

Portales Municipal Schools
Curriculum Map

Course Title: Spanish LA III-IV	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, including poetry and drama, lead to a deeper understanding of the explicit and implicit meaning of the work? (Engaging with the Texts)
2. How can I evaluate literature or 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 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)
5. 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)
6. 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: Memories that Inspire Us					
Genre Focus: short stories, poems, and memoirs					

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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Weeks 1-4	RL 1-6 *W 1-3	Legends: Unit 1 Memories of Times Past	The student will analyze author’s	Write a Narrative:	Textbook (Sendas literarias 2)
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<p>*L 1-3 *S/L 1, 4</p> <p>*For all writing, language, and speaking/listening standards substitute standard Spanish skills for English.</p>	<p><<Un oso y un amor>> (Lección 1) << Yo voy soñando caminos...>> by Antonio Machado (lección 2) <<Poema XX>> by Pablo Neruda; "Never More" by Paul Verlaine; <<¿Recuerdas?>> by Manuel Magallanes Moure; <<Es una tarde clara>> by Antonio Machado (lección 3) << La botella de chicha>> by Julio Ramón Ribeyro (Lección 4) Memoir: <<Confieso que he vivido>> by Pablo Neruda</p> <p>Writing A Literary Analysis Performance Task</p> <p>Writing an Informative Essay</p> <p>Language and Style: Conjugation of regular and irregular verbs Gerunds (impersonal form of verbs) Participles Interjections Interrogatives and exclamations metaphors/similes Lyrical Poetry:</p>	<p>choices concerning text structure; determine and support inferences about the theme; and cite text evidence to support analysis of the text. Identify and write complete sentences</p>	<p>A happy memory</p> <p>Write an Argumentative Essay (53)</p> <p>Write an informative essay about Pablo Neruda or another Spanish speaking poet</p> <p>Selection Assessments</p> <p>Grammar Quiz</p> <p>Vocabulary Activity</p>	<p>Tutorials: Theme</p> <p>*Writing Informative Texts</p> <p>CommonLit(Spanish version?)</p> <p>Quizlet/Kahoot</p>
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		<p>Tone, Rhyme, Imagery</p> <p>Vocabulary strategies: Patterns of word Key vocabulary words for each text</p>			
<p>Weeks 5-8</p>	<p>RL/RI 1-7 W 2 L 1-3 S/L 1, 4</p>	<p>Video History <i>The Aztecs</i></p> <p>Short Story by Sabina Murray <i>“Balboa”</i></p> <p>Video HISTORY</p> <p>Argument by Richard Rodriguez <i>“Blaxicans’ and Other reinvented Americans”</i></p> <p>Language and Style: Tone, meaning, purpose, rhetoric, irony Use of colons</p> <p>Vocabulary Strategies: Latin prefixes. Critical vocabulary</p>	<p>TSW determine theme and analyze structure of a short historical fiction story. TSW analyze the representation of a subject in two different mediums. TSW trace and evaluate an argument Have students work in pairs or small groups to discuss whether they find Rodriguez’s argument convincing. Tell them to explain why or why not and encourage them to take notes about their reasons. Have students work individually to write their evaluations</p>	<p>Selection tests</p> <p>Literary Analysis of “Balboa”.</p> <p>Evaluation of Rodriguez’ argument.</p>	<p>Textbook (Collections)</p> <p>Visual texts/film clips CommonLit</p>

Week 9	RL 1-6 W 2	Review enduring understanding of engagement with and construction of text and focus on language skill	The student will use text evidence to answer text dependent questions about a short story.	Common Formative Assessment	Textbook Audio Screencasts Movie Trailers
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Course Title: Spanish LA III-IV	Quarter: 2	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: Pivotal Words and Phrases					
Genre Focus: Argument/Research					

