La cordillera de los Andes." *Imagina: Español sin barreras*, por José A. Blanco, 5.ª ed., Vista Higher Learning, pp. 168-171.
- "La mayor parte de las áreas protegidas y territorios indígenas están bajo presión en la Panamazonía." *Wataniba Socioambiental*, watanibasocioambiental.org/la-mayor-parte-de-las-areas-protegidas-y-territorios-indigenas-estan-bajo-presion-en-la-panamazonia/.
- Nicas, Jack. "La minería ilegal que devasta al pueblo yanomami en Brasil." *The New York Times*, 27 mar. 2023, www.nytimes.com/es/2023/03/27/espanol/mineria-ilegal-brasil-yanomami.html.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 6: El valor de las ideas

**Unit Goals**

At the completion of this unit, students will be able to:

- Analyze and debate complex political situations, ideologies, and belief systems (*creencias e ideologías*) within the Spanish-speaking world using content-specific vocabulary.
- Formulate arguments and opinions regarding justice, human rights, and past political events while using past subjunctive and subjunctive in adverbial clauses.
- Evaluate and rank political, social, or cultural movements using comparative and superlative structures.
- Investigate the socio-political history of Chile, specifically tracing the transition between dictatorship and democracy through a critical examination of the Pinochet regime, the film *No*, and the short film *Justo*.
- Deconstruct Chilean cultural identity by analyzing regional landmarks, natural anomalies (such as the Atacama Desert, Torres del Paine, and Easter Island/Rapa Nui), and distinct indigenous legacies like the Mapuches.
- Critique artistic and literary expressions of resistance and identity in the Southern Cone, evaluating the works of Isabel Allende, Roberto Matta, Miguel Littín, and the *Nueva Canción* movement (including Violeta Parra's *"Gracias a la vida"* and Víctor Jara's *"Somos cinco mil"*).
- Compare and contrast the unique phonetic, lexical, and idiomatic variations of Chilean Spanish with other regional dialects of the Spanish-speaking world.

**Standards**
At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
    - Debate political ideologies, personal beliefs, and the historical struggle between dictatorship and democracy in Spanish-speaking countries.
    - Exchange hypothetical perspectives and express conditions regarding justice and human rights using the past subjunctive and adverbial clauses.
- **1.2 Interpretive**
    - Read, analyze, and interpret historical and cultural texts detailing Chile's political transition and the legacy of the Pinochet regime.
    - Critically analyze audio-visual materials and multimedia, including the movie *No*, the short film *Justo*, and protest music from the *Nueva Canción* movement.
- **1.3 Presentational**
    - Write an essay or deliver an oral presentation utilizing comparatives and superlatives to evaluate the socio-cultural contributions of Chilean artists and activists.
    - Formulate structured written arguments or speeches regarding social justice, applying appropriate subjunctive frameworks to express intent and hypothetical outcomes.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
    - Analyze how historical political trauma, the fight for democracy, and indigenous Mapuche heritage shape modern civic identity and social values in Chile and the Southern Cone.
- **2.2 Products to Perspectives**
    - Examine the artistic products of political resistance—including the literature of Isabel Allende, the filmography of Miguel Littín, the visual art of Roberto Matta, and the songs of Violeta Parra and Víctor Jara—to uncover deep-seated perspectives on freedom and resilience.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Explore how extreme ecological variations—such as the Atacama Desert, Andean volcanic activity, ski ecosystems, and the isolation of Rapa Nui (Easter Island)—affect local infrastructure and culture.
    - Investigate the rise and fall of twentieth-century military dictatorships in South America and the lasting impact of figures like Eva Perón and Augusto Pinochet.
- **3.2 Acquiring Information and Diverse Perspectives**
    - Research foreign political movements and historical events by directly accessing authentic Spanish-language historical documents, film, and media archives.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare the unique phonetic markers, lexical slang, and grammatical features of Chilean Spanish with the linguistic variations found in other Spanish-speaking regions
- **4.2 Cultural Comparisons**

- Compare the ways in which historical national traumas or socio-political movements are commemorated and expressed through public art, music, and cinema in Chile versus the students' own country.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
  - Leverage digital global networks to research regional perspectives on global human rights issues and the historical defense of democratic processes.
- **5.2 Lifelong Learning**
  - Utilize knowledge of political rhetoric, media literacy, and global music movements for personal enrichment, informed political engagement, and global citizenship.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter**

1. **Empowered Learner**
   - 1.1 **Learning Goals**
     - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
   - 1.2 **Digital Age Learning**
     - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
   - 1.3 **Personalized Learning**
     - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
   - **2.1 Digital Rights and Responsibilities**
     - **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.**
   - **2.2 Digital Health and Wellness**
     - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
   - **2.3 Digital Security**
     - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
   - 3.2 **Knowledge Construction**
     - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
   - 3.3 **Digital Tools**
     - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**

