



## Grand Island Central School District Curriculum Map Spanish 103 NUSTEP, grade 11, WINGER

The following **NYS Common Core Standards** will be applied to this map. Please refer to full standards here; their numbers appear in the template:

**Current Textbook:** Atando cabos, 4<sup>th</sup> Edition; Pearson Inc, c. 2012, chapters 1-4

**Cooperating Professor at Niagara Univeristy:** Dr. James McCutcheon

\*For a very detailed view of the course of study of the Spanish 103 curriculum, please refer to my NUSTEP Syllabus submitted to Niagara University each school year.

**WR 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**

**WR 11-12. 7.a. Explore topics dealing with different cultures and world viewpoints**

**WR 11-12. 6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to studied topics.

**WR 11-12. 10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Speaking and Listening:**

**SL 11-12. 1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds

**SL 11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal Spanish when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 68 for specific expectations.)

### **Reading:**

**R 11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

**R 11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**R 11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### **College and Career Readiness:**

**CCR 11-12.1.** Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.  
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**CCR 11-12.3.** 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.

**CCR 11-12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.  
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
d. 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).

**CCR 11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Units of Study (Duration)	Common Core Standards	Vocabulary <ul style="list-style-type: none"><li>Content</li><li>Process</li></ul>	Essential/Guiding Questions	Essential Skills	Assessment(s)	Resources <ul style="list-style-type: none"><li>Texts</li><li>Tech Integration</li></ul>
6 weeks	WR 11-12.4, 11-12.7, 11-12.10; SL 11-12.1C and E  R11-12.1; R11-12.4  CCR11-12.3; 11-12.6	La familia hispana, p. 30, 31  All forms of the present tense  Ser vs. Estar  Noun-adjective agreement	How are family values different between hispanic and anglo cultures?  How do hispanic family values influence other aspects of hispanic daily living?  What effect does birth order have on personality?  How do I make introductions?	Use the present tense fluidly to address the 3 essential questions  Understand the differences between hispanic/anglo family values  Explain and apply pyschological theories on birth order to self	Test on present tense  Test on Ser vs. Estar  Test on Noun-adjective agreement  Dialog: 3 person introductions  Essay: Birth order and me	Readings : El bueno, el malo, y el feo, pp. 24, 25 -La gran familia, p. 4 -México, familia, y empresas, p. 12  Video: Los negocios en México (Text series video)
11 weeks	WR 11-12.4, 11-12.7, 11-12.10; SL 11-12.1C and E  R11-12.1; R11-12.4  CCR11-12.3; 11-12.6	Hablemos de los viajes, p. 60, 61  The Preterite and the Imperfect  Hace +time +preterite/present	How does the culture and climate vary among Spanish speaking countries?  Which one would you most like to visit and why? How would you go about making reservations in Spanish for all aspects of your planned trip?  How do you state "AGO" in	Use the preterite and imperfect to detail a trip taken.  Speak fluidly in the past tenses.  State "ago" or "been doing X" using HACE	Test on Preterite  Test on Preterite vs. Imperfect  Favorite trip presentation (individual)  Travel agency presentation (pairs)	Readings: Cuba p. 34, Macchu Picchu, p. 41; Torres del Paine, p. 48; Venezuela, p. 52  Numerous travel videos (available on Youtube)  Computer lab/laptop

			spanish	structure  Know the geography, tourist attractions, and culture of at least 5 new countries		cart: research days (2)  Student powerpoint/slideshow using INFOCUS
9 weeks	WR 11-12.4, 11-127, 11-12.10; SL 11-12.1C and E  R11-12.1; R11-12.4  CCR11-12.3; 11-12.6	Hablemos de la interculturalidad, p. 93  The present and the past tenses	<p>What are the demographics of the current US population and how have they recently changes?</p> <p>What are the predictions regarding the hispanic sector of the population for the future?</p> <p>What are the effects of massive hispanic immigration, especially illegal, to the U.S.?</p> <p>How can the United States government resolve the immigration problem?</p> <p>Can technology serve to resolve our immigration issues?</p>	<p>Argue viewpoints on immigration in Spanish</p> <p>Use the present/past tense to detail the current immigration situation</p>	<p>Debate on US immigration (rubric)</p> <p>Essay: My solution to the immigration problem</p> <p>Test: T/F, MC test on all articles/readings</p> <p>Test/short essay: Movie, <i>Sleep Dealer</i></p>	<p>Multi-article stapled packet on immigration issues</p> <p>2010 U.S. Census, compiled to hispanic issues</p> <p>Videos on various aspects of immigration (Youtube)</p> <p>Guest speakers: U. S. Border Patrol agents</p> <p>Music: <i>Migra</i> by Carlos Santana, <i>Come to the USA</i>, by Ray Stevens</p> <p>Poem: <i>Ohming instick</i>, by Ernesto Padilla</p> <p>Movie: <i>Sleep Dealer</i>, by Alex Rivera</p>
	WR 11-12.4, 11-127, 11-12.10;	Hablemos de donde vivimos,	What are the problems facing our environment?	Explain results of human	Test: direct/indirect/double	Readings: Viviendas ecológicas, p. 117;

9 weeks	SL 11-12.1C and E  R11-12.1; R11-12.4  CCR11-12.3; 11-12.6	p. 125  The subjunctive  Por vs. Para  Se for unplanned events (No fault)  Direct Object/Indirect object pronouns  Double object pronouns	How has human action caused these problems?  What can humans do both individually and globally as nations to preserve the planet?	action on the environment  Discuss personal habits and potential possible changes.  Use the subjunctive to explain the topic  Respond to questions using object pronouns	object pronouns  Test: Por vs. Para  Dialog: The environment (partners/groups)  Test: The Subjunctive vs. the Indicative  Essay: The Environment and me	Costa Rica, p. 104; Los Freeganos (El Sol reader);" A tax on meat" (internet)  Music: <i>Contaminación</i> , by Paul Gilman  Videoclip: <i>Superman</i>  Survey: The environment and me
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