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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Weeks 1-4	RL 1-5 SL 1 L 1, 4	Unit 2 Social Justice <<La muralla>> poem by Nicolas Guillén (lección 1) <<Los gallinazos sin plumas>> by Julio Ramón Ribeyro (Lección 2)	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: Newspaper article (79-80) Create an informative brochure about	Textbook (Sendas literarias 2) Audio Screencasts
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		<p><<Espuma y nada más>> by Hernando Téllez (Lección 3) <<Un día de estos>> by Gabriel García Márquez (Lección 4) <<Una palabra enorme>> by Mario Benedetti (lección 5)</p> <p>Language and Style: Phrases and sentences Conflict subject/predicate Interior monologues Point of view Conjunctions and conjunctive phrases Simple and compound sentences Adverbs/adverbial function</p> <p>Vocabulary Strategies:</p>		<p>community services in Portales Literary Analysis: Compare and contrast the two stories: <<Espuma y nada más>> and << <<Un día de estos>> (135)</p> <p>Write a cinquain about a character from this unit (123)</p> <p>Grammar quizzes</p> <p>Selection test</p>	
Weeks 5-8	RI1-5 *W 1, 6-8 *L.1, 5-6 *S/L 1-6	Research: Social Justice 144-146 <i>Additional Resources:</i> Language and Style: Rhetorical devices		Speaking Activity: Socratic Seminar on social justice	Chromebooks Library research

		<p>Claim Reasons Evidence Counterclaim Vocabulary Strategies:</p>		<p>Performance task: Research paper on social justice issue 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.</p>	
Week 9	Power Standards	<p>Review for and take Semester One Exam Language and Style: Vocabulary Strategies:</p>	<p>TSW use standard Spanish conventions when writing formal essays.</p>	Semester 1 Test	<p>Textbook Journals Anchor charts</p>

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Course Title: Spanish LA III-IV	Quarter: 3	Academic Year: 2018-19
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Essential Questions for this Quarter:

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)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)

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

Unit Focus: Imagination and Fantasy
Genre: Short stories, poetry, and visual arts

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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Weeks 1-6	RL 1-9 W 1, 3	Unit 3: Imagination and Fantasy	TSW use text evidence to	Literary Analysis (163)	Textbook (Sendas literarias 2)
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	<p>L4 SL 1-2</p>	<p><<El ahogado más hermoso del mundo>> by Gabriel García Marquez (lección 1) <<El árbol de oro>> by Ana María Matute (Lección 2) <<La noche boca arriba>> by Julio Cortázar (Lección 3) <<El sendero interior>> by Ana Aloma Velilla (lección 4) <<La casa de Asterión>> by Jorge Luis Borges (lección 5)</p> <p>Optional:</p> <p>Language and Style: Adjectives (comparative/superlative) Tense and form of verbs Regular and irregular verbs Interviews (structured and unstructured) Simple past tense (preterite/imperfect indicative) Simple future tense Cause and effect Diamante poem Cinquains</p> <p>Vocabulary Strategies:</p>	<p>answer text dependent questions about a text</p> <p>TSW interview a student and then write a newspaper article using the information gathered from the interview. TSW write diamante poem (206) TSW analyze connections between ideas and events and analyze accounts in different mediums. TSW analyze a work of art using OPTIC strategy (218) Argumentative essay over the</p>	<p>Selection Assessments</p> <p>Interview/news paper article</p> <p>Poem</p>	<p>Journal Audio Screencasts</p>
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			refrain<<El hábito no hace al monje.>>+-		
Weeks 7-8		<p>Language and Style: Rhetorical devices</p> <p>Vocabulary:</p>	<p>TSW write an argumentative essay to support claims using valid reasoning and relevant and sufficient evidence.</p> <p>TSW conduct a sustained research project to answer a question synthesizing multiple sources on the subject</p>	:	
Week 9	Power Standards	Review for and take Quarter 3 Formative Assessment		Formative Assessment	

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Course Title: Spanish LA III-IV	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	ANCHOR TEXT: Powerful openings for various novels	TSW chose a novel to analyze character, figurative meanings,	Writing: Write a Literary Analysis of the text.	Various authentic Spanish novels. Audio
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			inferences, and theme.		
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>Bendíceme, Ultima</i>	SBA Spanish Language Arts/PARCC TSW Analyze a literary work Semester 2 Exam		Student Resource Section Online Resources Copies of <i>Bless Me, Ultima</i> in Spanish

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