

# Seymour Public Schools Curriculum

**Grade: 11-12**

**Subject: Spanish V Honors**

The purpose of Spanish V Honors in grades 11-12 is to integrate listening and speaking skills, while continuing to advance knowledge of the major grammar points of the language. The course will accomplish this through the analysis of historic and modern literary works, including poetry, and culturally significant topics explored through news articles, and online news resources from around the Spanish speaking world. Students will demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied. Students will be exposed to a variety of materials and genres to help them expand their knowledge of formal Spanish in both oral and written forms. Additionally, students will refine their communication skills through media presentations and group projects.

## **Unit 1: Un Buen Repaso: Formas Gramaticales Avanzadas**

In this unit, Spanish V students will review the advanced grammar points that will be needed throughout the yearlong course. After a thorough review, students in small groups will demonstrate their understanding of assigned grammar point through communicative activities. Students will also be introduced to essential vocabulary and phrases that will be required to utilize throughout the course.

## **Unit 2: Vacaciones de Verano**

Throughout this unit, students will learn vocabulary related to summer travel and leisure activities. All vocabulary will be student generated and will come from personal experiences and anecdotes, particular to their own summer experiences. Students will create a presentation completely in Spanish focusing on the ***Preterite vs. Imperfecto***. Students will present to the class and must respond in Spanish to mandatory questions or commentary from their classmates. Students will also create an itinerary for a future trip to a Spanish speaking country. This will include a written summary about various aspects of their trip, including purchasing a ticket, selecting a hotel, planned adventures, and foods.

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## Unit 3: La Vida es Graciosa

In this unit, students will learn about many aspects of cultural identity, acceptable communicative norms, and humor as related to the Spanish speaking world. Students will research and compare how these concepts vary from country to country through television programs, comedians, newspaper articles, comic strips, and literary excerpts. Students will learn what is acceptable and unacceptable as it relates to culture, as well as major themes of humor. Students will learn how humor has changed over time and what themes were predominant moving from the Renaissance to the discovery of the new world. Students will learn how religion, politics, and love have changed over time. Students will create a presentation about cultural humor from an assigned Spanish speaking country. Through the introduction of jokes, **piropos**, or comedic video clips, they will make a case for how humor is unique to their country.

## Unit 4: Un Estudio Literario – La Edad Media

Throughout this unit, students will learn the basics of Spanish Literacy from the Middle Ages leading up to the Renaissance. Students will learn about the cause of the Middle Ages, the major thematic ideas found in literature of the time, the importance of **La Reconquista** and how literature would eventually change with the advent Renaissance. Students will read and analyze selected readings from **El Conde Lucanor** and debate the major themes of the Middle Ages that are predominant within the text. Students will recreate the internal literary structure of **El Conde Lucanor** by choosing a famous didactic story or creating one of their own, based upon a conflict set up in the outer framework. Grammar points focus on concordance of tense, i.e. present vs. preterite,.. as the story framework moves from tense to tense.

## Unit 5: Fiestas Famosas

In this unit, students learn about the many famous festivals and holidays found throughout the Spanish speaking world. Students will learn about *La Navidad*, *La Tomatina*, *el Día de los Muertos*, *Las Fiestas de San Fermín*, and *Semana Santa*. Students will learn the history of each holiday and how they are celebrated differently in various countries. Students will learn vocabulary related to foods, religion, customs, and music.

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## Unit 6: Un Estudio Literario – El Renacimiento

Throughout this unit, students will learn about the transition from the Middle Ages to the Renaissance. They will learn about the introduction of currency throughout Europe and how it fostered change throughout the arts... including painting, sculpture, music and literature. Students will also learn about the psychological role that the Inquisition and the discovery of the New World had of literature in Spain and from the Spanish colonies. Students will become familiarized with exemplar works from the Renaissance including, *Don Quixote*, *Lazarillo de Tormes*, and *El Romancillo*. New vocabulary related to themes of the Renaissance are introduced.

## Unit 7: El Noticiero

In this unit, students learn about the news industry throughout the Spanish speaking world and how it differs from American media. Students will learn how television news and entertainment have shaped and evolved modern Spanish. Students will learn vocabulary related to the television world. Through analysis of news reports, newspapers, and reports, students will learn how different countries prioritize their news coverage.

## Unit 8: Un Estudio Literario – El Renacimiento a la Edad Moderna

Students will learn about literature in the modern age. This unit explores the transition from the Renaissance, through the Baroque Period, and finally to the modern age. Students will learn about how literary themes, character development, and modern technological evolution have shaped the Spanish speaking world of today. The unit also outlines how the influence of the Spanish Colonies in the New World, and the loss of the last colonies in 1898 effected writers moving into the Modern Age. Students will compare and debate the quickly changing approaches to literature as seen in such reading selections by **Gustavo Adolfo Bécquer** and **Ana María Matute**.

