

Textbooks:

1. Triángulo Aprobado.

Website: <https://www.tvusd.k12.ca.us/Page/23457>

Course Description

This course provides opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. You will learn about culture through authentic materials that represent the Spanish-speaking world. e.g., journalistic, literary works, podcasts, interviews, movies, charts, and graphs. This course provides you with the necessary skills and intercultural understanding to enable you to communicate successfully in any Spanish-speaking environment.

Materials

plenty of paper, pencils for Scan-Tron and a black or blue pen for all writings.

Classroom Rules of Behavior

1. Treat everyone with respect.
2. No food, gum or drinks in the classroom. Water is acceptable.
3. Use electronic devices only when allowed by teacher.
4. Be in your seat when the bell rings or you will be marked tardy.

Disciplinary actions

- 1st action - Reminder / warning
- 2nd action - Student & teacher conference followed by a parent phone call
- 3rd action - on campus detention
- 4th action - Administrative Referral

Exam components, Grade Percentages, Time
Exam on May 12, 2020

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: Email Reply		1 prompt	12.5%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt	12.5%	Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts	12.5%	20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt	12.5%	2 minutes to respond

Unit 1: Los desafíos mundiales

1. ¿Cuáles son los desafíos sociales/políticos/medio ambiente que enfrentan las sociedades?

8-12 Monday No school Staff Dev./Teacher Prep Day	8-19 Monday Read: : p. 2 Introduce Unit 1 Vocabulary Quick write: Theme/subtheme	8-26 Monday Read: P. 11 Quick write: Theme/subtheme
8-13 Tuesday Teacher Prep Day	8-20 Tuesday Listen: Lectura con audio pp. 5-8	8-27 Tuesday Listen: pp. 13-16
8-14 Wednesday <i>SPIRIT Day</i>	8-21 Wednesday Write: p. 8	8-28 Wednesday Write: p. 16
8-15 Thursday Introductions Books/Syllabus/Website	8-22 Thursday Speak: p. 9 2 minute Cultural Comparison. Student chooses 1 of 6 themes. Choose a city from the 21 Spanish Speaking countries, compare it to Temecula and prepare a PPT presentation. Share on: 11-3, 11-10, 11-17, 12-1, 12-8	8-29 Thursday Speak: p. 17
8-16 Friday Video	8-23 Friday Video	8-30 Friday Video

Unit 1: Los desafíos mundiales

¿Cuáles son los desafíos sociales/políticos/medio ambiente que enfrentan las sociedades?

9-2 Monday Holidays & School Breaks	9-9 Monday Read: p. 19 Quick write: Theme/subtheme	9-16 Monday Read: p. 35 Quick write: Theme/subtheme
9-3 Tuesday Listen and respond: pp. 20-23	9-10 Tuesday Read: p.26	9-17 Tuesday Listen: pp. 36-38
9-4 Wednesday Write: p. 23	9-11 Wednesday Listen: pp. 28-31	9-18 Wednesday Write: p. 39
9-5 Thursday Speak: p. 24	9-12 Thursday Write: p. 32	9-19 Thursday Speak: p. 40
9-6 Friday Video	9-13 Friday Staff Development Day	9-20 Friday Video

Unit 2: La ciencia y la tecnología

¿Qué impacto tiene el desarrollo científico en nuestras vidas?

9-23 Monday Read: p. 52 Discuss/Quick Write on Theme/Question/s	9-30 Monday Terminar Ensayo Persuasivo página 65 Fecha límite para escribir ensayo en Google Classroom martes 2 de octubre	10-7 Monday P. 91 - 94 Comp. Question p. 93 Kahoot PPT Quizlet QUIZ
9-24 Tuesday Listen: pp. 53-56 <u>Temas</u> "No sin mi movil" - pp. 74-76 CW: Act. 2, 4 HW: Act. 1, 5	10-1 Tuesday Listen: pp. 62-65 <u>Temas</u> "Nosotros, No" - pp. 78-81 CW: Act. 2	10-8 Tuesday P. 91 - 94 Comp. Question p. 93 Kahoot PPT Quizlet QUIZ
9-25 Wednesday Write: p. 57	10-2 Wednesday Write: p. 64	10-9 Wednesday Write: p. 73
9-26 Thursday Speak: p. 58	10-3 Thursday Speak: p. 65	10-10 Thursday Speak: p. 74
9-27 Friday Video Revisar la tarea	10-4 Friday Video Revisar la tarea	10-11 Friday Video

1. ¿Qué impacto tiene el desarrollo científico en nuestras vidas?