    - 4.1 **Creativity and Innovation**
        - Students create original works or responsibly repurpose or remix digital resources into new creations.
    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
        - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
    - 5.2 **Data Analysis**
        - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
    - 6.1 **Creativity and Innovation**
        - **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**
    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**
    - 7.1 **Digital Citizenship**
        - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
    - 7.2 **Global Awareness**
        - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do political ideologies and historical events shape a nation's collective identity and its transition toward democracy?
- In what ways do language variations and regional dialects, such as Chilean Spanish, reflect the unique history and geography of a community?
- How can art, music, literature, and cinema serve as powerful digital and physical tools of political resistance and social commentary?
- How do we use grammar to express subjective conditions, personal beliefs, and hypothetical viewpoints regarding justice and human rights?

**Scope and Sequence:**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Creencias e Ideologias
    - Government and Political Resistance
- Grammar Focus:
    - Subjunctive in Adverbial Clauses
    - Past Subjunctive
    - Comparatives and Superlative

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
    - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
    - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
    - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "Chile: Dictadura y democracia." *Imagina: Español sin barreras*, 5th ed., Vista Higher Learning, 2020, pp. 226-27.
- "Chile." *Imagina: Español sin barreras*, 5th ed., Vista Higher Learning, 2022, pp. 206-09.
- *Jara, Víctor. "Somos cinco mil" ["Estadio Chile"]. Manifesto, Rykodisc, 1998.*
- *Justo*. Directed by Paula Romero Levit, 2015. *Imagina: Español sin barreras*, 5th ed., Vista Higher Learning, 2020, pp. 202-03.
- *No*. Directed by Pablo Larraín, Participant Media / Funny Balloons, 2012.
- Parra, Violeta. "Gracias a la vida." *Las últimas composiciones*, RCA Víctor, 1966.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Lección 10: Herencia y destino

**Unit Goals**

At the completion of this unit, students will be able to:

- Critique and evaluate the socio-economic, political, and personal driving forces behind global migration patterns (*emigración e inmigración*), sharing structured opinions on the human experience of shifting borders.
- Debate the benefits and challenges of multiculturalism, analyzing how demographic diversity impacts social cohesion, national identity, and cultural evolution.
- Synthesize past historical milestones, present realities, and future projections across the Spanish-speaking world by seamlessly weaving a timeline of complex tenses.
- Analyze the cultural tapestry and historical evolution of Spain, specifically exploring its identity as a historical crossroads of civilizations (*confluencia de civilizaciones*) through its unique regional dialects, art, and architecture.

**Standards**

At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Debate the socio-economic benefits and societal challenges of multiculturalism, diversity, and immigration within global communities.
  - Exchange predictions and discuss scenarios regarding the future of global migration using contrary-to-fact "if" clauses.
- **1.2 Interpretive**
  - Read, analyze, and interpret historical and sociological texts concerning Spain's identity as a crossroads of cultures (*confluencia de civilizaciones*).
  - Critique and analyze authentic audio-visual materials and articles detailing contemporary immigration and emigration patterns in the Iberian Peninsula.
- **1.3 Presentational**
  - Write an argumentative essay or deliver a presentation evaluating how historical migration patterns continue to influence modern cultural diversity.
  - Formulate structured timelines or historical summaries, seamlessly shifting between past, present, and future frameworks to detail a nation's demographic evolution

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
  - Analyze how centuries of shifting borders, historical occupations, and multicultural coexistence (*la convivencia*) have shaped modern Spanish societal values and attitudes toward diversity.
- **2.2 Cultural Products and Perspectives**
  - Examine the artistic, architectural, and literary legacies left behind by the confluence of Roman, Celtic, Moorish, Jewish, and Christian civilizations in Spain to understand its unique pluralistic identity.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
  - Investigate the macro-level push and pull factors of global migration and how demographic shifts reconstruct national infrastructure and identity over time.
  - Map the geographic positioning of Spain as a natural bridge between Europe, Africa, and Latin America, evaluating how this impacts its past and present immigration policies.
- **3.2 Acquiring Information and Diverse Perspectives**
  - Access and extract data from foreign press, demographic reports, and Spanish migration archives to contrast non-domestic perspectives on global citizenship and border policies.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
  - Analyze the linguistic impact of Spain's history by exploring how regional variations, Arabic loanwords, and distinct dialects coexist within the Spanish language.
- **4.2 Cultural Comparisons**
  - Compare and contrast how multiculturalism and immigration are navigated, celebrated, or debated in the students' own communities versus communities in Spain.

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
  - Use digital tools and global media networks to engage with contemporary immigrant narratives, fostering a more inclusive global perspective within the local classroom.
- **5.2 Lifelong Learning**
  - Apply a nuanced understanding of diversity, heritage, and migration to engage empathetically and responsibly in civic discourse surrounding immigration and multiculturalism throughout their lives.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter.**

1. **Empowered Learner**
   - 1.1 **Learning Goals**
     - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
   - 1.2 **Digital Age Learning**
     - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
   - 1.3 **Personalized Learning**
     - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
2. **Digital Citizen**
   - 2.1 **Digital Rights and Responsibilities**
     - 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.