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## Unit 1: Un Buen Repaso: Formas Gramaticales Avanzadas

In this unit, Spanish V students will review the advanced grammar points that will be needed throughout the yearlong course. After a thorough review, students in small groups will demonstrate their understanding of assigned grammar point through communicative activities. Students will also be introduced to essential vocabulary and phrases that will be required to utilize throughout the course.

<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b>	Spanish V - Unit 1 Grade: 11-12 3 weeks
<b>CCSS Overarching Standards</b>	<b>Reading:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  <b>Writing:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  <b>Speaking/Listening:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

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	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
<b>Priority Standards (ACTFL)</b>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</li> </ul> <p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul> <p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>• 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>
<b>SHS Learning Expectations</b>	<ul style="list-style-type: none"> <li>• Students will think critically</li> <li>• Students will communicate effectively and creatively</li> <li>• Students will access, evaluate, and use information for a variety of tasks and purposes</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate their understanding of essential vocabulary words and phrases in a communicative setting.</li> <li>• Students will show understanding of advanced verbs forms through properly manipulating them for tense and subject in both oral and written formats.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do I use another language to communicate with others?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> </ul>

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<p><b>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</b></p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize essential vocabulary and phrases needed throughout the yearlong course.</li> <li>• Correctly conjugate the advanced verb forms needed for real world communication. These include the following: <i>Futuro, Pretérito, Imperfecto, Presente Perfecto del Subjuntivo, Imperfecto del Subjuntivo, Todas las Formas del Perfecto, and Mandatos.</i></li> <li>• Listen and speak on a variety of topics using advanced verb forms.</li> <li>• Access a wide ranging bank of essential vocabulary and phrases needed to communicate ideas and access new information.</li> </ul>		
<p><b>Strategies(examples)</b></p> <ul style="list-style-type: none"> <li>• Whole Class Instruction...Teacher guides students through a review of advanced verb forms</li> <li>• Peer to Peer Instruction...Students work to create what they feel are essential vocabulary and phrase to utilize through the year to share ideas and access new information.</li> <li>• Differentiation...notes, handouts, multimedia presentations by students, student conversations</li> </ul>	<p><b>Materials/Resources(examples)</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Multimedia...YouTube, Conjuguemos.com</li> <li>• PowerPoints</li> <li>• Guided Notes/Handouts</li> <li>• Writing Prompts...<i>Students demonstrate proper usage of selected verb forms in written form around a specific prompt.</i></li> <li>• Peer Assessments: <i>Students will assess their peers' work by working in small groups to identify errors</i></li> </ul>	<p><b>Assessments(examples)</b></p> <ul style="list-style-type: none"> <li>• Oral/Aural Quizzes...<i>teacher monitors student communications to ensure proper usage of verb forms and essential vocabulary.</i></li> <li>• Google Presentations...<i>Students' understanding is assessed both orally and in written form through a presentation before the class. Students are given a specific advanced verb form and are required to teach it to the class, do their own assessment of the rest of the class, provide real world examples and respond to student questions.</i></li> <li>• <i>Writing Prompts...Students demonstrate proper usage of selected verb forms in written form around a specific prompt.</i></li> <li>• <i>Peer Assessments: students will assess their peers' work by working in small groups to identify errors.</i></li> </ul>	

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## Unit 2: Vacaciones de Verano

Throughout this unit, students will learn vocabulary related to summer travel and leisure activities. All vocabulary will be student generated and will come from personal experiences and anecdotes, particular to their own summer experiences. Students will create a presentation completely in Spanish, focusing on the ***Preterite vs. Imperfecto***. Students will present to the class and must respond in Spanish to mandatory questions or commentary from their classmates. Students will also create an itinerary for a future trip to a Spanish speaking country. This will include a written summary about various aspects of their trip, including purchasing a ticket, selecting a hotel, planned adventures, and foods.

<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b>	Spanish V - Unit 2 Grade: 11-12 5 weeks
<b>CCSS Overarching Standards</b>	<b>Reading:</b>  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words  Read and comprehend complex literary and informational texts independently and proficiently

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	<p><b>Writing:</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p><b>Speaking/Listening:</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>
<p><b>Priority Standards (ACTFL)</b></p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>



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	<p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul> <p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>• 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>
<p><b>SHS Learning Expectations</b></p>	<ul style="list-style-type: none"> <li>• Students will think critically</li> <li>• Students will communicate effectively and creatively</li> <li>• Students will access, evaluate, and use information for a variety of tasks and purposes</li> </ul>
<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the complexities of when to use the <i><b>Imprefecto vs. Pretérito</b></i></li> <li>• Students will understand vocabulary related to travel and leisure time activities</li> <li>• Students will learn the importance of finding ways to utilize vocabulary that they are familiar with when trying to express ideas that they do not have the vocabulary for.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• How do I use another language to communicate with others?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> <li>• How do I express important ideas when I lack the vocabulary to express them?</li> </ul>
<p><b>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</b></p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate their <i>understanding of the <b>Imprefecto vs. Pretérito</b></i> through a presentation about their summer vacation. They will be able to showcase events that fall into one of the two verb tenses.</li> <li>• Ask questions or make commentaries about a variety of specific topics.</li> <li>• Properly utilize their list of essential vocabulary and phrases to access information on a variety of topics.</li> <li>• Effectively utilize a bilingual dictionary to access new vocabulary</li> </ul>

