Encuentro entre culturas [9th-12th grades]

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Unit Title: Encuentro entre culturas

Grade Level: 9-12

Subject/Topic Area(s): Spanish III

Designed By: Jennifer Aranda and Juanita Castillo

Time Frame: 14-16 days

School District: Northeast Independent School District

School: Claudia Taylor Johnson High School

School Address and Phone: 23203 Bulverde Road
San Antonio, Texas 78259
(210) 356-0400
Brief Summary of Unit (Including curricular context and unit goals):

In the teaching of the Spanish language, we know that it is not only assuring that students know the grammatical concepts and vocabulary, but also ensuring that the students understand the cultural references and connections. It is this way that students are able to fully involve themselves in the language and become life-long learners.

The Unit, “Encuentro entre culturas”, fuses the Spanish culture with the United States, depicting some of the beautiful architectural influences that have been fused to our own.

In this Unit, students will be able to describe how different cultures interact, and be able to understand cultural perspectives of different ethnic groups in the United States and the cultural diversity in the Spanish-Speaking world.
### UbD Template 2.0

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Transfer</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will independently use their learning to communicate, demonstrate, and present the architectural influences and connections between communities in the United States and Latin America.</strong></td>
<td><strong>Essential Questions</strong></td>
</tr>
<tr>
<td><strong>Texas Foreign Language Standards:</strong></td>
<td></td>
</tr>
</tbody>
</table>
1. A: Engage in oral and written exchanges of learned material to socialize and to provide and obtain information  
1. B: Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics  
1. C: Present information using familiar words, phrases, and sentences to listeners and readers  
2. A: Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied  
3. A: Use resources (that may include technology) in the language and cultures being studied to gain access to information  
4. A: Demonstrate an understanding of the nature of language through comparisons of the student’s own language and the language studied  
4. B: Demonstrate an understanding of the concept of culture through comparisons of the student’s own culture and the cultures studied  
4. C: Demonstrate an understanding of the influence of one language and culture on another  
5. A: Use language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate. |  
- How has the United States been influenced by Spanish Speaking Countries?  
- What building techniques have been introduced by a Spanish speaking country and how have they influenced building techniques in the United States?  
- What landmarks are you familiar with that have been influenced by a Spanish speaking country?  
- What is the importance of understanding the history of the Spanish Landmarks in your community?  
- How would our community differ without the influences of the Spanish speaking world? |

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Acquisition</th>
</tr>
</thead>
</table>
| **Students will understand that...** | **Knowledge**  
1. Architecture is an important cultural aspect of understanding the past and the connection with the present.  
2. There are different architectural components of Spanish buildings.  
3. Architecture and construction is purposeful.  
4. There are specific ways in which we describe what someone would do or what a situation would be like. |  
- Conditional tense  
- Interrogatives  
- Changes in the Preterit tense  
- Vocabulary that relates to architecture, culture, and history.  
- Community related vocabulary  |

| Skills |  
- Understand conditional phrases  
- Ask and answer questions.  
- Talk about past events using correct grammar.  
- Talk about architecture, culture, and communities. |
<table>
<thead>
<tr>
<th>CODE (M or T)</th>
<th>Evaluative Criteria (for rubric)</th>
<th>Performance Task(s)</th>
<th>Other Evidence (e.g., formative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Well-crafted display.</td>
<td>Students will demonstrate meaning-making and transfer by...</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Well researched and planned.</td>
<td>Students will choose a historical Spanish landmark located in the United States, from a predetermined list made by the teacher. (e.g. Mission San Jose, San Antonio TX.) Students will be researching and writing on the history, cultural influences, geography, and usage of the selected historical Spanish Landmark. Students will be creating a Power Point or a scale model to depict the architectural integrity and structure. Project will be done entirely in target language. Using the conditional tense, the students will write a personal opinion page telling why or why not they would visit their historical Spanish landmark.</td>
<td></td>
</tr>
</tbody>
</table>
| T             | Accuracy of usage of the conditional tense. | • Unit vocabulary quiz  
• Conditional tense quiz/Interrogative Quiz  
• Unit exam |