- **2.2 Digital Health and Wellness**
  - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- **2.3 Digital Security**
  - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

3. **Knowledge Constructor**
   - 3.1 **Information Literacy**
     - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
   - 3.2 **Knowledge Construction**
     - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
   - 3.3 **Digital Tools**
     - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
4. **Innovative Designer**
   - 4.1 **Creativity and Innovation**
     - Students create original works or responsibly repurpose or remix digital resources into new creations.
   - 4.2 **Communication and Collaboration**
     - 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.
5. **Computational Thinker**
   - 5.1 **Computational Thinking**
     - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
   - 5.2 **Data Analysis**
     - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
6. **Creative Communicator**
   - 6.1 **Creativity and Innovation**
     - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
   - 6.2 **Digital-Age Communication**
     - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
7. **Global Collaborator**
   - 7.1 **Digital Citizenship**
     - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
   - 7.2 **Global Awareness**
     - **Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.**
   - 7.3 **Ethical Responsibility**

- **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do we avoid or navigate conflicts that arise from different ways of thinking and interpreting the world?
- How do we determine which ancestral values are essential to preserve in modern society?
- How do we view diversity as a source of new perspectives rather than as a threat to cultural identity?
- How do our choices today shape the kind of world we want to live in?

**Scope and Sequence: Lección 10: Herencia y destino**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
  - Nuestro Futuro
  - Migration and Borders
  - Cultural Fusion and Heritage
  - Affirmative and Negative Expressions
- Grammar Focus:
  - Passive Voice
  - Negative and Affirmative Expressions
  - Subjunctive vs Indicative
  - If Clauses

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…
2. **Grammar exercises** from VHL and other websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources

8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
   Comprehensive written assessments which demonstrate recognition and use of vocabulary and grammar, reading and listening comprehension, and/or effective written communication to questions or prompts
2. **Oral Presentation**
   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Projects**
   A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground, formerly Quizizz/ Blooket/ Puzzel.org:

**Authentic Resources**

- "España: Confluencia de civilizaciones." Imagina: Español sin barreras, 5th ed., Vista Higher Learning, 2020, pp. 348-51.
- "España: Emigración e inmigración." Imagina: Español sin barreras, 5th ed., Vista Higher Learning, 2020, pp. 368-69.
- Una vida mejor [A Better Life]. Directed by Chris Weitz, Summit Entertainment, 2011.

**Time Allotment**

- Approximately 20-25 1-hour classes

# Estudiar en el extranjero

**Unit Goals**

At the completion of this unit, students will be able to:

- Research and analyze university-level study abroad requirements and application processes.
- Investigate and discuss the cultural norms of student-chosen countries and compare and contrast them with their own community's cultural perspectives.
- Synthesize and present their research by designing an informational cultural tri-fold presentation.
- Write an analytical or reflective essay detailing a hypothetical study abroad experience, utilizing a future or local university program as a framework.
- Formulate and answer questions during interpersonal discussions to negotiate and share details about a hypothetical study abroad experience.

## Standards

At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **1.1 Interpersonal**
  - Formulate and answer questions during spontaneous, interpersonal discussions to negotiate and share details about a hypothetical study abroad experience.
  - Discuss and debate the cultural norms of a target country with peers.
- **1.2 Interpretive**
  - Research, read, and comprehend university-level study abroad program requirements, application processes, and course descriptions from authentic Spanish-language university websites (*páginas web*).
  - Investigate and analyze text or media regarding the cultural norms of a target country.
- **1.3 Presentational**
  - Write a reflective, hypothetical narrative essay detailing a future study abroad experience, managing complex grammar structures (like the conditional and subjunctive tenses) to describe future possibilities.
  - Synthesize and visually present research by designing an informational cultural tri-fold presentation tailored to an audience of prospective study abroad students.

**GOAL AREA 2: Cultures**

- **2.1 Cultural Practices and Perspectives**
  - Investigate the cultural norms, daily schedules, and academic expectations of a target country, analyzing how these social practices reflect the underlying worldview and values of that society.
- **2.2 Cultural Products and Perspectives**
  - Analyze and evaluate the cultural products of the target country—such as its university campus layouts, local public transportation infrastructure, academic grading systems, or traditional regional cuisine to understand how these tangible items reflect societal priorities, historical legacies, and daily lifestyle values.

**GOAL AREA 3: Connections**

- **3.1 Making Connections**
    - Integrate and apply knowledge from other academic disciplines, such as geography, sociology, and economics, to analyze the logistical factors of studying abroad (e.g., currency exchange rates, cost of living index, geographic terrain, and climate variations of the target region).
- **3.2 Acquiring Information and Diverse Perspectives**
    - Extract, interpret, and contrast information from authentic international student forums, blogs, or university informational videos to acquire firsthand, diverse perspectives on what it is like to integrate into the academic and social fabric of a foreign culture.