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	<ul style="list-style-type: none"> <li>Effectively utilize a presentation media format (<i>i.e. Google Slides, PowerPoint, MovieMaker, etc.</i>) to disseminate information in a cohesive and logical way.</li> <li>Show how to organize a trip to a Spanish speaking country and its complexities including... getting a passport, learning about a country's currency, local attractions, and foods.</li> </ul>	
<p><b>Strategies(examples)</b></p> <ul style="list-style-type: none"> <li><i>Whole class instruction...teacher guides students through a review of the <b>Imperfecto</b> and the <b>Pretérito</b></i></li> <li><i>Peer to Peer instruction...students work together to discuss activities they did during their summer vacation. They will determine if the activities were associated with the <b>Imperfecto</b> or the <b>Pretérito</b>.</i></li> <li><i>Online Resources: Students access information online from a variety of websites...travel, purchasing tickets, exchange rates, tourism, government websites regarding travel restrictions, vaccinations, etc.</i></li> <li><i>Peer Editing: Students will identify problem areas regarding grammar and vocabulary usage as their peers present their projects.</i></li> </ul>	<p><b>Materials/Resources(examples)</b></p> <ul style="list-style-type: none"> <li>Chromebooks</li> <li>Multimedia...Google Slides, PowerPoint, MovieMaker, etc.</li> <li>Student Assessment Sheets...used when peer editing for student feedback</li> <li>Guided Notes/Handouts...the <b>Imperfecto</b> or the <b>Pretérito</b></li> <li>Online Resources related to travel</li> </ul>	<p><b>Assessments(examples)</b></p> <ul style="list-style-type: none"> <li><i>Oral/Aural Quizzes...teacher monitors student communications to ensure proper usage of verb forms and essential vocabulary.</i></li> <li><i>Google Presentations...Students' understanding is assessed both orally and in written form through a presentation before the class. Students are expected to correctly determine when to use the <b>Imperfecto</b> or the <b>Pretérito</b>.</i></li> <li><i>Writing Prompts...Students demonstrate proper usage of the <b>Imperfecto</b> or the <b>Pretérito</b> in written form around activities they participated in during their summer vacation.</i></li> <li><i>Peer Assessments: Students will assess their peers' work by working in small groups to identify errors.</i></li> </ul>

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## Unit 3: La Vida es Graciosa

In this unit, students will learn about many aspects of cultural identity, acceptable communicative norms, and humor as related to the Spanish speaking world. Students will research and compare how these concepts vary from country to country through television programs, comedians, newspaper articles, comic strips, and literary excerpts. Students will learn what is acceptable and unacceptable as it relates to culture, as well as major themes of humor. Students will learn how humor has changed over time and what themes were predominant moving from the Renaissance to the discovery of the new world. Students will learn how religion, politics, and love have changed over time. Students will create a presentation about cultural humor from an assigned Spanish speaking country. Through the introduction of jokes, *piropos*, or comedic video clips, they will make a case for how humor is unique to their country.

<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b>	Spanish V - Unit 3 Grade: 11-12 1 -1.5 months
<b>CCSS Overarching Standards</b>	<b>Reading:</b>  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone  Assess how point of view or purpose shapes the content and style of a text  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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	<p><b>Writing:</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p><b>Speaking/Listening:</b></p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>
<p><b>Priority Standards (ACTFL)</b></p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> </ul>

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	<p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul> <p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>• 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>
<p><b>SHS Learning Expectations</b></p>	<ul style="list-style-type: none"> <li>• Students will think critically</li> <li>• Students will communicate effectively and creatively</li> <li>• Students will access, evaluate, and use information for a variety of tasks and purposes</li> </ul>
<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>• Students will understand how cultural identity shapes the way people communicate with each other.</li> <li>• Students will understand how certain aspects of a culture can create sensitivities when communicating.</li> <li>• Over the course of this unit, students will understand how cultural shifts over time creates new ways of communicating... <i>i.e. what is acceptable to say, what is considered funny, role of social media, etc.</i></li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What role does cultural identity play when determining acceptable communicative norms?</li> <li>• What are common cultural misunderstandings and stereotypes associated with Spanish speaking countries?</li> <li>• How has religion, politics, love, etc... changed the cultural identity of Spanish speaking countries throughout history?</li> </ul>
<p><b>Performance Expectations (Student outcomes: what will students will</b></p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Identify acceptable and unacceptable communicative norms and stereotypes associated with Spanish speaking countries</li> </ul>