**Stage 3 – Learning Plan**

<table>
<thead>
<tr>
<th>CODE (A, M, T)</th>
<th>Pre-Assessment</th>
</tr>
</thead>
</table>
| A.M            | **Pre-Assessment**  
  *Pre-Assess:* Give a graded quiz over previous knowledge on previously learned community vocabulary and the preterit tense.  
  *KWL-* Teacher will post the following questions on two butcher sheets of paper, “What is the importance of understanding the history of the Spanish landmarks in your community?” and “How would our community differ without the influences of the Spanish speaking world?.” Students will be provided sticky notes to respond to the first two sections in the K-W-L model: what they know and what they would like/want to know. As a class discuss the commonalities. |

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Progress Monitoring (e.g., formative data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce first EQ: How has the United States been influenced by Spanish Speaking Countries? Teacher will guide students learning by presenting some examples of Spanish influences in the United States today. Class will discuss the influences and think of other ways in which Spanish speaking countries have influenced the United States. Students will answer the question, “In what ways do Spanish speaking countries influence my lifestyle?” Students will be able to make connections between Spanish culture and their own. PowerPoint Presentation: The Influence of Spanish Speaking Countries in the</td>
<td>Writing and oral skills</td>
</tr>
<tr>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>A,M,T</td>
<td>United States</td>
</tr>
<tr>
<td>2. Pre-writing: Using previous knowledge students will answer: What does your home say about who you are? Describe in detail the architecture of your home. Explain what makes it “your” home. Ex. two story, brick, 4 bedroom…etc. Students will use prior knowledge of vocabulary and the present tense. Student will share with class.</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Writing and oral skills Analyzing and discussing</td>
</tr>
<tr>
<td>3. Key vocabulary terms are introduced using various learning activities. Students will read and discuss relevant selections from the Spanish Textbook to support activities and task.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary acquisition</td>
</tr>
</tbody>
</table>

- Realidades 3 textbook, actividad 1, P. 344-345, a primera vista. “Estilos y culturas”. Students will listen to a narrator explain the different styles and cultures found in Spain.

- Realidades 3 textbook, p. 356-357, A primera vista, actividad 17, Diferentes opiniones. Students will read, “la llegada: los aztecas y Hernan Cortes and answer questions over the interaction between different cultures using the key vocabulary.

- Realidades 3 textbook, p. 348, actividad 5 ¡Bienvenido a Toledo! Student will fill in a short paragraph with the appropriate vocabulary to extend the learning of key vocabulary.

- Realidades 3 textbook, p. 360, actividad 20, ¿Qué significa esta palabra? Students will work in pairs to write their own definitions for the vocabulary terms.