**GOAL AREA 4: Comparisons**

- **4.1 Language Comparisons**
    - Compare and contrast the specialized academic vocabulary, idioms, and formal/informal registers used in Spanish university environments (e.g., *matricularse, la beca, la asignatura, la residencia*) with their corresponding English higher education counterparts.
- **4.2 Cultural Comparisons**
    - Compare and contrast the cultural norms of a target country with the students' own local community and university culture (e.g., housing arrangements, independence, socialization, and academic structure).

**GOAL AREA 5: Communities**

- **5.1 School and Global Communities**
    - Apply real-world academic and research skills by navigating authentic international university portals, databases, and study abroad frameworks, simulating the exact logistical and communicative steps a global citizen takes to pursue higher education in a foreign country.
- **5.2 Lifelong Learning**
    - Reflect on personal academic futures and career goals by evaluating how language proficiency and international immersive experiences can expand undergraduate opportunities, transform their personal worldview, and foster ongoing personal growth in an interconnected world.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are emphasized in this chapter.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**

        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
        - 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.
    - **2.2 Digital Health and Wellness**
        - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
    - **2.3 Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - **Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.**
    - **3.2 Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
    - **3.3 Digital Tools**
        - **Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.**
4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
        - **Students create original works or responsibly repurpose or remix digital resources into new creations.**
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        - 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.
5. **Computational Thinker**
    - 5.1 **Computational Thinking**
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    - 6.2 **Digital-Age Communication**
        - **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**
7. **Global Collaborator**

- 7.1 **Digital Citizenship**
  - **Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.**
- 7.2 **Global Awareness**
  - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
- 7.3 **Ethical Responsibility**
  - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How does navigating a foreign university system challenge our assumptions about education, academic success, and personal independence?
- In what ways do a society's daily logistics such as campus layouts, public transit, and housing reflect its deeper cultural values and perspectives?
- How does immersing oneself in a new cultural environment alter an individual's worldview and shape their identity as a global citizen?
- How do the nuances of language such as specialized vocabulary, regional idioms, and social registers impact our ability to integrate into a new community?

**Scope and Sequence: Estudiar en el extranjero**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
  - Traveling Abroad
  - University
  - Cultural Norms and Immersion
- Grammar Focus:
  - Conditional
  - Present Tense
  - Present Subjunctive
  - If Clauses

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

Students will have a variety of in-class and out-of-class formative assessments that are graded based on completion, accuracy and effort. Students will complete approximately **5-10** informal/formative assessments **per marking period**, some of which include:

1. **Vocabulary practice** with vocabulary list, visual aids, partner dialogue, whole class choral response, in-class or online activities, interactive games, activities from *Imagina* Vocabulary Workbook, etc…

2. **Grammar exercises** from VHL and other websites, textbook, ancillary materials or teacher-made resources
3. **Listening comprehension activities** from the textbook, authentic materials and with partners
4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
5. **Written practice** with Q & A worksheet, short answer to rehearsed questions, responses to vocabulary-related prompts, free writing, fill-in-the blank activities, and creative dialogues
6. **Bell Ringers and Exit Slips** at the beginning and end of class that promote engagement with and reflection up the learned content.
7. **Reading comprehension** with articles and comprehension questions from *Imagina*, authentic texts from websites, books, and teacher-made resources
8. **Active class participation** throughout the lesson activities to check understanding and engagement.

**Summative Assessments**

Students have **3-5** formal/summative assessments **per marking period** that are graded based on the accuracy, effort, and use of target language with alignment to World Language Speaking and Writing Rubrics. Some possible assessments include:

1. **Quizzes and Unit Test**
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   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
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4. **Creative Projects**
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**RESOURCES:**

**Core Text**

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**Supplementary Practice Materials**

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  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "Acceso a la universidad española para extranjeros: ¿cómo es?" *CEU Universidad Blog*, 25 mar. 2025, uf3ceu.es/blog/acceso-a-la-universidad-espanola-para-extranjeros/.
- "Cómo postular a una universidad en el extranjero." *Educations.es*, www.educations.es/articles-and-advice/how-to-apply-for-schools-abroad-12940.
- Rivera, Ana María. "Choque cultural en USA: 7 Fases de adaptación y cómo superarlas." *Ana María Rivera Socio-Cultural Blog*, anamariarivera.com/choque-cultural-en-usa-7-fases/.
- "Retos y consejos de adaptación cultural para estudiantes latinos que están por cursar posgrado en el extranjero." *Scholastica Prep Blog*, 7 oct. 2021, scholasticaprep.com/blogs/blog/retos-y-consejos-de-adaptacion-cultural-para-estudiantes-latinos-que-estan-por-cursar-posgrado-en-el-extranjero

**Time Allotment**

- Approximately10-15  1-hour classes

# Mis Planes para el Futuro

**Unit Goals**

At the completion of this unit, students will be able to:

- Reflect on and write about their personal identity, detailing their current achievements, passions, hobbies, and cultural roots as a student today.
- Formulate and express their long-term personal, academic, and professional goals for the future.
- Discuss and compare their future aspirations with those of their classmates through interpersonal conversations.
- Present and narrate a cohesive vision of who they are now versus who they hope to become, utilizing appropriate future and subjunctive tenses.

