

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
Exam day = 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?

<p>8-12 Monday No school Staff Dev./Teacher Prep Day</p>	<p>8-19 Monday Read: : p. 2</p>	<p>8-26 Monday Read: P. 11</p>
<p>8-13 Tuesday Teacher Prep Day</p>	<p>8-20 Tuesday Listen: Lectura con audio pp. 5-8</p>	<p>8-27 Tuesday Listen: pp. 13-16</p>
<p>8-14 Wednesday <i>SPIRIT Day</i></p>	<p>8-21 Wednesday Write: p. 8</p>	<p>8-28 Wednesday Write: p. 16</p>
<p>8-15 Thursday Introductions</p>	<p>8-22 Thursday Speak: p. 9 Add Assignment on Google Classroom</p>	<p>8-29 Thursday Speak: p. 17 Add Assignment on Google Classroom</p>
<p>8-16 Friday Video</p>	<p>8-23 Friday Video</p>	<p>8-30 Friday Video</p>

Unit 1: Los desafíos mundiales

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

<p>9-2 Monday</p> <p>Holidays & School Breaks</p>	<p>9-9 Monday</p> <p>Read: pp. 26-27</p>	<p>9-16 Monday</p> <p>Read: p. 35</p>
<p>9-3 Tuesday</p> <p>Listen and respond: pp. 20-23</p>	<p>9-10 Tuesday</p> <p>Listen: pp. 28-30</p>	<p>9-17 Tuesday</p> <p>Listen: pp. 36-38</p>
<p>9-4 Wednesday</p> <p>Write: p. 23</p>	<p>9-11 Wednesday</p> <p>Write: pp. 31-32</p>	<p>9-18 Wednesday</p> <p>Write: p. 39</p>
<p>9-5 Thursday</p> <p>Speak: p. 24</p> <p>Add Assignment on Google Classroom</p>	<p>9-12 Thursday</p> <p>Speak: p. 33</p> <p>Add Assignment on Google Classroom</p>	<p>9-19 Thursday</p> <p>Speak: p. 40</p> <p>Add Assignment on Google Classroom</p>
<p>9-6 Friday</p> <p>Video</p>	<p>9-13 Friday</p> <p>Staff Development Day</p>	<p>9-20 Friday</p> <p>Video</p>

Unit 2: La ciencia y la tecnología

¿Qué impacto tiene el desarrollo científico en nuestras vidas?

<p>9-23 Monday</p> <p>Read: p. 52</p>	<p>9-30 Monday</p> <p>Terminar Ensayo Persuasivo pagina 65</p>	<p>10-7 Monday</p> <p>Read: P. 68</p>
<p>9-24 Tuesday</p> <p>Listen: pp. 53-56</p>	<p>10-1 Tuesday</p> <p>Listen: pp. 62-65</p>	<p>10-8 Tuesday</p> <p>Listen: pp. 69-71</p>
<p>9-25 Wednesday</p> <p>Write: p. 57</p>	<p>10-2 Wednesday</p> <p>Write: p. 65</p>	<p>10-9 Wednesday</p> <p>Write: P. 72-73</p>
<p>9-26 Thursday</p> <p>Speak: p. 58</p> <p>Add Assignment on Google Classroom</p>	<p>10-3 Thursday</p> <p>Speak: p. 66</p> <p>Add Assignment on Google Classroom</p>	<p>10-10 Thursday</p> <p>Speak: p. 74</p> <p>Add Assignment on Google Classroom</p>
<p>9-27 Friday</p> <p>Video</p>	<p>10-4 Friday</p> <p>Video</p> <p>S1 E4 1/2</p>	<p>10-11 Friday</p> <p>Video</p> <p>S1 E4 2/2 Kahoot</p>

Unit 2: La ciencia y la tecnología

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

<p>10-14 Monday</p> <p>Read: p. 76</p>	<p>10-21 Monday</p> <p>Read: pp. 84-85</p>	<p>10-28 Monday</p> <p>Read: p. 92</p>
<p>10-15 Tuesday</p> <p>Listen: pp. 77-79</p>	<p>10-22 Tuesday</p> <p>Listen: pp. 86-87</p>	<p>10-29 Tuesday</p> <p>Listen: pp. 94-97</p>
<p>10-16 Wednesday</p> <p>Write: p. 80-81</p>	<p>10-23 Wednesday</p> <p>Write: p. 88-89</p>	<p>10-30 Wednesday</p> <p>Write: p. 97</p>
<p>10-17 Thursday</p> <p>Speak: p. 82</p> <p>Add Assignment on Google Classroom</p>	<p>10-24 Thursday</p> <p>Speak: p. 90</p> <p>Add Assignment on Google Classroom</p>	<p>10-31 Thursday</p> <p>Speak: p.99</p> <p>Add Assignment on Google Classroom</p>
<p>10-18 Friday</p> <p>Video</p> <p>S1 E5 1/2</p>	<p>10-25 Friday</p> <p>Video</p> <p>S1 E5 2/2 Kahoot</p>	<p>11-1 Friday</p> <p>Video</p> <ul style="list-style-type: none"> - El día de los muertos - Quiz <p>S1 E6 1/2</p>

Unit 3: La vida contemporánea

1. *¿Cuáles son los desafíos de la vida contemporánea?*

2. ¿Por qué decide alguna gente emigrarse a otro país?

