

Portales Municipal Schools Curriculum Map

Course Title: Spanish LA I-II	Quarter:1	Academic Year: 2018-19
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Essential Questions for Unit 1:

1. How can a close and critical reading of a literary text lead to a deeper understanding of the explicit and implicit meaning of the work? (Engaging with the Texts)
2. How can I evaluate literature through the interpretation of relevant details and features of a work and explain their relationship to the meaning of the work as a whole? (Constructing texts)
3. How can I develop a sense of word consciousness that will motivate me to investigate word meanings and discover compelling language patterns that will stir my thoughts and emotions? (Focusing on Language)
4. How can academic discourse deepen my understanding of a text and enable me to express these thoughts in writing afterwards? (Entering the Conversation)

“Big Ideas and Enduring Understandings.” Pre-AP English 1. The College Board, 2017.

Unit Focus: Telling Details Genre Focus: Short Stories and Visuals					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

Weeks 1-4	RL 1-6 W 2-3, L 1-3 S/L 1, 4	Legends: Unit 1 The Meaning of our Lives Los tres consejos (Lección 1) La comadre Sebastiana (lección 2) Los novios y Guanina (lección 3)	The student will analyze author’s choices concerning text structure; determine and support inferences	Write a Narrative: Advice from an elder that was useful	Textbook (Sendas literarias1) Tutorials: Theme *Writing Informative Texts
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		<p>Myth: La creación (hace mucho tiempo) (Lección 4)</p> <p>Writing A Literary Analysis Performance Task</p> <p>Writing a Narrative</p> <p>Language and Style: Lenguaje/lengua/idioma Complete sentences Subjects/predicates Variable and invariable words</p> <p>Vocabulary strategies: Patterns of word Key vocabulary words for each text</p>	<p>about the theme; and cite text evidence to support analysis of the text. Identify and write complete sentences</p>	<p>Literary Analysis paragraph Compare and contrast Los novios and Guanina Write a Narrative: Legend</p> <p>Create and present a poster representing a scene from Creación Write a critique of another group's work.</p> <p>Selection Assessments</p> <p>Grammar Quiz</p> <p>Vocabulary Activity</p>	<p>*Writing Narratives Movie Trailers CommonLit(Spanish version?)</p> <p>Parts of a Sentence Subjects/predicates</p> <p>Quizlet/Kahoot</p>
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<p>Weeks 5-8</p>	<p>RL 1-7 W 2 L 1-3 S/L 1, 4</p>	<p>Short Story by Luisa Valenzuela "The Censors" (Spanish Version?)</p> <p>Short Story by Isabel Allende "And of Clay Are We Created." p. 122 (Spanish version)</p> <p>Language and Style:</p> <p>Vocabulary Strategies: Suffixes that form Nouns Patterns of word changes</p>	<p>TSW cite textual evidence to analyze character and theme in a short story to support inferences about theme and cite text evidence to support analysis of the text..</p> <p>TSW analyze the representation of a subject in two different mediums.</p>	<p>Literary Analysis</p> <p>Selection test</p>	<p>Textbook (Collections) Audio/Spanish translations of "The Censors" and "And of Clay We Are Created" Screencasts Analyzing Author's Choices: Irony Level Up Tutorials: Character traits</p> <p>Visual texts/film clips CommonLit</p>
<p>Week 9</p>	<p>RL 1-6 W 2</p>	<p>Review enduring understanding of engagement with and construction of text and focus on language skill</p>	<p>The student will use text evidence to answer text dependent questions about a short story.</p>	<p>Common Formative Assessment</p>	<p>Textbook Audio Screencasts Movie Trailers</p>

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Course Title: Spanish LA I-II	Quarter: 2	Academic Year: 2018-19
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Essential Questions for this Quarter:

1. How can a close and critical reading of poetry and drama lead to a deeper understanding of the explicit and implicit meaning of the work? (Engaging with the text)
2. How can I analyze poetry and drama through the interpretation of relevant details and features of a work and explain their relationship to the meaning of the work as a whole?(Constructing Text)
3. How can the focus on the meaning and impact of words and phrases used by poets, dramatists, and performers lead to a deeper understanding and appreciation of the work?(Focusing on Language)
4. How can academic discourse and performance of poetry and dramatic readings deepen my understanding of a text and enable me to express these thoughts in writing afterwards? (Entering the Conversation)

“Big Ideas and Enduring Understandings.” Pre-AP English 1. The College Board, 2017.

Unit Focus: Pivotal Words and Phrases					
Genre Focus: Poetry and Drama					

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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Weeks 1-4	RL 1-5 SL 1 L 1, 4	Poetry: Unit 2 Our Life in Community <<Don Juanito>> (poem by Jesus Maldonado) Lección 1 <<Masa>> (Poem by César Vallejo) Lección 3 Drama: <<Poema con niños>> by	The student will be able to analyze the representation of a subject in two different mediums. The student will be able to interpret figurative language.	Writing Activity: TPCAST Group posters Literary Analysis :Tone (see page 101)	Textbook (Sendas literarias 1) Audio Screencasts
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		<p>Nicolas Guillén Poems About Family “The Stayer” by Virgil Suarez Spanish Version) Language and Style: Sustantivos (singular, plural, masculine, feminine) Pronombres Artículos Adjectives Tone/theme/voice</p> <p>Vocabulary Strategies:</p>		<p>Literary Analysis: Theme (115) Grammar quizzes</p> <p>Selection test</p>	
Weeks 5-8	<p>RL1-5 W 3, 10 L.1, 5-6</p>	<p>Drama: from Shakespeare ANCHOR TEXT: “The Most Excellent and Lamentable Tragedy of Romeo and Juliet” <i>Additional Resources:</i></p> <p>Language and Style: Puns Figurative language Vocabulary Strategies:</p>	<p>TSW recognize dramatic conventions, analyze text structure, and recognize puns and other forms of figurative language</p>	<p>Speaking Activity: Journal entry or letter</p> <p>Performance Task: Write an analytical essay</p>	<p>Textbook Workbook Audio Movie version in Spanish</p>
Week 9	<p>Power Standards</p>	<p>Review for and take Semester One Exam Language and Style: Vocabulary Strategies:</p>	<p>TSW use standard Spanish conventions when</p>	<p>Semester 1 Test</p>	<p>Textbook Journals Anchor charts</p>