**Standards**

At the completion of this unit, students will meet the following standards:

**GOAL AREA 1: Communication**

- **Interpersonal**
    - Formulate, answer, and exchange questions during spontaneous conversations with peers to compare and contrast personal achievements, passions, and future aspirations.
    - Discuss and debate different paths to success (e.g., career, university, gap years) and how personal roots influence those choices.
- **Interpretive**
    - Read, analyze, and comprehend authentic profiles, interviews, or articles about young professionals and students in the Spanish-speaking world discussing their career paths, future goals, and life balance.
    - Listen to and extract key details from media or audio clips featuring native speakers reflecting on their formative years, current achievements, and future ambitions.
- **Presentational**

    - Write a comprehensive, reflective essay or personal manifesto detailing their identity as a student today, their cultural roots, and a detailed plan for their personal and professional future.
    - Orally present a cohesive future timeline or vision board to the class, effectively utilizing the future, conditional, and subjunctive tenses to express certainty and hypothetical possibilities.

**GOAL AREA 2: Cultures**

- **Cultural Practices and Perspectives**
    - Investigate and explain how concepts of success, adulthood, and future timelines (such as entering the workforce, moving out, or choosing a career) vary across different cultures in the Spanish-speaking world compared to their own.
- **Cultural Products and Perspectives**
    - Analyze cultural products such as resume (*currículum vítae*) formats, professional networking platforms, or educational tracking systems in Spanish-speaking countries to understand how a society's corporate or academic products reflect its values regarding labor, identity, and ambition.

**GOAL AREA 3: Connections**

- **Making Connections**
    - Integrate knowledge from school counseling, career readiness, and economics to align their personal passions and hobbies with viable future global career paths and professional skills.
- **Acquiring Information and Diverse Perspectives**
    - Extract and interpret information from authentic international job search engines or career orientation forums to expand their perspective on what professional growth and qualifications look like globally.

**GOAL AREA 4: Comparisons**

- **Language Comparisons**
    - Analyze and contrast the linguistic ways English and Spanish express future intentions (e.g., comparing the English "will/going to" structures with the nuances of the morphological future tense and the subjunctive for uncertain future time clauses like *cuando sea mayor...*).
- **Cultural Comparisons**
    - Compare and contrast their own classmates' future plans, values, and definitions of personal achievement with those of youth in Spanish-speaking nations, noting regional trends in work-life balance and family dynamics.

**GOAL AREA 5: Communities**

- **School and Global Communities**
    - Articulate and share personal goals and student identities within their school community, preparing to use their bilingualism as a practical tool in future professional or global spaces.
- **Lifelong Learning**
    - Reflect on personal growth by assessing who they are as students now and setting intentional benchmarks for their future, recognizing how language and cultural competence will enrich their lifelong personal and professional opportunities.

**The following Course Goals derive from the ISTE Standards for Students. Those in bold are used in this chapter.**

1. **Empowered Learner**
    - 1.1 **Learning Goals**
        - **Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.**
    - 1.2 **Digital Age Learning**
        - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
    - 1.3 **Personalized Learning**
        - **Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**
2. **Digital Citizen**
    - 2.1 **Digital Rights and Responsibilities**
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    - **2.2 Digital Health and Wellness**
        - **Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.**
    - **2.3 Digital Security**
        - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.
3. **Knowledge Constructor**
    - 3.1 **Information Literacy**
        - Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
    - 3.2 **Knowledge Construction**
        - **Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.**
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4. **Innovative Designer**
    - 4.1 **Creativity and Innovation**
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    - 4.2 **Communication and Collaboration**
        - 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.
5. **Computational Thinker**
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    - 7.3 **Ethical Responsibility**
        - **Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.**

**Unit Essential Questions**

- How do our roots, passions, and current choices define who we are today and who we want to become tomorrow?
- In what ways does a society's culture influence an individual's timeline for success, independence, and adulthood?
- How do we balance personal passions with economic and societal expectations when planning our professional futures?
- How do the nuances of language allow us to express certainty versus hope and speculation when discussing the future?