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<p><b>know/understand and be able to do)</b></p>	<ul style="list-style-type: none"> <li>• Identify how Americans are viewed from the perspective of the Spanish speaking world and how much of our cultural identity is misunderstood creating ineffective communication</li> <li>• Share their understanding of cultural identities and the historic shifts in the way we communicate, particularly when it relates to politic, love, humor, etc.</li> </ul>		
<p><b>Strategies(examples)</b></p> <ul style="list-style-type: none"> <li>• Whole class instruction... <i>teacher leads a discussion about culture identity and communication through a series of examples from both within and outside of the U.S.</i></li> <li>• Analysis of World View... <i>through a series of video clips, students will experience how Americans are viewed from several perspective... particularly European and South American.</i></li> <li>• Text Analysis... <i>students will each be given a joke, <b>piropo</b>, or <b>refrán</b> in Spanish that is culturally insensitive. In a media presentation, students will collectively translate their assignment and discuss how cultural identity plays a role in what is considered acceptable and proper communication.</i></li> <li>• Differentiation... <i>notes, handouts, multimedia presentations by students, student conversations</i></li> </ul>	<p><b>Materials/Resources(examples)</b></p> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Multimedia... YouTube... <i>video clips related to cultural identity and humor</i> PowerPoints</li> </ul>	<p><b>Assessments(examples)</b></p> <ul style="list-style-type: none"> <li>• Oral/Aural Quizzes... <i>teacher monitors student communications</i></li> <li>• Google Presentations... <i>Students' understanding is assessed both orally and in written form through a presentation before the class. Students are given a specific joke, <b>piropo</b>, or <b>refrán</b> in Spanish and are required to lead the class in a discussion about word usage and cultural sensitivity.</i></li> <li>• Writing Prompts... <i>Students demonstrate their understanding of the power of words as they relate to cultural identity and shifting understanding of world view.</i></li> <li>• Peer Assessments: <i>Students will assess their peers' presentations through a series of questions and comments as part of a post-presentation wrap up.</i></li> </ul>	

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## Unit 4: Un Estudio Literario – La Edad Media

Throughout this unit, students will learn the basics of Spanish Literacy from the Middle Ages leading up to the Renaissance. Students will learn about the cause of the Middle Ages, the major thematic ideas found in literature of the time, the importance of ***La Reconquista*** and how literature would eventually change with the advent Renaissance. Students will read and analyze selected readings from ***El Conde Lucanor*** and debate the major themes of the Middle Ages that are predominant within the text. Students will recreate the internal literary structure of ***El Conde Lucanor*** by choosing a famous didactic story or creating one of their own, based upon a conflict set up in the outer framework. Grammar points focus on concordance of tense, i.e. present vs. preterite,.. as the story framework moves from tense to tense.

<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b>	Spanish V - Unit 4 Grade: 11-12 1 – 1.5 months
<b>CCSS Overarching Standards</b>	<p><b>Reading:</b></p> <p>Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p> <p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</p> <p>Read and comprehend complex literary and informational texts independently and proficiently</p> <p><b>Writing:</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>

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	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p><b>Speaking/Listening:</b></p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</p>
<p><b>Priority Standards (ACTFL)</b></p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</li> </ul> <p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul> <p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>• 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>
<p><b>SHS Learning Expectations</b></p>	<ul style="list-style-type: none"> <li>• Students will think critically</li> <li>• Students will communicate effectively and creatively</li> <li>• Students will access, evaluate, and use information for a variety of tasks and purposes</li> </ul>



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<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>• Students will understand how important historical events shaped the course of Spanish literature.</li> <li>• Student will be able to identify the most significant historical literary periods, including the fall of the Roman Empire, the Renaissance, the Baroque Period, ending with the Modern Era.</li> <li>• Student will identify exemplar literary works from each historic period and list their major defining characteristics.</li> <li>• Students will understand the role of the Muslim invasion shaped Spanish literature.</li> <li>• Students will make connections between the end of the feudal system, the advent of money, the rise of the Renaissance as it relates to literature.</li> <li>• Students will identify the defining characteristics of the Middle Ages and the Renaissance in selected readings from <b><i>El Conde Lucanor</i></b>.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What are the major historical events that shaped Spanish literature over the centuries?</li> <li>• How did the Muslim invasion in 711 influence literature?</li> <li>• What are the characteristics of the major literary time periods as they relate to Spanish literature?</li> <li>• What were the major causes of the Fall of the Roman Empire, the Middle Ages and the Renaissance?</li> <li>• What was the major role of the introduction of “currency” throughout Europe as it relates to the beginning of the Renaissance?</li> <li>• How is <b><i>El Conde Lucanor</i></b> a perfect example of literature in transition... specifically from the Middle Ages to the Renaissance?</li> </ul>
<p><b>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</b></p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Access a wide ranging bank of essential vocabulary and phrases related to the study of literature, and historic periods of Spain.</li> <li>• Listen and speak on a variety of topics related to the different literary time periods of Spain.</li> <li>• Effectively communicate the major historical events of Spain, including the role of Muslims, the <i>Reconquista</i>, and rise of the Renaissance Period.</li> <li>• Identify the two structural frameworks found in selected reading of <b><i>El Conde Lucanor</i></b> and the dueling influences of the Middle Ages and the Renaissance.</li> </ul>