			writing a literary analysis.		
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Course Title: Spanish LA I-II	Quarter: 3	Academic Year: 2018-19
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Essential Questions for this Quarter:

1. How can a close and critical reading of complex informational texts lead to a deeper understanding of the explicit and implicit meaning of the works? (Engaging with the Text)
2. How can constructing an argument be useful in academic, civic, social, and workplace settings? (Constructing Texts)
3. How can precise word choice and compelling language stir the thoughts, emotions, and actions of readers and listeners? (Focusing on Language)
4. How does research and the synthesis of other’s ideas help the researcher to gain knowledge, solve problems, make informed decisions, and enhance understanding? (Researching to Learn)
5. How does academic discourse deepen the participants’ understanding of topics or texts? (Entering the Conversation)

“Big Ideas and Enduring Understandings.” *Pre-AP English 1*. The College Board, 2017.

Unit Focus: Compelling Arguments Genre: Essays and arguments					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

<p>Weeks 1-4</p>	<p>RI 1-9 W 1 L4 SL 1-2</p>	<p>Unit 3: The Migrant Experience <<Cajas de cartón>> by Francisco Jiménez (Lección 1) <<El trabajo en el campo>> by Rose Del Castillo Guilbault (Translated) Lección 2 <<Los inocentes>> by Pedro Juan Soto (Lección 3) <<¡Al partir!>> by Gertrudis Gómez de Avellaneda (Lección 4) <<Kike>> by Hilda Perera (lección 5) Optional: Language and Style: El verbo (Roots/endings/infinitives) Conjugation according to person and number Conjugation according to categories (-ar, -er, -ir) Regular and irregular verbs Review Verbs:tense and mood Rhetorical devices Vocabulary Strategies:</p>	<p>Write a poem of consolation for someone who has had to abandon somewhere or someone (157-158) TSW use text evidence to answer text dependent questions about a text TSW write an autobiographical narrative about their migrant experience (223) TSW analyze an author's purpose and the use of rhetorical devices in a seminal U.S. document.</p>	<p>Character Analysis Selection Assessments Analysis of an argument Argumentative Essay</p>	<p>Textbook Journal Audio IScreencasts Movie Trailers</p>
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			TSW analyze connections between ideas and events and analyze accounts in different mediums.		
Weeks 5-8	RI 1-6 L 1-3 W 1, 3, 4-9	Argumentative Essay: Research Project: Immigration Language and Style: Rhetorical devices Vocabulary: Claim Reasons Evidence Counterclaim	TSW write an argumentative essay to support claims using valid reasoning and relevant and sufficient evidence. TSW conduct a sustained research project to answer a question synthesizing multiple sources on the subject	Argumentative Essay Class Debate Writing: Research project in MLA format	Library research
Week 9	Power Standards	Review for and take Quarter 3 Formative Assessment		Formative Assessment	

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Course Title: Spanish LA I-II	Quarter: 4	Academic Year: 2018-19
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Essential Questions for this Quarter:

1. How can reading a text in conversation with other texts or in the context in which was written or read lead to a deeper understanding of the work? (Engaging with the Text)
2. How can the analysis of literature requiring the interpretation of details and features of the text help to explain the meaning of the work as a whole? (Constructing Texts)
3. How do authors defy standard English conventions to achieve different stylistic effects? (Focusing on Language)
4. How can the powerful process of research enhance the reader’s understanding of a work? (Researching to Learn)
5. How do effective speakers design and deliver their presentations according to their subject, purpose, audience, and occasion? (Entering the Conversation)

“Big Ideas and Enduring Understandings.” Pre-AP English 1. The College Board, 2017.

Unit focus: Powerful Openings Genre Focus: Novels					
Unit/Time Frame	Standards	Content	Skills	Assessment	Resources

Weeks 1-3	RL 1-6 W.3 L.1, 4-5	Instructional Text: The Epic ANCHOR TEXT: EL Cid	TSW analyze character (Epic hero), figurative meanings, inferences, and	Selection Assessment Writing: Narrative	Copies of El Cid Audio Screencasts
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			identify characteristics of epic poetry.	Unit Assessment: Research and Write an Analytical Essay	Interactive Whiteboard Lessons Movie Trailers
Weeks 4-5 6-9	RL 1-6 W 2, 9 L 1-6	Test prep Powerful openings for various novels Student or Teacher chosen novel <i>The House on Mango Street</i>	SBA Spanish Language Arts/PARCC TSW Analyze a literary work Semester 2 Exam		Student Resource Section Online Resources

Updated/Reviewed 7/10/18 JDC