**Scope and Sequence: Mis planes para el futuro**

**Key Grammar & Vocabulary:**

- Vocabulary Focus:
    - Personality, Passions and Hobbies
    - Cultural Heritage and Roots
    - Higher Education and Personal Achievements
- Grammar Focus:
    - Future Tense
    - Present Tense
    - Ser and Estar

- Use of Adjectives

**UNIT ASSURED ASSESSMENTS**

**Formative Assessments**

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4. **Communication activities** which practice interpersonal sample conversations or role-playing both in class, online and with World Language Lab equipment
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**Summative Assessments**

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   A formal speaking presentation or interpersonal dialogue which demonstrates students ability to establish a clear purpose and accurately develop a topic in the target language in a clear and comprehensible way and integrates chapter-related vocabulary and grammar
3. **Written Composition**
   Short paragraph or essay demonstrating clear understanding of task, organization, and accurate use of content-related vocabulary and grammar structures learned in accordance with unit goals and objectives
4. **Creative Projects**

A creative project that requires a clear and accurate use of target language vocabulary, grammar, and culture presented in a unique and personalized format

**RESOURCES:**

**Core Text**

- Blanco, José A., et al. *Imagina: Español sin barreras*. 5th ed., Vista Higher Learning, 2023.

**Supplementary Practice Materials**

- Grammar Reference Websites:
  - SpanishDict.com: Comprehensive grammar explanations and verb conjugators.
  - Conjuguemos.com: Verb practice.
- Online Language Learning Platforms:
  - Edpuzzle/ Kahoot/ Wayground/ Blooket/ Puzzle.org

**Authentic Resources**

- "Cómo redactar un Currículum Vítae efectivo para el mercado laboral." *Educaweb España*, www.educaweb.com/contenidos/laboral/como-buscar-trabajo/como-hacer-un-curriculum-vitae/.
- "El uso del futuro y el subjuntivo al planificar metas a largo plazo." *Centro de Desarrollo Profesional y Psicológico*, www.desarrollopropio.es/el-lenguaje-de-las-metas/.
- "Historias de éxito: Jóvenes profesionales de la comunidad hispana que inspiran." *El Universo Profesional*, 14 nov. 2024, www.eluniverso.com/vida/jovenes-profesionales-inspiradores/.
- "¿Qué significa tener éxito? La evolución de las metas en la juventud actual." *Tendencias Sociales y Educativas*, 8 feb. 2025, www.tendenciassociales.co/que-es-el-exito-para-los-jovenes-de-hoy/.

**Time Allotment**

- Approximately 10-15 1-hour classes

**CREDIT**

One credit in World Language
One class period for a full school year - one drop per 8 drop 2 cycle.

**PREREQUISITES**

Teacher recommendation and successful completion of Spanish IV Honors, or exemplary completion of ACP Spanish IV.

**ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
- World Language Interpersonal Speaking Rubric

- World Language Level of Engagement Rubric
- TPS Vision of the Graduate Rubric Skill Rubric: Communication Gr 9-12

Reading Rubric

**Trumbull High School School-Wide**

| Category/Weight | Exemplary<br>4 | Goal<br>3 | Working Toward Goal<br>2 | Needs Support<br>1-0 |
|---|---|---|---|---|
| Respond<br><br>X_____ | Demonstrates exceptional understanding of text by:<br>• Clearly identifying the purpose of the text<br>• Providing initial reaction richly supported by text<br>• Providing a perceptive interpretation | Demonstrates understanding of text by:<br>• Identifying the fundamental purpose of the text<br>• Providing initial reaction supported by text<br>• Providing a clear/straight forward interpretation of the text | Demonstrates general understanding of text by:<br>• Partially identifying the purpose of the text<br>• Providing initial reaction somewhat supported by text<br>• Providing a superficial interpretation of the text | Demonstrates limited or no understanding of text by:<br>• Not identifying the purpose of the text<br>• Providing initial reaction not supported by text<br>• Providing an interpretation not supported by the text |
| Interpret<br><br>X_____ | Student is able to exceptionally interpret text by :<br>• Extensively reshaping, reflecting, revising, and/or deepening initial understanding<br>• Constructing insightful and perceptive ideas about the text.<br>• Actively raising critical questions and exploring multiple interpretations of the text | Student is able to interpret text by :<br>• Reshaping, reflecting, revising, and/or deepening initial understanding<br>• Summarizing main ideas of text<br>• Actively interpreting text by raising questions and looking for answers in text | Student is able to interpret text by :<br>• Guided reflection and/or revision of initial understanding<br>• Summarizing some main ideas of text<br>• Guided interpretation of text by answering questions locating answers in text | Student demonstrates limited ability to interpret text as evidenced by :<br>• Struggle to implement guided reflection and/or revision of initial understanding<br>• Struggle to summarize any main ideas of text<br>• Struggle to answer questions by locating responses in text |
| Connect<br><br>X_____ | Demonstrates perceptive connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates specific connections<br>• text to text<br>• text to self<br>• text to world | Demonstrates general connections<br>• text to text<br>• text to self<br>• text to world | Struggles to make connections<br>• text to text<br>• text to self<br>• text to world |
| Evaluate<br><br>X_____ | Insightfully evaluates the text by one or more of the following elements:<br>• Critical analysis to create a conclusion supported by the text<br>• Perceptive judgments about the quality of the text<br>• Synthesis of text<br>• Express a personal opinion. | Evaluates the text by one or more of the following elements:<br>• critical analysis to form a conclusion from the text<br>• thoughtful judgments about the quality of the text<br>• Evaluation of text to express personal opinion(s) | A general evaluation of the text by one or more of the following elements:<br>• Forms a superficial conclusion from the text<br>• Assesses the quality of the text<br>• Uses text to express personal opinion(s) | Struggles to evaluate the text by any of the following elements:<br>• Forming a conclusion from the text<br>• Assessing the quality of the text<br>• Using text to express personal opinion(s) |

