

Strand	Communication	
Mode	Listening and Speaking	
<u>Standards</u>		<u>Learning Targets</u>
A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions		<ol style="list-style-type: none"> <ul style="list-style-type: none"> Express how students feel about current events in and out of the USA Utilize new thematic vocabulary in conjunction with grammatical concepts using them in conversations expressing and gathering information through daily interaction with their peers
Alignments: CCSS: 11-12.RI.7; 11-12.W.7; 11-12.W.8; 11-12.SL.1c Performance: 2.3 Knowledge: (CA) 6 (SS) 6 WLCLE: WL.1.1 (Level 3a-c) NETS: 6a,b DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Provide opportunities for students to look for current events at the media center Utilize the gathered information to respond to comprehensive questions in Spanish in a peer-led conversation Make connections between the news from other countries and how this can affect the US Drill practice utilizing new vocabulary in conjunction with new grammar 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Teacher observation Utilize a scoring guide to evaluate spoken communication 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Speaking scoring guide 		

Instructional Resources/Tools

- ABC.es
- Univisión.com
- CNN in Spanish

Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lead) with diverse partners in grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Cross Curricular Connections

- Social Studies/ELA: Students read and analyze global events in other parts of the world to later maintain a conversation with their peers

Strand	Communication Cultures Connections	
Mode	Reading and Listening Products and Perspectives Distinctive Viewpoints of Information	
<u>Standards</u>		<u>Learning Targets</u>
B. Understand and interpret written and spoken language on a variety of topics		1. <ul style="list-style-type: none"> • Read Hispanic literature and interpret its content • State salient points about the literature author's life to interpret his work • Watch cortometrajes in the target language (15 minute minute-movies)
Alignments: CCSS: 11-12.RI.3; 11-12.RI.4; 11-12.SL.2 Performance: 1.5 Knowledge: (CA) 5 (SS) 6 WLCLE: WL.1.2 (Level 4a,b); WL.2.2 (Level 3b); WL.3.2 (Level 1b) NETS: 1d; 4b DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • The teacher will provide: <ul style="list-style-type: none"> • literature pieces for students to interpret content by: <ul style="list-style-type: none"> • first finding unknown words in the digital dictionary • secondly translating the syntax to grasp the message of the author • opportunities to research the author's environment and his life to better understand his literature by demonstrating how to analyze a period in history and look at important topics within that period: <ul style="list-style-type: none"> • political environment • social environment • culture of the period in which the author lived as well as his personal situation		

<ul style="list-style-type: none"> • pre-activities to ascertain background knowledge to help students connect with the cortometraje they are going to watch • Teacher led conversation about cortometrajes in the target language
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Formative: Asking questions to check the student's understanding of content • Summative: Written assessment – essay questions
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Example of written assessment, Cortometraje: Adiós mama - ¿por qué le dice el personaje principal a la mujer que encuentra en el supermercado; “¿Adiós mamá?”
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • <i>Imagina (Español Sin Barreras) Second Edition</i> by Blanco and Oaimaza-Hatch
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none"> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text • Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> • ELA: <ul style="list-style-type: none"> • Students use reading strategies to gather information • Reading also helps students increase their reading fluency. The majority will read the information in the English language before they create their Spanish language presentation • Social Studies: Students will research and evaluate a period of history around the world to gain the necessary information

Strand	Communication Cultures Connections	
Mode	Speaking and Writing Products and Perspectives Interdisciplinary Connections	
<u>Standards</u>		<u>Learning Targets</u>
C. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics		1. <ul style="list-style-type: none"> Research important Hispanic countries' topics such as economy, political situation, industries, and geography Present gathered information from research in written and oral format
Alignments: CCSS: 11-12.RI.4; 11-12.W.4; 11-12.SL.4 Performance: 1.8, 2.5 Knowledge: (CA) 6 (SS) 1,4-6 WLCLE: WL.1.3 (Level 5a,b); WL.2.2 (Level 4b); WL.3.1 (Levels 2b, 4c) NETS: 3b DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Provide websites for students to research needed information about their Hispanic country Talk about strategies regarding how to break down a research paper Provide organizational charts to sort and organize their information 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Teacher's observation during research Scoring guide for oral and written presentation 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Grammar: Proficient – has less than 2 grammatical errors What are Nicaragua's natural resources? What is the unemployment rate in Mexico? 		