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Strategies(examples)	Materials/Resources(examples)	Assessments(examples)
<ul style="list-style-type: none"> <li>• Whole class instruction... <i>teacher guides students through a historical literary timeline from the fall of the Roman Empire through the Modern Era.</i></li> <li>• Writing/Reflection: <i>Students are given a list of topics related to Spanish history and literary time periods. These topics serve as a writing prompt. Students are required to write a one-page description of their topic, explain its historic significance and role on the development of Spanish Literature.</i></li> <li>• Peer to Peer Teaching... <i>students collectively translate selected readings from <b><u>El Conde Lucanor</u></b>. Students discuss and debate the most accurate translations, taking into consideration the time period and cultural identity of the 14<sup>th</sup> century.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Reading Selections from <b><u>El Conde Lucanor</u></b></li> <li>• Guided Notes/Handouts</li> <li>• PowerPoint Presentation</li> <li>• Online Resource: <a href="http://Conjuguemos.com">Conjuguemos.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Oral/Aural Quizzes...teacher monitors student communications to ensure proper use of Spanish</i></li> <li>• <i>Writing Prompts...Students demonstrates proper usage of Spanish and accuracy of information.</i></li> <li>• <i>Peer Assessments: Students will assess their peers' work by working in small groups to identify errors.</i></li> </ul>

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## Unit 5: Fiestas Famosas

In this unit, students learn about the many famous festivals and holidays found throughout the Spanish speaking world. Students will learn about *La Navidad*, *La Tomatina*, *el Día de los Muertos*, *Las Fiestas de San Fermín*, *El Camino de Santiago*, and *Semana Santa*. Students will learn the history of each holiday and how they are celebrated differently in various countries. Students will learn vocabulary related to foods, religion, customs, and music.

<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b>	Spanish V - Unit 5 Grade: 11-12 3 weeks
<b>CCSS Overarching Standards</b>	<b>Reading:</b>  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence  Read and comprehend complex literary and informational texts independently and proficiently  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  <b>Writing:</b>  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content  Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

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	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p><b>Speaking/Listening:</b></p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>
<p><b>Priority Standards (ACTFL)</b></p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> </ul> <p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</li> </ul>

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	<p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>• 4.1: Students demonstrate understanding of the concept of culture through comparisons of the language studied and their own.</li> </ul>
<p><b>SHS Learning Expectations</b></p>	<ul style="list-style-type: none"> <li>• Students will think critically</li> <li>• Students will communicate effectively and creatively</li> <li>• Students will access, evaluate, and use information for a variety of tasks and purposes</li> </ul>
<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>• Students will demonstrate their understanding of essential vocabulary words and phrases related to holidays and festivities in a communicative setting.</li> <li>• Students will understand the significance and history of various holidays and festivals from the Spanish speaking world, including: <i>La Navidad, La Tomatina, el Día de los Muertos, Las Fiestas de San Fermín, El Camino de Santiago, and Semana Santa.</i></li> <li>• Students will be able to distinguish between <b><i>La Voz Activa vs. La Voz Pasiva</i></b> and provide examples in real world settings.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What is the essential vocabulary related to holidays and festivals in the Spanish speaking world?</li> <li>• What is and how do you form <b><i>La Voz Activa vs. La Voz Pasiva?</i></b></li> <li>• What are the major holidays and festivals of the Spanish speaking world?</li> </ul>
<p><b>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</b></p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize essential vocabulary and phrases associated with the Spanish speaking world.</li> <li>• Accurately form and use, both orally and in written form, the use of <b><i>La Voz Activa vs. La Voz Pasiva.</i></b></li> <li>• Listen and speak on a variety of topics related to Spanish holidays, foods, traditions, and music.</li> <li>• Provide classmates with new information about Spanish holidays, foods, traditions, and music that were not formally studied in class.</li> </ul>