Writing Rubric

**Trumbull High School School-Wide**

| Category/Weight | Exemplary<br>4<br>**Student work:** | Goal<br>3<br>**Student work:** | Working Toward Goal<br>2<br>**Student work:** | Needs Support<br>1-0<br>**Student work:** |
|---|---|---|---|---|
| Purpose<br><br>X_____ | • Establishes and maintains a clear purpose<br>• Demonstrates an insightful understanding of audience and task | • Establishes and maintains a purpose<br>• Demonstrates an accurate awareness of audience and task | • Establishes a purpose<br>• Demonstrates an awareness of audience and task | • Does not establish a clear purpose<br>• Demonstrates limited/no awareness of audience and task |
| Organization<br><br>X_____ | • Reflects sophisticated organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a clear focus<br>• Utilizes effective transitions | • Reflects organization throughout<br>• Demonstrates logical progression of ideas<br>• Maintains a focus<br>• Utilizes transitions | • Reflects some organization throughout<br>• Demonstrates logical progression of ideas at times<br>• Maintains a vague focus<br>• May utilize some ineffective transitions | • Reflects little/no organization<br>• Lacks logical progression of ideas<br>• Maintains little/no focus<br>• Utilizes ineffective or no transitions |
| Content<br><br>X_____ | • Is accurate, explicit, and vivid<br>• Exhibits ideas that are highly developed and enhanced by specific details and examples | • Is accurate and relevant<br>• Exhibits ideas that are developed and supported by details and examples | • May contain some inaccuracies<br>• Exhibits ideas that are partially supported by details and examples | • Is inaccurate and unclear<br>• Exhibits limited/no ideas supported by specific details and examples |
| Use of Language<br><br>X_____ | • Demonstrates excellent use of language<br>• Demonstrates a highly effective use of standard writing that enhances communication<br>• Contains few or no errors. Errors do not detract from meaning | • Demonstrates competent use of language<br>• Demonstrates effective use of standard writing conventions<br>• Contains few errors. Most errors do not detract from meaning | • Demonstrates use of language<br>• Demonstrates use of standard writing conventions<br>• Contains errors that detract from meaning | • Demonstrates limited competency in use of language<br>• Demonstrates limited use of standard writing conventions<br>• Contains errors that make it difficult to determine meaning |

Presentational Speaking Rubric

**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Towards Goal** | **1/0**<br>**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**<br>_____ | | | | |

Interpersonal Speaking Rubric
**World Language Department Specific**

| | **4**<br>**Exemplary** | **3**<br>**Goal** | **2**<br>**Working Toward Goal** | **1/0**<br>**Needs Support** |
|---|---|---|---|---|
| **Vocabulary**<br>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<br><br>Interference from another language. |
| **Task**<br>concentrates on: fulfillment, elaboration, context appropriate | 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 **little to no** details |
| **Delivery**<br>concentrates on: fluency, timing, pronunciation | Pronunciation and intonation are **excellent**. Student speaks clearly.<br><br>**Confident** ease of expression throughout. | Pronunciation is **effective**. Student speaks clearly.<br><br>**Mostly confident** ease of expression throughout. | Pronunciation is **adequate**. Student speaks with hesitation but **with some** clarity.<br><br>**Some** confident ease of expression throughout. | Pronunciation is **inadequate** and/or incorrect.<br><br>**Limited** ease of expression throughout |
| **Comprehensibility**<br>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**<br>concentrates on: grammar, accuracy, syntax | Demonstrates a **highly effective** use of standard speaking practices that enhances communication. | Demonstrates **effective** use of standard speaking practices.<br><br>Errors do not detract from communicative meaning. | Demonstrates **some** appropriate use of standard speaking practices.<br><br>Errors detract from communicative meaning. | Demonstrates **limited** use of standard speaking practices.<br><br>Contains errors that make it very difficult to determine communicative meaning. |
| **Other:**<br>_____ | | | | |