10-14 Monday P.104-106 TEMAS Comp. Questions P. 106 Kahoot PPT PPT 2 Quizlet Quiz	10-21 Monday P. 117 – 119 TEMAS YouTube Comp. Questions P. 118 Kahoot PPT Quizlet Quiz	10-28 Monday Read: p. 92 Quick write: Theme/subtheme
10-15 Tuesday P.104-106 TEMAS Comp. Questions P. 106 Kahoot PPT PPT 2 Quizlet Quiz	10-22 Tuesday P. 117 – 119 TEMAS YouTube Comp. Questions P. 118 Kahoot PPT Quizlet Quiz	10-29 Tuesday Listen: pp. 94-97
10-16 Wednesday Write: p. 81	10-23 Wednesday Write: p. 89	10-30 Wednesday Write: p. 97
10-17 Thursday Speak: p. 82	10-24 Thursday Speak: p. 90	10-31 Thursday Speak: p.99
10-18 Friday Video	10-25 Friday Video	11-1 Friday Video - El día de los muertos - Quiz

1. ¿Cuáles son los desafíos de la vida contemporánea?
2. ¿Por qué decide alguna gente emigrarse a otro país?

11-4 Monday Read: p. 102 Discuss/Quick Write on Theme/Question/s Introduce Unit 3 Quiz Vocabulary	11-11 Monday <i>No school</i> <i>Holidays & School Breaks</i>	11-18 Monday Read: pp. 119-120 Quick write: Theme/subtheme
11-5 Tuesday Listen: pp. 103-106	11-12 Tuesday Listen: pp. 112-115	11-19 Tuesday Listen: pp. 120-123
11-6 Wednesday Write: p. 106	11-13 Wednesday Video	11-20 Wednesday write: p. 124
11-7 Thursday Speak: p. 108 Cultural Comparison -Choose theme	11-14 Thursday Write: p. 116 Cultural Comparison -Choose theme	11-21 Thursday Speak: p. 125 Cultural Comparison -Choose theme
11-8 Friday Read: p. 110 Quick write: Theme/subtheme	11-15 Friday Speak: p. 117	11-22 Friday Video

1. ¿Cuáles son los desafíos de la vida contemporánea?
2. ¿Por qué decide alguna gente emigrarse a otro país?

12-2 Monday Read: p. 127 Quick write: Theme/subtheme	12-9 Monday Read: p. 135 Quick write: Theme/subtheme	12-16 Monday Listen: pp. 145-147
12-3 Tuesday Listen: pp. 129-131	12-10 Tuesday Listen: pp. 136-139	12-17 Tuesday Write: p. 147
12-4 Wednesday Write: p. 132	12-11 Wednesday Write: p. 140	12-18 Wednesday Speak: p. 149
12-5 Thursday Speak: p. 133 Cultural Comparison Temecula vs. _____	12-12 Thursday Speak: p. 141 Cultural Comparison Temecula vs. _____	12-19 Thursday Final
12-6 Friday Video	12-13 Friday Read: p. 143	12-20 Friday Final

1. *¿Cómo se refleja la identidad cultural en tu comunidad?*
2. *¿Cómo es tu identidad un reflejo de tu familia y tu cultura?*
3. *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*

1-6 Monday Staff Dev/Teacher Prep Day	1- 13 Monday Speak: p. 158	1-20 Monday Holidays & School Breaks
1-7 Tuesday Read: pp. 152-153 Discuss/Quick Write on Theme/Question/s	1-14 Tuesday Read: p. 160 Quick write: Theme/subtheme Listen: p. 162-165	1-21 Tuesday Read: p. 169 Quick write: Theme/subtheme
1-8 Wednesday Listen: pp. 153-156	1-15 Wednesday Write: pp. 165-166	1-22 Wednesday Listen: pp. 170-173
1-9 Thursday Write: p. 157	1-16 Thursday Speak: p. 167	1-23 Thursday Write: p. 174
1-10 Friday Video	1-17 Friday Video	1-24 Friday Speak: p. 175

1. *¿Cómo se refleja la identidad cultural en tu comunidad?*
2. *¿Cómo es tu identidad un reflejo de tu familia y tu cultura?*
3. *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*