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Strategies(examples)	Materials/Resources(examples)	Assessments(examples)
<ul style="list-style-type: none"> <li>• Whole class instruction... <i>teacher guides students through the formation of <b>La Voz Activa vs. La Voz Pasiva</b> and their irregular forms.</i></li> <li>• Peer to Peer instruction... <i>students collaborate to create classroom presentations about specific holidays and traditions. Students are expected to ask probing questions and positive commentary.</i></li> <li>• Inquiry-based Learning... <i>students research unique holidays and/or traditions throughout the Spanish speaking world.</i> Reflection: <i>Students reflect on their thoughts about the holiday or tradition that they researched. Why did they choose a certain topic, what did they like/dislike about the topic, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Multimedia... YouTube, Conjuguemos.com</li> <li>• Media Presentations: <i>Google Presentations, PowerPoints, MovieMaker</i></li> <li>• Video: <i>The movie <b>El Camino</b> highlights the religious journey of millions of Pilgrims through northern Spain to Santiago de Compostela.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Oral/Aural Quizzes... <i>teacher monitors student communications to ensure proper usage of verb forms and essential vocabulary related to Spanish holidays and traditions.</i></li> <li>• Google Presentations... <i>Students' understanding is assessed both orally and in written form through a presentation before the class. Students are tasked with researching a holiday or tradition that was not discussed in class and are required to share their findings in a multimedia presentation of their choice. They must also complete a self-reflection and assessment of their presentations as well as respond to student questions and inquiries.</i></li> <li>• Writing Prompts... <i>Students are asked to think of an influential historical event that changed the world and write a series of thoughts on that event, demonstrating their understanding of how to properly construct sentences with <b>La Voz Activa vs. La Voz Pasiva</b>.</i></li> <li>• Peer Assessments: <i>Students will assess their peers' work through a series of questions and commentaries to student presentations.</i></li> <li>• Journal Reflections: <i>After viewing the video of <b>El Camino</b> students are</i></li> </ul>

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		<i>asked to reflect in Spanish on the significance of the journey to the pilgrims, interesting cultural, architectural, historical observations, and how they would feel if they were to experience the journey.</i>
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## Unit 6: Un Estudio Literario – El Renacimiento

Throughout this unit, students will learn about the transition from the Middle Ages to the Renaissance. They will learn about the introduction of currency throughout Europe and how it fostered change throughout the arts... including painting, sculpture, music and literature. Students will also learn about the psychological role that the Inquisition and the discovery of the New World had of literature in Spain and from the Spanish colonies. Students will become familiarized with exemplar works from the Renaissance, including, *Don Quixote*, *Lazarillo de Tormes*, and *El Romancillo*. New vocabulary related to themes of the Renaissance are introduced.

<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b>	Spanish V - Unit 6 Grade: 11-12 2 months
<b>CCSS Overarching Standards</b>	<p><b>Reading:</b></p> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p> <p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Read and comprehend complex literary and informational texts independently and proficiently</p> <p><b>Writing:</b></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>



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	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p><b>Speaking/Listening:</b></p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>
<p><b>Priority Standards (ACTFL)</b></p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> </ul> <p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul> <p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>• 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>
<p><b>SHS Learning Expectations</b></p>	<ul style="list-style-type: none"> <li>• Students will think critically</li> <li>• Students will communicate effectively and creatively</li> <li>• Students will access, evaluate, and use information for a variety of tasks and purposes</li> </ul>

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<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>• Students will understand the major themes of the Renaissance, why it rose from the Middle Ages and its influence on literature.</li> <li>• Students will make thematic and stylistic connections through various literary works of the Renaissance</li> <li>• Students will be able to provide examples in modern literature and media of works in the <b><i>Picaresque</i></b> style</li> <li>• Students will communicate and understand essential vocabulary related to the Renaissance.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What are the major themes of the Renaissance?</li> <li>• What are the causes of the rise of the Renaissance Period?</li> <li>• What is <b><i>Picaresque Literature</i></b> and what are examples of it found in modern literature, media, and movies?</li> </ul>
<p><b>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</b></p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize essential vocabulary and phrases associated with vocabulary of the Renaissance period.</li> <li>• Discuss the major influence on the rise of the Renaissance.</li> <li>• Give examples of classic Renaissance literature</li> <li>• Discuss the major themes of literature in the Renaissance.</li> <li>• Compare and contrast two major works leading into the Baroque period: <b><u>Lazarillo de Tormes</u></b> and <b><u>El Romancillo</u></b>.</li> </ul>

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Strategies(examples)	Materials/Resources(examples)	Assessments(examples)
<ul style="list-style-type: none"> <li>• Whole class instruction... <i>teacher guides students the contrasting time periods of the Middle Ages and the Renaissance.</i></li> <li>• Cooperative Learning...<i>students work together to translate selected texts from the Renaissance. They are expected to discuss and debate to find the most accurate translations.</i></li> <li>• Inquiry-Based Learning... <i>students analyze Renaissance texts to find excerpts that exemplify themes of the period.</i></li> <li>• Differentiation... <i>notes, handouts, multimedia presentations by students, student conversations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Multimedia...YouTube, Conjuguemos.com</li> <li>• Selected Reading Selections</li> <li>• Guided Notes/Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Quiz: Students will utilize Conjuguemos.com to study the essential vocabulary associated with Renaissance literature.</i></li> <li>• <i>Oral/Aural Quizzes...teacher monitors student communications to ensure proper usage of verb forms and essential vocabulary.</i></li> <li>• <i>Writing Prompts...Students demonstrate proper usage of Spanish to analyze common Renaissance Themes as related to selected reading selections they are studying.</i></li> <li>• <i>Peer Assessments: Students will assess their peers' work by working in small groups to identify errors.</i></li> </ul>