4. Review vocabulary on architecture, culture, and history. Students may review architecture, culture, and history vocabulary through any activities that teacher deems
| A,M | appropriate. Suggested tools and activities.  
|     | • **Conjuguemos** where students are able to practice and be assessed on their understanding of subject matter. Results for activity may be printed for evaluation.  
|     | • Play Tic Tac Toe using vocabulary words. Students get into groups of two and draw a large tic tac toe board on a white board or sheet of paper. Give a word or definition. The first person writes the word in the target language in the square where they would like their designated X or O. After 30 seconds call time and reveal the correct answer on the board. Students earn their letter by having it spelled correctly. This can also be done as a class by splitting the class into two teams and playing one game at the board. | Grammar acquisition  
|     | Recognition of previously learned grammar  
| A,M | 5. Give a quiz on architecture, culture, and history vocabulary.  
| M,T | 6. Introduce second EQ: What building techniques have been introduced by a Spanish speaking country and how have they influenced building techniques in the United States? Teacher will guide student learning with a presentation showing the typical materials, styles, and architecture of a Spanish Speaking Country. Student will be asked to think of the styles, materials and architecture in their own community and compare and contrast. Video: **Traditional Spanish Architecture**  
| A,M | 7. Review interrogative words. Students will be reviewing question statements using their previous knowledge on interrogative words. They will be introduced to learning activities that will re-fresh the understanding of asking and answering questions. | Quiz  
|     | Ability to make connections between cultures  
|     | Ability to compare and contrast between the fusion of cultures  
|     | Acquisition of interrogative words. |
| M, T | Students will practice with activities in the textbook. (p.339)  
8. Activity: Using three distinct pictures, (1st from Andalucía, 2nd from a mission in San Antonio, and 3rd from a mission in California) students will answer the questions: Where do you think this is located? Here in the United States? Why or why not? Describe any distinctive aspects that you believe are relevant to its location. With a partner they will share and discuss their answers and ideas using previous knowledge of vocabulary and interrogative words. | Ability to make connections through comparisons.  
| A, M | 9. Introduction of the conditional tense. Students will practice the conditional tense through the use of different teacher selected activities.  
- Realidades 3 textbook activities on page 352-353. Actividad 11, “La Ruta Quetzal” y Actividad 13, “No sabia que en…” | Acquisition of grammar  
| M, T | 10. Students will work in groups to complete a dialogue exercise using the conditional tense and interrogatives in the target language. In groups of 5, students will complete the following activity:  
- Imagine that you have just moved to a new state and you want to learn more about your new community. You are going to make a list of 5 questions each to ask someone your age that currently resides in your new community. (ex. Where could I go to find people my age?, What sports are most popular?, What is the most popular restaurant for teenagers?)  
- In your group you will pick a minimum of 6 questions. Answer the questions and use the answers to write a brief description of your community. | Quiz  
| A, M | 11. Give a quiz on the conditional tense | Ability to understand the contributions of the Spanish-Speaking world |
| A,M,T | and interrogatives.  
| | 12. Introduce third EQ: What landmarks are you familiar with that have been influenced by a Spanish speaking country? Teacher will guide student learning with a presentation of some landmarks in the United States that have been influenced by a Spanish speaking country. Students will be asked to look and listen to the video and the reading. Students will be prompted at the end of the presentation to make a list of some of the common architectural structures that they saw, some of the distinct features of the location, or even commonalities in the history of the landmarks. Suggested reading from the Realidades 3 textbook, *Adelante*, pgs. 370-371, Puente a la cultura-Las misiones de California. Suggested video *Untold Stories: San Antonio Missions: Keep the History Alive* |
| A,M, T | 13. Introduction of performance task- Students will choose a historical Spanish landmark located in the United States, from a predetermined list made by the teacher. (eg. Mission San Jose, San Antonio TX.) Students will be researching and writing on the history, cultural influences, geography, and usage of the selected historical Spanish Landmark. Students will be creating a power point or a scale model to depict the architectural integrity and structures all while using the target language. Using the conditional tense, the students will write a personal opinion page telling why or why not they would visit their historical Spanish landmark. |
| M,A | 14. Chapter review- Students will review in preparation for chapter exam. All aspects of chapter will be covered; community, culture, and history vocabulary and conditional tense. |
| T | 15. Chapter exam |
| M,T | 16. K-W-L Activity revisited with the same butcher sheets from the K-W-L Activity in the pre-assessment students will complete the last section of the K-W-L model. Using sticky notes students will write down what they learned about the following two questions, “What is the importance of understanding the history of the Spanish landmarks in your community?” and “How would our |
| | Assessment Rubric  
| | Based/Student monitored through project process |
| | Assessment and recall of chapter concepts |
| | Exam  
| | Assessment of recognition and finding of knew concepts and knowledge |
community differ without the influences of the Spanish speaking world?.” After a brief walk through a gallery setup in class, the students will have a discussion on the commonalities between the historical landmarks.
A ver si recuerdas vocabulario capítulo 8

**Construcciones**
El edificio historic
La fuente
La iglesia
La mezquita
El monumento
El museo
El palacio
La plaza
El puente
La sinagoga
El teatro

**Para describir**
Antiguo (a)
Enorme
Grande
Horrible
Moderno (a)
Nuevo(a)
Pequeño (a)
Viejo (a)

**En la cuidad**
La avenida
La calle
La cuadra
La esquina

**Las relaciones**
Colaborar
Comunicarse
El conflict
Desconfiar
Llevarse bien/mal
La pelea
Ponerse de acuerdo
Reaccionar
Relacionarse

**Acciones**
Aatreverse
Capturer
Destruir
Escarparse
Luchar
Matar
Morirse
Refugiarse
salvar
El Preterito

The preterit form is used to talk about actions that were completed in the past.

Verbs that end in –car, -gar, -zar have a spelling change in the yo form.