Level of Engagement Rubric
**World Language Department Specific**

| Topic | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| **Use of target language (TL)** | **Always** attempts to express oneself in TL before using English | **Usually** attempts to express oneself in TL before using English | **Occasionally** attempts to express oneself in TL before using English | **Rarely** attempts to express oneself in TL before using English |
| **Interactive participation**<br>● on task<br>● group work/pair work,/Teacher (T)<br>● listening<br>● raising hands | **Always** on task<br>-**Always** actively participates with partner(s)/T<br>-**Always** listens attentively<br>-**Always** attempts to respond to questions/class discussion | **Usually** on task<br>-**Usually** actively participates with partner(s)/T<br>-**Usually** listens attentively<br>-**Usually** attempts to respond to questions/class discussion | -**Occasionally** on task<br>-**Occasionally** actively participates with partner(s)/T<br>- **Occasionally** listens attentively<br>- **Occasionally** attempts to respond to questions/class discussion | -**Rarely** on task<br>-**Rarely** actively participates with partner(s)/T<br>- **Rarely** listens attentively<br>- **Rarely** attempts to respond to questions/class discussion |
| **Responsibility for learning**<br>● class materials<br>● extra help<br>● outside reading etc. | -**Always** brings required materials to class<br>-**Always** asks for assistance if needed<br>-**Always** initiates independent learning | -**Usually** brings required materials to class<br>-**Usually** asks for assistance if needed<br>-**Usually** initiates independent learning | -**Occasionally** brings required materials to class<br>-**Occasionally** asks for assistance if needed<br>-**Occasionally** initiates independent learning | -**Rarely** brings required materials to class<br>-**Rarely** asks for assistance if needed<br>-**Rarely** initiates independent learning |
| **Attendance/promptness** | -**Always** arrives on time to class<br>-**Always** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Usually** arrives on time to class<br>-**Usually** ready to fulfill assigned opening task<br>-**All** absences are excused | -**Occasionally** arrives on time to class<br>-**Occasionally** ready to fulfill assigned opening task<br>-Absences are **generally** excused | -**Rarely** arrives on time to class<br>-**Rarely** ready to fulfill assigned opening task<br>-Absences are **rarely** excused |
| **Behavior/civility**<br>● electronic devices<br>● following directions<br>● respectful of others<br>● obeys classroom and school rules | -**Always** displays positive behavior in the classroom<br>-**Always** respectful of others<br>-**Always** follows school and classroom rules | -**Usually** displays positive behavior in the classroom<br>- **Usually** respectful of others<br>- **Usually** follows school and classroom rules | - **Occasionally** displays positive behavior in the classroom<br>- **Occasionally** respectful of others<br>- **Occasionally** follows school and classroom rules | - **Rarely** displays positive behavior in the classroom<br>- **Rarely** respectful of others<br>- **Rarely** follows school and classroom rules |

TPS Vision of the Graduate Rubrics
Skill Rubric: Communication Gr 9-12 (rev. 2024)
(Note: VOG Rubrics may revised by the district committee as needed)

| Indicator of Attainment | Beginning 1 | Meets 2 | Exceeds 3 | Score |
|---|---|---|---|---|
| **PURPOSE** Expresses ideas in alignment with the intended purpose. | Limited demonstration of understanding. Purpose is not identified and/or not fully articulated.<br><br>Does not or partially expresses ideas in alignment with purpose. | Purpose is identified and articulated but may be occasionally unclear.<br><br>Expresses ideas with purpose. | Purpose is identified and clearly articulated and enhanced.<br><br>Clearly expresses ideas in alignment with the intended purpose.<br><br>Makes connections beyond the intended purpose. | |
| **AUDIENCE** Demonstrates an awareness of the intended audience. | Demonstrates little to no awareness of the audience.<br><br>Language and content is inappropriate and/or ineffective for the audience. | Demonstrates an awareness of the audience.<br><br>Language and content is appropriate and helps the audience understand the topic/position. | Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner.<br><br>Language and content is appropriate and precise which helps the intended audience further understand the topic/position. | |
| **ORGANIZATION** Organizes and supports ideas in alignment with the intended purpose. | The organizational structure is not and/or minimally effective for the purpose.<br><br>The topic/position is not focused and/or minimally supported by details. | Effective organizational structure supports the purpose.<br><br>The topic/position is focused, well thought out, and supported by accurate and effective details. | Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose.<br><br>Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth. | |
| **LISTENING** Receives and responds to ideas in alignment with the intended purpose. | Limited to no ability to listen to others.<br><br>Unable to ask relevant questions.<br><br>Can not paraphrase/restate the message. | Listens to, evaluates, and responds to others.<br><br>Asks relevant questions.<br><br>Demonstrates understanding by accurately paraphrasing/restating the message. | Actively listens to, evaluates and responds to others.<br><br>Asks relevant questions that indicate an interest to learn more and understand further.<br><br>Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented. | |
| **SCORING** | Beginning: 4 - 6 | **Meets: 7 - 9 GOAL** | Exceeds: 10 - 12 | __ / 12 |