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## Unit 7: El Noticiero

In this unit, students learn about the news industry throughout the Spanish speaking world and how it differs from American media. Students will learn how television news and entertainment have shaped and evolved modern Spanish. Students will learn vocabulary related to the television world. Through analysis of news reports, newspapers, and reports, students will learn how different countries prioritize their news coverage.

<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b>	Spanish V - Unit 7 Grade: 11-12 1 – 1.5 months
<b>CCSS Overarching Standards</b>	<b>Reading:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text  Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  Assess how point of view or purpose shapes the content and style of a text  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words  <b>Writing:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

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	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p> <p><b>Speaking/Listening:</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>
<p><b>Priority Standards (ACTFL)</b></p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</li> </ul>

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	<p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul> <p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>• 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>
<b>SHS Learning Expectations</b>	<ul style="list-style-type: none"> <li>• Students will think critically</li> <li>• Students will communicate effectively and creatively</li> <li>• Students will access, evaluate, and use information for a variety of tasks and purposes</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate their understanding of essential vocabulary words and phrases associated with the news media in a communicative setting.</li> <li>• Students will understand the major difference between the news media from America and the Spanish speaking world.</li> <li>• Student will be able to identify ways that the Spanish speaking media has influenced modern Spanish.</li> <li>• Students will be able to highlight the prevailing views about current political issues involving Latinos.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is the essential vocabulary and phrases associated with the News Media?</li> <li>• What are the major differences between American media and that of the Spanish speaking world?</li> <li>• How has the international news media influenced the Spanish spoken throughout the world?</li> <li>• What cultural norms found in the Spanish speaking world are reflected in the way news is covered?</li> </ul>

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	<ul style="list-style-type: none"> <li>How do the major Spanish speaking networks (<i>i.e. Univisión, Telemundo</i>) cover current events related to politics that matter to Latinos like immigration, DACA, asylum seekers, and the building of the Wall?</li> </ul>		
<p><b>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</b></p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>Utilize essential vocabulary and phrases related to the News media from the Spanish speaking world.</li> <li>Confidently debate the differences between the American news media and that of Latinoamérica.</li> <li>Listen and speak on a variety of topics using advanced verb forms.</li> <li>Identify how cultural norms from the Spanish speaking world are constantly shaping the way Spanish is spoken.</li> <li>Demonstrate the industry norms in the news media from the Spanish speaking world by creating their own newscast video.</li> </ul>		
<p><b>Strategies(examples)</b></p> <ul style="list-style-type: none"> <li><i>Whole class instruction...teacher guides students through a discussion about the media and its differences between America and Latinoamérica,</i></li> <li><i>Collaboration/Small Group...students will collaborate to research the news media from the Spanish speaking world and identify topics that are important to viewers. They will then create their own newscast around their findings and present them from the perspective of Latinos.</i></li> </ul>	<p><b>Materials/Resources(examples)</b></p> <ul style="list-style-type: none"> <li>Chromebooks</li> <li>Multimedia...YouTube, Conjuguemos.com</li> <li>Video Editing</li> </ul>	<p><b>Assessments(examples)</b></p> <ul style="list-style-type: none"> <li><i>Oral/Aural Quizzes...teacher monitors student communications to ensure proper usage of verb forms and essential vocabulary.</i></li> <li><i>Vocabulary Quiz: Students will be assessed on their knowledge of vocabulary related to the News Media Industry.</i></li> <li><i>Video Presentations...Students, working in small groups, will create their own newscast in Spanish reflecting all they have learned about the Spanish speaking media coverage. The video project will be an assessment of students' oral</i></li> </ul>	

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		<p><i>skills, accuracy of findings, and creativity.</i></p> <ul style="list-style-type: none"><li>• <i>Writing Prompts...Students will write a summary of their findings in Spanish about the Spanish Speaking News Media, including the differences between America and Latinoamérica, how perspectives differ, and personal thoughts</i></li><li>• <i>Peer Assessments: Students will reflect on their peers' video presentations and share written commentary about their work.</i></li></ul>
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## Unit 8: Un Estudio Literario – El Renacimiento a la Edad Moderna

Students will learn about literature in the modern age. This unit explores the transition from the Renaissance, through the Baroque Period, and finally to the modern age. Students will learn about how literary themes, character development, and modern technological evolution have shaped the Spanish speaking world of today. The unit also outlines how the influence of the Spanish Colonies in the New World, and the loss of the last colonies in 1898 effected writers moving into the Modern Age. Students will compare and debate the quickly changing approaches to literature as seen in such reading selections by **Gustavo Adolfo Bécquer** and **Ana María Matute**.