Instructional Resources/Tools

- Documentary videos
- Readings from the Internet
- <http://www.hispanicresearch.com/hispanic-market-data/hispanic-market-profile-and-demographics/54-latino-countries>

Literacy Connections

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

Cross Curricular Connections

- Social Studies: Students will explore and evaluate:
 - geographical
 - economic
 - politicalissues around the world
- ELA: Students will research and organize their findings in written and oral format to present to an audience

Strand	Cultures Comparisons	
Mode	Practices and Perspectives Products and Perspectives Cultural Comparisons	
<u>Standards</u>		<u>Learning Targets</u>
D. <ul style="list-style-type: none"> Demonstrate an understanding of the practices and perspectives of the culture studied Demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own 		1. <ul style="list-style-type: none"> Explore gastronomy Interpret differences and similarities between their own culture and the one from the Hispanic country they are researching
Alignments: CCSS: 11-12.RL.3; 11-12.RI.7; 11-12.SL.2 Performance: 1.6, 2.3, 2.4 Knowledge: (CA) 7 (FA) 2,4 (SS) 3,5,6 WLCLE: WL.2.1 (Level 3c); WL.2.2 (Level 2b,c); WL.4.2 (Level 3c) NETS: 2a; 3a,b DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> provide: <ul style="list-style-type: none"> opportunity: <ul style="list-style-type: none"> to engage in classroom conversation to acknowledge the students' background cultural information of their own country for students to share background knowledge about their Hispanic countries' culture time and resources for students to read and watch video clips to find out more about: <ul style="list-style-type: none"> holidays gastronomy customs from a Hispanic country instruct students in video making for students to make a movie of a culinary project 		

Assessments/Evaluations

- Culinary Project scoring guide (please see example below)

Sample Assessment Questions

Hora: _____ Nombre: _____

Project Name: _____

Video

Making a Movie (Culinary Project)

	5	6	7	8	9	10	11	12	13	14	15	16	17											
	50	53.3	57.7	60	63.3	67.7	70	73.3	76.6	80	83.3	86.7	90											
	Below Basic			Basic				Proficient																
Video Quality	The tape is unedited and many poor shots remain. No transitions between clips are used. Raw clips run back to back in the final video.			The tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy, and the types of wipes and fades selected are not always appropriate for the				The tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.						The qua mo sho use the										
Comprehensibility	Message barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication. Response may be too limited to evaluate. 1			Message mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication. 2				Message comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication. 3						Me: reqi prpr cor										
Fluency	Speech halting and uneven with long pauses or incomplete thoughts. 1			Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts. 2				Somewhat fluent speech with some hesitation but speaker manages to continue and complete thoughts. 3						Flue pau:										
Vocab.	Inadequate and/or inaccurate use of vocabulary. 1			Somewhat inadequate and/or inaccurate use of vocabulary; too basic for the current level. 2				Adequate and accurate use of vocabulary for the current level. 3						Rich appr expr										
Language Control	Emerging use of basic language structures. (Used correctly about ½ of the time) 1			Emerging control of basic language structures. (Used correctly about ¾ of the time). 2				Control of basic language structures. (Used correctly most of the time, not all of the time). 3						Exce with langu										
	Basic structures = article/adjective/noun agreement; subject/verb agreement; verb conjugations ; negations (no es)													Adva										
Video Quality														subju verbs expre										

- Scoring guide – Content: It mentions two or more holidays

Instructional Resources/Tools

- Computers
- Some website examples:
 - <http://www.timeanddate.com/holidays/mexico/>

Literacy Connections

- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

Cross Curricular Connections

- Social Studies: Researching global gastronomy, which is limited by the products that grow due to geographical conditions
- ELA: Researching and organizing information to later use in their presentation
- Technology: Students will learn how to present their information with a more powerful technological tool
- World Foods: Students are learning and making food using recipes from other countries

Strand	Connections	
Mode	Interdisciplinary Connections	
<u>Standards</u>		<u>Learning Targets</u>
E. Reinforce and further their knowledge of other disciplines through the foreign language		1. <ul style="list-style-type: none"> • Interpret works of art – traditional and contemporary • Analyze the role of death in Latin America and compare it to the role of death in the US
Alignments: CCSS: 11-12.SL.1c; 11-12.SL.3; 11-12.SL.4; 11-12.RI.7 Performance: 1.6, 2.1 Knowledge: (CA) 5,7 (FA) 3,5 WLCLE: WL.3.1 (Level 2b) NETS: 3b; 6a DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • The teacher will: <ul style="list-style-type: none"> • introduce the important Spanish painter, Picasso, by showing examples of his art and using a PowerPoint about his life • provide: <ul style="list-style-type: none"> • opportunities: <ul style="list-style-type: none"> • for whole and small groups discussion about symbolism and how life experiences and culture influence Picasso's work • to watch documentaries about El día de los Muertos in Mexico • class discussions about customs in the US and Mexico surrounding death 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> • Formative: día de los Muertos quiz • Summative: Assessment test 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> • Que representa la Guernica de Picasso? • Que día celebran el día de los muertos en México? 		

