



Unit Map 2010-2011
Curriculum Designers
Collaboration / Spanish I* / High School
(Sample-CPS)

June 25, 2011, 10:52AM



Unit: Intro to Spanish Culture & Language (Week 1, 5 Weeks) 📅 📄

Standards

CCLS:English Language Arts 6–12, Grades 9-10, Reading: Literature

6. Assess how point of view or purpose shapes the content and style of a text.

- 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCLS:English Language Arts 6–12, Grades 9-10, Reading: Informational Text

Craft and Structure

4. 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.

- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCLS:English Language Arts 6–12, Grades 9-10, Speaking & Listening

Comprehension and Collaboration

1. 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.

- 1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCLS:English Language Arts 6–12, Grades 9-10, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by

using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- 5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12, Grades 9-10, History/Social Studies

Craft and Structure

4. 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.

- 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Successful communication is knowing how, when and why to convey a message to different audiences. • Spanish speakers understand the cultural and geographical differences of the Spanish speaking countries and English speaking countries. 	<ul style="list-style-type: none"> • How do I know I am using correct Spanish when I communicate in real-world situations? • How are culture, geography and groups of people related to language?
Content	Skills
<p>A. Geography - Spanish speaking countries</p> <ul style="list-style-type: none"> • Central America • South America • Europe - Spain • Islands <p>B. Culture of Spanish speaking countries</p> <ul style="list-style-type: none"> • food • arts - dance, music • literature • clothing 	<p>A. Geography <u>Identify</u> Spanish speaking countries <u>Locate and spell</u> Spanish speaking countries on a map</p> <p>B. Culture of Spanish speaking countries <u>Examine</u> a culturally authentic object and relate its function. <u>Identify and compare</u> the elements of folktales or legends of the Spanish culture. <u>Compare and contrast</u> cultural difference of Spanish and English speaking countries.</p> <p>C. Spoken and Written Words - Vocabulary</p>

<ul style="list-style-type: none"> • sports <p>C. Spoken and Written Words - Vocabulary</p> <ul style="list-style-type: none"> • Spanish Names • Alphabet • Greetings • Basic sayings • Classroom instructions • Formal and informal greetings • Formal and familiar address • Concept of conjugation • Subject pronouns • The verb ser • Numbers 1 -31 • Cognates 	<ul style="list-style-type: none"> • <u>Recognize</u> Spanish names vs. words • <u>Recite</u> the alphabet • <u>Identify</u> meaning of cognates • <u>Greet</u> and take leave of another person • <u>Speak and write</u> basic personal information in Spanish • <u>Compare and contrast</u> the formation of verbs in sentences in Spanish and English • <u>Identify</u> the gender of nouns • <u>Give and follow</u> simple directions • <u>Respond</u> to classroom instructions/make requests • <u>Count</u> orally to 31 in Spanish • <u>Conjugate</u> ser w/pronouns • <u>Match</u> written questions with appropriate answers
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Key Terms / Vocabulary

Assessments

Performance Assessment

Summative: Performance: Authentic Task

Your Spanish teacher sees you coming down the hall. You want to impress him/her with how much Spanish you have already learned. Your teacher greets you to start the conversation. Continue the conversation by responding appropriately to the greeting and to any questions your teacher may ask you. Be sure to greet your teacher, introduce yourself, use an expression of courtesy, and bid farewell.

Other students will complete rubric and provide written feedback.

Planning a Trip

Summative: Written: Informative

Your family and you are planning your summer vacation. You want to travel to a Spanish-speaking country, but your family does not know where they are all located. You have an outline map of the world. Label the continents where Spanish is spoken. On the maps of the continents or regions, list as many Spanish-speaking countries as you can. You do not have to label each country - just list them.

Similarities & Difference of Spanish and English

Formative: Performance: Skill Demonstration

Your team will be provided a chart to list similarities and differences between the Spanish and English languages. Using the chart, list as many cognates, alphabet, accents, intonations, etc. that your group can see. Determine a list of questions to share with the class.

Learning Activities	Resources
<ul style="list-style-type: none">• Students will work in pairs to create a brief (3-4 lines) introductory conversation. They should greet each other, tell each other their names, use expressions of courtesy, and tell each other goodbye.• Each day point to a country on a map and ask a student to tell you what country it is.• Examine a culturally authentic object and relate its function. <p> Learn the alphabet and other resources</p>	<p>Digital Story Telling - students work in pairs to create a digital conversation of introductions and greeting.</p> <p> Digital Storytelling</p> <p> Visual Thesaurus</p>

Updated: 06/25/2011

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Atlas Version 7.2.4