<b>Subject:</b> <b>Grade:</b> <b>Time Frame: (# of weeks, etc.)</b>	Spanish V - Unit 8 Grade: 11-12 2 months
<b>CCSS Overarching Standards</b>	<p><b>Reading:</b></p> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</p> <p>Read and comprehend complex literary and informational texts independently and proficiently</p> <p><b>Writing:</b></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>

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	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><b>Speaking/Listening:</b></p> <p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>
<p><b>Priority Standards (ACTFL)</b></p>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</li> <li>• 1.2: Students understand and interpret written and spoken language on a variety of topics.</li> <li>• 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</li> </ul> <p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</li> </ul> <p><b>Comparisons:</b></p> <ul style="list-style-type: none"> <li>• 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li> </ul>
<p><b>SHS Learning Expectations</b></p>	<ul style="list-style-type: none"> <li>• Students will think critically</li> <li>• Students will communicate effectively and creatively</li> <li>• Students will access, evaluate, and use information for a variety of tasks and purposes</li> </ul>

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<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>• Students will demonstrate their understanding of essential vocabulary words and phrases related to literature in the modern age in a communicative setting.</li> <li>• Students will understand the chronology of literary development and the reasons behind it from the Renaissance, through the Baroque Period, and finally into the Modern Age.</li> <li>• Students will understand how as the Baroque Period flourished in the arts... so too was it reflected in literature. They will be able to demonstrate how important focuses on character development, humanistic themes, tone, word choice, etc... all reached a pinnacle during this time.</li> <li>• Students will understand how Spain's loss of its new world colonies in 1898 affected all the arts, including literature. They will demonstrate how the world view was changing and becoming more fractured as seen in the works of Picasso and Dalí. They will equate these ideas with the changes in literature as seen in works by <b>Ana María Matute</b> and <b>Gustavo Adolfo Bécquer</b>.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What new vocabulary is associate with literature of the Modern Age?</li> <li>• What changes occurred in Spanish literature as it moved from the Renaissance to the Baroque and finally into the Modern Age?</li> <li>• What themes predominated the Baroque Period?</li> <li>• Why the literature, and the arts in general, become fractured at the end of the 19<sup>th</sup> century?</li> <li>• What example of themes of the Modern Age can be found in the works of <b>Ana María Matute</b> and <b>Gustavo Adolfo Bécquer</b>?</li> </ul>
<p><b>Performance Expectations (Student outcomes: what will students will know/understand and be able to do)</b></p>	<p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>• Utilize essential vocabulary and phrases related to literature of the Modern Age.</li> <li>• List the major literary themes of the Renaissance, Baroque Period, and the Modern Age.</li> <li>• Draw comparisons between the literary world and the art world over the three major periods studied throughout this unit.</li> <li>• Demonstrate how the fractured view of the world during the post colonialization period is reflected in Modern Age Spanish literature.</li> </ul>

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<b>Strategies(examples)</b>	<b>Materials/Resources(examples)</b>	<b>Assessments(examples)</b>
<ul style="list-style-type: none"> <li>• Whole class instruction... <i>teacher guides students through a discussion of the literary world from the Renaissance to the Modern Age.</i></li> <li>• Collaboration/Small Group... <i>students will work together in small groups to translate reading selections from the three time periods being studied. They will find evidence in each translation that corresponds with literary norms and trends.</i></li> </ul> <p>Inquiry-Based Learning... <i>students will research modern day trends in society that affect what they read and how they interpret it.</i></p>	<ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• Multimedia... YouTube, Conjuguemos.com</li> <li>• PowerPoint</li> <li>• Selected Readings from the Renaissance, Baroque, and the Modern Age.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral/Aural Quizzes... <i>teacher monitors student communications to ensure proper usage of verb forms and essential vocabulary.</i></li> <li>• Vocabulary Quiz... <i>students will be quizzed on vocabulary related to literature of the Modern Age.</i></li> <li>• Writing Prompts... <i>students will write an opinion piece on what changes may currently be happening in the literary world based on world events, politics, social media, television, technology, etc. They should make a case for why certain trends in society are shaping the literary world and how.</i></li> <li>• Classroom Presentation... <i>students will create a media presentation. They are tasked with finding a current literary piece that has been influenced by some event, trend or movement (i.e. Fake News, Black Lives Matter, Birther Movement, the Me Too movement, etc...) In their presentation, they should highlight specific moments in society that caused a shift in public opinion and how it impacted both readers and writers alike.</i></li> <li>• Peer Assessments: <i>Students will assess their peers' work by working in small groups to identify errors.</i></li> </ul>