Instructional Resources/Tools

- Edmodo – documentary video are uploaded to the class folder
- Internet and free websites

Literacy Connections

- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

Cross Curricular Connections

- Fine Arts: Students recognize and identify how culture influences the art and its artists around the world
- ELA: Students have to gather information, read, write and present findings to an audience

Strand	Connections Comparisons	
Mode	Distinctive Viewpoints of Information Language Comparisons	
<u>Standards</u>		<u>Learning Targets</u>
F. Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures		1. <ul style="list-style-type: none"> Students will identify the differences between the subjunctive and indicative usage in Spanish and English by translating sentences and contrasting the usage of the subjunctive and the indicative moods
Alignments: CCSS: 11-12.W.2c; 11-12.L.1a; 11-12.L.3a Performance: 1.6 Knowledge: (CA) 1 WLCLE: WL.3.2 (Level 1a,b); WL.4.1 (Level 1b,c) NETS: 6a DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> provide: <ul style="list-style-type: none"> opportunities for translation for students to learn about grammatical points that are not regularly used in their native language opportunity for students to participate in SMART Board interactive activities to ensure the learning of subjunctive verbs a verbs chart that triggers the use of the subjunctive have the students create a board game utilizing the subjunctive 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Essay test 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Espero que vengas a comer Ojalá que comas mucho 		

Instructional Resources/Tools

- *Imagina (español sin barreras) Second Edition* by Blanco and Oaimaza-Hatch

Literacy Connections

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading

Cross Curricular Connections

- ELA: Students have to compare Spanish syntax to English syntax. The outcome is learning more about their own language
- Fine Arts: Students have to create their own games

Strand	Comparisons	
Mode	Language Comparisons	
<u>Standards</u>		<u>Learning Targets</u>
G. Demonstrate understanding of the nature of language through comparisons of the language studied and their own		1. <ul style="list-style-type: none"> Explore Spanish syntax
Alignments: CCSS: 11-12.W.1c; 11-12.W.2c; 11-12.L.3a Performance: 2.2 Knowledge: (CA) 1-4 WLCLE: WL.4.1 (Levels 1b, 2e) NETS: 6b DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will provide: <ul style="list-style-type: none"> cards with parts of a sentence for students to reorder following the norms of Spanish syntax worksheets in which students will have to create sentences using the correct Spanish syntax Error sentence analysis using iPads to correct them 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Written assessment: Students receive ten scrambled sentences and must reorder them 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Reorder the following sentences Juana La Hermana ella es de mi tía 		
<u>Instructional Resources/Tools</u>		
<ul style="list-style-type: none"> <i>Imagina (Español Sin Barreras) Second Edition</i> by Blanco and Tocalmaza-Hatch iPads 		

Literacy Connections

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading

Cross Curricular Connections

- ELA: Students have to compare Spanish syntax to English syntax. The outcome is learning more about their own language

Strand	Comparisons Communities	
Mode	Cultural Comparisons Language Use for Personal Enjoyment and Enrichment	
<u>Standards</u>		<u>Learning Targets</u>
H. Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own		1. <ul style="list-style-type: none"> Listen to and sing along with folk music of different Hispanic countries Contract and compare instrumental usage with typical instruments in the United States
Alignments: CCSS: 11-12.RI.5; 11-12.SL.2 Performance: 2.4 Knowledge: (CA) 7 (FA) 4,5 WLCLE: WL.4.2 (Level 2b); WL.5.2 (Level 2c) NETS: 4a,b DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will: <ul style="list-style-type: none"> give opportunities to listen to different kinds of folk Hispanic music for students to learn about and identify instrumental sounds present instrumental folk instruments using already created PowerPoint for students to see how the instruments look like provide a website in which students can read about different instruments typical for Hispanic countries, as well as instruments made in the US 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Summative: Test 		

Sample Assessment Questions



- ¿cómo se llama este instrumento?

Instructional Resources/Tools

- Internet: <http://www.youtube.com/watch?v=rQKCiuSR2F8>

Literacy Connections

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging
- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data

Cross Curricular Connections

- Fine Arts:
 - Students have to compare and contrast instruments used around the world to the ones made in the United States
 - It supports how these instruments influence global culture
- Social Studies: Students can differentiate how different cultures express their ideas and way of life
- ELA:
 - Students will:
 - read, analyze and evaluate different authors and their products
 - present their findings to an audience