<table>
<thead>
<tr>
<th>Yo</th>
<th>Miré</th>
<th>Nosotros/nosotras</th>
<th>Miramos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aprendí</td>
<td></td>
<td>Aprendimos</td>
</tr>
<tr>
<td></td>
<td>Escribí</td>
<td></td>
<td>Escribimos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tú</th>
<th>Miraste</th>
<th>Vosotros/vosotras</th>
<th>Mirasteis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aprendiste</td>
<td></td>
<td>Aprendisteis</td>
</tr>
<tr>
<td></td>
<td>Escribiste</td>
<td></td>
<td>Escribisteis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ud/el/ella</th>
<th>Miró</th>
<th>Uds/ellos/ellas</th>
<th>Miraron</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aprendió</td>
<td></td>
<td>Aprendieron</td>
</tr>
<tr>
<td></td>
<td>escribió</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Irregular verbs

<table>
<thead>
<tr>
<th>Yo</th>
<th>oí</th>
<th>Nosotros/nosotras</th>
<th>Oímos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>creí</td>
<td></td>
<td>Creímos</td>
</tr>
<tr>
<td></td>
<td>leí</td>
<td></td>
<td>Leímos</td>
</tr>
<tr>
<td></td>
<td>destruí</td>
<td></td>
<td>Destruimos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tú</th>
<th>Oíste</th>
<th>Vosotros/vosotras</th>
<th>Oísteis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creíste</td>
<td></td>
<td>Creísteis</td>
</tr>
<tr>
<td></td>
<td>Leíste</td>
<td></td>
<td>Leísteis</td>
</tr>
<tr>
<td></td>
<td>Destruiste</td>
<td></td>
<td>Destruisteis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ud/el/ella</th>
<th>oyó</th>
<th>Uds/ellos/ellas</th>
<th>Oyeron</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>creyó</td>
<td></td>
<td>Creyeron</td>
</tr>
<tr>
<td></td>
<td>leyó</td>
<td></td>
<td>Leyeron</td>
</tr>
<tr>
<td></td>
<td>destruyó</td>
<td></td>
<td>Destruyeron</td>
</tr>
</tbody>
</table>
K-W-L
You will write down what you know (K), what you would like to know (W), and what you learned (L) and the following questions. After the gallery walk and discussion you would add some of your classmates’ ideas, thoughts, and suggestions to your table. We will be using this worksheet at the end of the unit as well.

<table>
<thead>
<tr>
<th>What is the importance of understanding the history of the Spanish landmarks in your community?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
<td>----</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How would our community differ without the influences of the Spanish speaking world?</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
<tr>
<td>----</td>
</tr>
</tbody>
</table>
FOOD THAT CHANGED OUR WORLD

For many foods which we now enjoy and rely upon, we must thank the people of Spanish speaking countries who domesticated or discovered them and introduced them to the United States. Just to name a few:

- Tomatoes
- Chili peppers
- Chocolate
- Vanilla
- Corn
- Pineapples
- Cashews
- Avocados
- Strawberries
MUSIC AND DANCE

- Salsa
- Mariachi
- Flamenco
- Tango
- Cumbia
- The Jarabe Tapatío (traditional hat dance)
- Mambo
- Merengue
- Rumba
- Cha Cha Cha
- Bachata
- Samba

LANGUAGE

In a world where the Spanish language is the third most spoken tongue, there is little doubt that learning Spanish can be an advantage in many aspects of your life. Spanish will allow you to keep in touch and up to date with the influence of the Hispanic culture which is becoming progressively authoritative in the United States and throughout the world. Learning the language can help you advance and open many doors: socially, academically, and professionally.
STYLE