<p>11-4 Monday Read: p. 102</p>	<p>11-11 Monday <i>No school</i> <i>Holidays & School Breaks</i></p>	<p>11-18 Monday Read: pp. 119-120</p>
<p>11-5 Tuesday Listen: pp. 103-106</p>	<p>11-12 Tuesday Read p. 110 Listen: pp. 112-115</p>	<p>11-19 Tuesday Listen: pp. 120-123</p>
<p>11-6 Wednesday Write: p. 106</p>	<p>11-13 Wednesday Write p. 116</p>	<p>11-20 Wednesday write: p. 124</p>
<p>11-7 Thursday Speak: p. 108 Add Assignment on Google Classroom</p>	<p>11-14 Thursday Speak p. 117 Add Assignment on Google Classroom</p>	<p>11-21 Thursday Speak: p. 125 Add Assignment on Google Classroom</p>
<p>11-8 Friday S1 E6 2/2 Kahoot</p>	<p>11-15 Friday S2 E1 1/2</p>	<p>11-22 Friday S2 E1 1/2 Kahoot</p>

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

<p>12-2 Monday Read: p. 127</p>	<p>12-9 Monday Read: p. 135</p>	<p>12-16 Monday Listen: pp. 145-147</p>
<p>12-3 Tuesday Listen: pp. 129-131</p>	<p>12-10 Tuesday Listen: pp. 136-139</p>	<p>12-17 Tuesday Write: p. 147</p>
<p>12-4 Wednesday Write: p. 132</p>	<p>12-11 Wednesday Write: p. 140</p>	<p>12-18 Wednesday Speak: p. 149</p>
<p>12-5 Thursday Speak: p. 133 Add Assignment on Google Classroom</p>	<p>12-12 Thursday Speak: p. 141 Add Assignment on Google Classroom</p>	<p>12-19 Thursday Final</p>
<p>12-6 Friday Video S2 E2 1/2</p>	<p>12-13 Friday Read p. 143 S2 E2 2/2 Kahoot</p>	<p>12-20 Friday Final</p>

Unit 4: Las identidades personales y públicas

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 Read p. 160	1-20 Monday Holidays & School Breaks
1-7 Tuesday Read: pp. 152-153 Listen pp. 153-156	1-14 Tuesday Listen: pp. 162-165	1-21 Tuesday Read: p. 169 Listen pp. 170-173
1-8 Wednesday Write p. 157	1-15 Wednesday Write: pp. 165-166	1-22 Wednesday Write p. 174
1-9 Thursday Speak p. 158 Add Assignment on Google Classroom	1-16 Thursday Speak: p. 167 Add Assignment on Google Classroom	1-23 Thursday Speak p. 173 Add Assignment on Google Classroom
1-10 Friday Video S2 E3 1/2	1-17 Friday Video S2 E3 2/2 Kahoot	1-24 Friday (EI Adjust)

Unit 4: Las identidades personales y públicas

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	2-3 Monday Read: p.186	2-10 Monday Read: p. 194
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 Add Assignment on Google Classroom	2-6 Thursday Speak: p. 192 Add Assignment on Google Classroom	2-13 Thursday Speak: p. 201 Add Assignment on Google Classroom
1-31 Friday Video S2 E4 1/2	2-7 Friday Video S2 E4 2/2 Kahoot	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 Read: pp. 204-205	3-2 Monday Read: pp. 220-221
2-18 Tuesday Read p. 204 Listen pp 205-207	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 Add Assignment on Google Classroom	2-27 Thursday Speak: p. 218 Add Assignment on Google Classroom	3-5 Thursday Speak: p. 226 Add Assignment on Google Classroom
2-21 Friday Video S2 E5 1/2	2-28 Friday Video S2 E5 2/2 Kahoot	3-6 Friday Video S2 E6 1/2

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	3-16 Monday Read: pp. 236-237	4-6 Monday Read: pp. 245-246
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: pp. 250
3-12 Thursday Speak: p. 234 Add Assignment on Google Classroom	3-19 Thursday Speak: p. 243 Add Assignment on Google Classroom	4-9 Thursday Speak: p. 251 Add Assignment on Google Classroom
3-13 Friday Video S2 E6 2/2 Kahoot	3-20 Friday Video S2 E7 1/2	4-10 Friday Video S2 E7 2/2 Kahoot

Unit 6: La belleza y la estética

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

4-13 Monday Read: p. 254	4-20 Monday Read: p. 262	4-27 Monday Read: p. 269
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 Add Assignment on Google Classroom	4-23 Thursday Speak: p. 267 Add Assignment on Google Classroom	4-30 Thursday Speak: p. 275 Add Assignment on Google Classroom
4-17 Friday Video S2 E8 1/2	4-24 Friday Video S2 E8 2/2 Kahoot	5-1 Friday Video S3 E1 1/2

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 AP Exam Review	5-18 Monday EI
5-5 Tuesday AP Exam Review	5-12 Tuesday AP EXAM!!!	5-19 Tuesday EI
5-6 Wednesday AP Exam Review	5-13 Wednesday EI	5-20 Wednesday EI
5-7 Thursday AP Exam Review	5-14 Thursday EI	5-21 Thursday EI
5-8 Friday AP Exam Review	5-15 Friday EI	5-22 Friday EI

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 **very good or superior** 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 **good** 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 **adequate** communicative skills.
- An appropriate answer characterized by moderate fluency (ease of expression). Occasional interference from another language.
 - Some development of ideas.
 - May rely on repetition.
 - Shows control of basic syntactic patterns and core vocabulary.
 - Some uncertainty when student moves beyond the basics.
 - Pronunciation may require close attention on the part of the listener.
- 69-60** Response demonstrates **limited** communicative skills.
- An appropriate answer restricted by serious flaws in core grammar, usage and pronunciation. Frequent interference from another language.
 - Low level of fluency (ease of expression).
 - Speaker may struggle to express ideas.
 - Answer may require some interpretation.
- 59-50** Response demonstrates **extremely weak** 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.