1-27 Monday Read: p. 177 Quick write: Theme/subtheme Classwork: p. 178	2-3 Monday Read: p.186 Quick write: Theme/subtheme Classwork: p.186	2-10 Monday Read: p. 194 Quick write: Theme/subtheme Classwork: p. 195
1-28 Tuesday Listen: pp. 179-182	2-4 Tuesday Listen: pp. 187-190	2-11 Tuesday Listen: pp. 196-199
1-29 Wednesday Write: pp. 182-183	2-5 Wednesday Write: pp. 191-192	2-12 Wednesday Write: p. 200
1-30 Thursday Speak: p. 184	2-6 Thursday Speak: p. 192	2-13 Thursday Speak: p. 201
1-31 Friday Video	2-7 Friday Video	2-14 Friday No School Holiday & School Breaks

Unit 5: Las familias y las comunidades

1. ¿Cómo se definen las relaciones personales?

2. ¿Cómo se define la familia en distintas sociedades?

3. ¿Cómo impactan nuestras familias y comunidades nuestras relaciones personales y públicas?

2-17 Monday No School Holidays & School Breaks	2-24 Monday Introduce Unit 5 Quiz Vocabulary Read: pp. 204-205 Discuss/Quick Write on Theme/Question/s	3-2 Monday Read: pp. 220-221 Quick write: Theme/subtheme
2-18 Tuesday Listen: pp. 206-207	2-25 Tuesday Read: p. 211 Listen: pp. 213-216	3-3 Tuesday Listen: pp. 221-224
2-19 Wednesday Write: p. 208	2-26 Wednesday Write: p. 217	3-4 Wednesday Write: pp. 224-225
2-20 Thursday Speak: p. 209	2-27 Thursday Speak: p.. 218	3-5 Thursday Speak: p. 226
2-21 Friday Video	2-28 Friday Video	3-6 Friday Video

Unit 5: Las familias y las comunidades

1. *¿Cómo se definen las relaciones personales?*

2. *¿Cómo se define la familia en distintas sociedades?*

3. *¿Cómo impactan nuestras familias/ comunidades nuestras relaciones personales y públicas?*

3-9 Monday Read: p. 228 Quick write: Theme/subtheme	3-16 Monday Read: pp. 236-237 Quick write: Theme/subtheme	4-6 Monday Read: pp. 245-246 Quick write: Theme/subtheme
3-10 Tuesday Listen: pp. 229-232	3-17 Tuesday Listen: pp. 237-241	4-7 Tuesday Listen: pp. 247-249
3-11 Wednesday Write: pp. 232-233	3-18 Wednesday Write: pp. 241-242	4-8 Wednesday Write: p. 250
3-12 Thursday Speak: p. 234	3-19 Thursday Speak: p. 243	4-9 Thursday Speak: p. 251
3-13 Friday Video	3-20 Friday Video	4-10 Friday Video

Unit 6: La belleza y la estética

1. ¿Cómo se definen las percepciones de la belleza?

4-13 Monday Read: p. 254 Discuss/Quick Write on Theme/Question/s Introduce Unit 6 Quiz Vocabulary	4-20 Monday Read: p. 262 Quick write: Theme/subtheme	4-27 Monday Read: p. 269 Quick write: Theme/subtheme
4-14 Tuesday Listen: pp. 255-257	4-21 Tuesday Listen: pp. 263-265	4-28 Tuesday Listen: pp. 271-273
4-15 Wednesday Write: pp. 258-259	4-22 Wednesday Write: p. 266	4-29 Wednesday Write: p. 274
4-16 Thursday Speak: p. 260 Share Cultural Comparison. Teacher chooses theme for you.	4-23 Thursday Speak: p. 267 Share Cultural Comparison. Teacher chooses theme for you.	4-30 Thursday Speak: p. 275 Share Cultural Comparison. Teacher chooses theme for you.
4-17 Friday Video	4-24 Friday Video	5-1 Friday Video

Unit 6: La belleza y la estética

1. ¿Cómo se definen las percepciones de la belleza?

5-4 Monday AP Exam Review/Questions	5-11 Monday Speak: p. 282	5-18 Monday Read: p. 291
5-5 Tuesday AP Exam today!!!	5-12 Tuesday Read: p. 284	5-19 Tuesday Listen: pp. 293-295
5-6 Wednesday Read: p. 277	5-13 Wednesday Listen: pp. 285-287	5-20 Wednesday Write: p. 296
5-7 Thursday Listen: pp. 278-280	5-14 Thursday Write: p. 288	5-21 Thursday Speak: p. 297
5-8 Friday Write: p. 281	5-15 Friday Speak: p. 289	5-22 Friday Video <i>5-26 till 6-5 review & final review</i>

Summer Assignment:
after watching Ads do corresponding activities

Press CTRL + Click to follow the link:

1. Multado en la playa	17. Fraude a las compañías de seguros
2. La presencia de Internet en nuestra vida	18. El hoverboard
3. ¿Pizza italiana?	19. 2016, año bisiesto
4. El futuro del plástico	20. Celebrando la Nochevieja
5. Los besos	21. La fotografía de bebés
6. ¿Cómo te sueñas?	22. Los hurtos
7. Obsesionadas con la báscula	23. Bacterias en el hogar
8. Agresiones al personal sanitario	24. La Marsellesa
9. Un supermercado original	25. Halloween
10. Cambios en el consumo	26. El azafrán, una especia manchega
11. El grafeno, material del futuro	27. Las monedas de 1 y 2 céntimos (de euro)
12. Las enfermedades raras	28. Unos pocos ricos
13. El Algarrobico	29. ¿Dónde está mi hijo?
14. Indulto para víctima de maltrato	30. Novedades en el tráfico
15. Hechos para ayudarnos	31. Un cuento especial
16. Comida adictiva	

WRITING RUBRIC

100-90

Excellence

STRONG CONTROL

- Ease of expression marked by a good sense of idioms.
- Clarity of organization.
- Accuracy and variety in vocabulary, grammar and syntax, with a few errors.
- Thorough and creative development of the topic may compensate for more language problems than this category normally allows.

89-80

Competence

GOOD CONTROL

- Reads smoothly overall despite some errors in grammar and usage.
- Evidence of organization.
- Varied and generally appropriate vocabulary.
- Thorough treatment of the topic may compensate for more language problems than this category normally allows.

79-70

Competence

FAIR CONTROL

- Easily comprehensible, with some signs of fluency and organization.
- Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures, occasional interference from another language.
- Some apt vocabulary.
- Appropriate treatment of the topic may compensate for more language problems than this category normally allows.

69-60

Incompetence

WEAK CONTROL

- Generally comprehensible, but frequently forces interpretation.
- Inaccuracies in grammatical structures and/or limited vocabulary throughout. Frequent interference from another language.
- Contains some redeeming features.
- Evidence of efforts to treat the topic.

59-50

Demonstrates
Incompetence

POOR or NO CONTROL

- Barely comprehensible.
- Almost total lack of structural accuracy and/or vocabulary resources.
- Unacceptable from most points of view.
- A 2 may be distinguished from a 1 by having more error-free word sequences.

0

A composition that is very clearly on another topic.
Blank or not written in Target language.

SPEAKING RUBRIC

100-90	Response demonstrates <u>very good or superior</u> communicative skills. • A well-developed and appropriate answer characterized by the correct use of a variety of syntactic structures. • Broad use of vocabulary. • Sustained presentation and connection of ideas. • Easily comprehensible pronunciation. • Approaches or reaches a high level of fluency (ease of expression). • Appropriate cadence in speech.
89-80	Response demonstrates <u>good</u> communicative skills. • An appropriate answer characterized by fluency (ease of expression). • Mostly correct use of syntax. • Goes beyond control of basic structures. • Connection of ideas. • Some range of vocabulary. • Pronunciation does not interfere with communication.
79-70	Response demonstrates <u>adequate</u> communicative skills. • An appropriate answer characterized by moderate fluency (ease of expression). Occasional <u>interference from another language</u>. • Some development of ideas. • May rely on repetition. • Shows control of <u>basic</u> syntactic patterns and <u>core</u> vocabulary. • Some uncertainty when student moves beyond the basics. • Pronunciation may require close attention on the part of the listener.
69-60	Response demonstrates <u>limited</u> communicative skills. • An appropriate answer restricted by serious flaws in <u>core</u> grammar, usage and pronunciation. Frequent <u>interference from another language</u>. • Low level of fluency (ease of expression). • Speaker may struggle to express ideas. • Answer may require some interpretation.
59-50	Response demonstrates <u>extremely weak</u> communicative skills. • An appropriate or partially appropriate answer that shows little control of grammar, usage and pronunciation. • Answer forces interpretation or suggests that the student did not fully understand the question. • Relies primarily on vocabulary provided in the pictures and questions. • No fluency (ease of expression).
0	The response is totally incomprehensible or does not address the question at all, or any attempt to evade the question. No response or response in a language other than Target language.