Besides some of the hottest fashions coming from Spanish Speaking Countries, Spanish and Mexican Architecture has also influenced our community and the United States.
<table>
<thead>
<tr>
<th>Para hablar de construcciones</th>
<th>Para hablar del encuentro de culturas</th>
</tr>
</thead>
<tbody>
<tr>
<td>El acueducto</td>
<td>Africano (a)</td>
</tr>
<tr>
<td>El arco</td>
<td>El antepasado</td>
</tr>
<tr>
<td>La arquitectura</td>
<td>El/ la árabe</td>
</tr>
<tr>
<td>El azulejo</td>
<td>Cristiano (a)</td>
</tr>
<tr>
<td>El balcón, los balcones</td>
<td>La descendencia</td>
</tr>
<tr>
<td>La construcción</td>
<td>Desconocido (a)</td>
</tr>
<tr>
<td>La reja</td>
<td>El encuentro</td>
</tr>
<tr>
<td>La torre</td>
<td>La época</td>
</tr>
<tr>
<td></td>
<td>Europeo (a)</td>
</tr>
<tr>
<td></td>
<td>La Guerra</td>
</tr>
<tr>
<td></td>
<td>El grupo étnico</td>
</tr>
<tr>
<td></td>
<td>La herencia</td>
</tr>
<tr>
<td></td>
<td>El idioma</td>
</tr>
<tr>
<td></td>
<td>La influencia</td>
</tr>
<tr>
<td></td>
<td>El intercambio</td>
</tr>
<tr>
<td></td>
<td>El / la judío (a)</td>
</tr>
<tr>
<td></td>
<td>La lengua</td>
</tr>
<tr>
<td></td>
<td>La mercancía</td>
</tr>
<tr>
<td></td>
<td>La mezcla</td>
</tr>
<tr>
<td></td>
<td>El musulmán, la musulmana</td>
</tr>
<tr>
<td>El/ la misionero (a)</td>
<td>El /la romano (a)</td>
</tr>
<tr>
<td>La población</td>
<td>La raza</td>
</tr>
<tr>
<td>El poder</td>
<td>El resultado</td>
</tr>
<tr>
<td>Poderoso (a)</td>
<td>La semejanza</td>
</tr>
<tr>
<td>El reto</td>
<td>La unidad</td>
</tr>
<tr>
<td>La riqueza</td>
<td>La variedad</td>
</tr>
<tr>
<td>El/la soldado</td>
<td></td>
</tr>
<tr>
<td>La tierra</td>
<td></td>
</tr>
</tbody>
</table>
Verbos
Adoptar
Asimilar(se)
Componerse de
Conquistar
Dejar huellas
Dominar
Enfrentarse
Establecer
Expulsar
Fundar(se)
Gobernar

Intergrarse
Invader
Luchar
Ocupar
Rebelarse
reconquistar

Otras expresiones y palabras
Al leegar
Maravilloso(a)
Único (a)
Asking Questions

When asking questions you use an interrogative (who, what, when, where, why and so on).

¿Qué?- What?
¿Cómo?- How?
¿Quién?- Who?
¿Con quién?- With who?
¿Dónde?- Where?
¿Adónde?- To where?
¿De dónde?- From where?
¿Cuál?- Which?
¿Por qué?- Why?
¿Cuándo?- When?

In Spanish, when asking a question with an interrogative word you put the verb before the subject.
¿Dónde están ubicadas?

1 2 3

http://turismoruralenarcosdelafrontera.wordpress.com/2009/12/12/el-patio-andaluz/

1. Look at the pictures above and answer the following questions:

   1. Where do you think each picture is located?
   
   2. Here in the United States? Why or why not?
   
   3. Describe at least 3 distinctive aspects for each picture that make you believe are relevant to its location.

PICTURE 1:

PICTURE 2:

PICTURE 3:
El Condicional

Def. Express what a person would do or what a situation would be like.

<table>
<thead>
<tr>
<th></th>
<th>Hablar</th>
<th>Ser</th>
<th>Ir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yo</td>
<td>Hablaría</td>
<td>Sería</td>
<td>Iría</td>
</tr>
<tr>
<td>Tú</td>
<td>Hablarías</td>
<td>Serías</td>
<td>Irías</td>
</tr>
<tr>
<td>Él</td>
<td>Hablaría</td>
<td>Sería</td>
<td>Iría</td>
</tr>
<tr>
<td>Ella</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ud.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nosotros</td>
<td>Hablaríamos</td>
<td>Seríamos</td>
<td>Iríamos</td>
</tr>
<tr>
<td>Nosotras</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vosotros</td>
<td>Hablaríais</td>
<td>Seríais</td>
<td>Iríais</td>
</tr>
<tr>
<td>Vosotras</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ellos</td>
<td>hablarían</td>
<td>serían</td>
<td>Irían</td>
</tr>
<tr>
<td>Ellas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ustedes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Verbos irregulares

All verbs that are irregular in the future tense are irregular in the conditional.

- Caber-cabr
- Poder- podr
- Poner- pondr
- Tener-tendr
- Decir- dir
- Querer-querr
- Haber- habr
- Valer-valdr
- Salir-saldr
- Saber- sabr
- Hacer- har
- Venir-vendr
Usos:

To express speculation about the past
   Ej. Aquél día correrían más de veinticinco kilómetros.

To express the future from the perspective of the past
   Ej. Yo sabía que abrirían la tienda a las siete.

To express hypothetical actions or events which may or may not occur
   Ej. Sería interesante estudiar chino.

To indicate what would happen were it not for some certain specific circumstance
   Ej. Yo viajaría pero no tengo dinero.

For polite use to soften requests
   Ej. Por favor, ¿podría decirme a qué hora abre la gasolinera?

To ask for advice
   Ej. ¿Cuál compraría Ud.?

For reported speech
   Ej. Juan dijo que terminaría el trabajo.

To express what would be done in a particular situation
Mi destinación histórica

I. Students will be asked to research a historical Spanish landmark located in the United States. The landmark will be assigned by a predetermined list previously made by the teacher. (Mission San Jose, San Antonio TX.) In this Project the student will be asked to become an expert on this landmark and become a guide for his/her classmates on the landmark chosen. Students will be researching and writing on the history, cultural influences, geography, and the usage of the historical landmark. Students will have two options in creating and presenting this project; work individually or with a partner. To create this project the student will have the option to present a Power Point or create a scale mode of their historical Spanish Landmark. The student is to depict the architectural integrity and structures of the landmark all while using the key vocabulary and grammar to deliver the material in the targeted language. Using the conditional tense, the students will write a personal opinion paper telling why or why not someone should visit their historical Spanish landmark.

II. Presentation on historical Spanish landmark will need to be within a 5-7 minute time frame.

Power Point will need to include:

• Title page (Name, title, class period, and date)
• History (when was it built? Who built it? Why was it built?)
• Geography (Location?)
• Architecture (What type of Building material? What type of Building Style?)
• Usage (Why was it built? How was it used? How is it used today?)
• Cultural influences (How has it influenced the community?)
• Summary of opinion page.
  ○ An image/illustration needs to be included in each slide.

III. Scale model:

A Scale model needs to be a representation or a copy of the landmark, which seeks to maintain the relative proportions of the physical size of the original object. Very often the scale model is used as a guide to making the object in full size. Your scale model will represent a replica of your Spanish historical landmark. You must have your Scale Model labeled with appropriate vocabulary. You must also have an illustrated printout of your researched landmark. You must also write a brief paper with the following information.

Paper must include:

• Title page (Name, title, class period, and date)
• History (when was it built? Who built it? Why was it built?)
- Geography (Location?)
- Architecture (What type of Building material? What type of Building Style?)
- Usage (Why was it built? How was it used? How is it used today?)
- Cultural influences (how has it influenced the community?)
- Summary of opinion page.

This Project will count as two test grades!
- A test grade for overall research and product
- A test grade for Oral Presentation of information!

Project Break Down:
1. **Day One:** Be assigned your Spanish Historical Landmark.
   Decide if you would like to work individually or with a partner. Begin brainstorming and writing down ideas.
   Ej. History, geography, usage, architecture, building materials...
2. **Day Two and Three:** Research your Landmark. Start Mapping out important information that you want to present and share with your classmates. Decide if you will choose to create a power point presentation or a scale map.
   *Work on presentation/project at home.*
3. **Day Four:** Start an outline/rough draft of your opinion page.
   *Continue to work on presentation/project at home.*
4. **Day Five:** Revise *Class time to work on presentation/project in class
   *Finish work on presentation/project at home.*
5. **Day Six:** Presentation of project to class
   *Turn-in personal opinion page (If with a partner, each of you must have a personal opinion page to turn-in)*
6. **Day Seven:** Continuation and completion of Presentations
   Rubric is below:
Student name: ___________________   Subject: Spanish III   Grade: 9-12

Mi Destino historico

<table>
<thead>
<tr>
<th>Score</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Does not seem to understand the topic very well.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a full understanding of the topic.</td>
</tr>
<tr>
<td><strong>Your use of illustration</strong></td>
<td>Your photos or illustrations are not labeled.</td>
<td>Your photos or illustrations are incorrectly labeled.</td>
<td>Your photos or illustrations are disorganized.</td>
<td>Your photos or illustrations are organized. Your presentation is easy to understand.</td>
</tr>
<tr>
<td><strong>Preparedness</strong></td>
<td>Student does not seem prepared at all to present.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
</tr>
<tr>
<td><strong>Your presentation</strong></td>
<td>You did not include the required information.</td>
<td>You include some of the required information.</td>
<td>You include most of the required information.</td>
<td>You have included all of the required information.</td>
</tr>
<tr>
<td><strong>Grammar and vocabulary</strong></td>
<td>Presentation is error filled.</td>
<td>Presentation has numerous grammar use or vocabulary errors.</td>
<td>Speaker almost always correctly uses vocabulary and grammar.</td>
<td>Speaker correctly uses grammar and vocabulary throughout the presentation.</td>
</tr>
</tbody>
</table>

Comments: