



Grand Island Central School District Curriculum Map Spanish 104 NUSTEP, grade 12, WINGER

The following **Common Core Standards** will be applied to this map. Please refer to full standards here, as referred to by number in the template:
For a more in depth look at the Spanish 104 curriculum, please refer to my NUSTEP Syllabus submitted to Niagara University each school year.

Current Textbook: Atando cabos, 4th Edition; Pearson Inc, c. 2012, chapters 5-11

Cooperating Professor at Niagara Univeristy: Dr. James McCutcheon

Writing:

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)	NYS/Common Core Standards	Vocabulary <ul style="list-style-type: none">ContentProcess	Essential/Guiding Questions	Essential Skills	Assessment(s)	Resources <ul style="list-style-type: none">TextsTech Integration
7 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	Ch. 5 Los derechos humanos (human rights) p. 128, 129 The Present Subjunctive	What are Human Rights? How have human rights been violated in Latin America? What involvement has the United States had? How are American citizens affected by human rights issues in Latin America? How does the Civil War of El Salvador exemplify problems common to LA? What does the movie "Voces inocentes" depict of the questions above?	Reading comprehension Essay writing: opinion based on historical evidence Speaking: oral reaction to stimuli Listening comp: movie in Spanish, audio tapes; online videos	Questions to readings on Los desaparecidos; La Guerra Civil de El Salvador; Rigoberta Menchu Essay: reaction to movie "Voces inocentes" Test: Ch. 5 vocab/grammar/reading compr.	Poem: Cuando me enseñó su fotografía p. 151 Movie: Voces inocentes Readings: La subyugación de los indígenas p. 133; Videoclips: <i>Cuando las montañas tiemblan</i> ; Rigoberta Menchú; Music: <i>Casas de Cartón</i> Los Guaraguayos

4 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	Ch. 6. La Salud p. 159 Commands (Formal and Informal)	Can I discuss my own health (problems, diet, exercise) and solicit help when having problems? How do you direct others to care for themselves? How is health care different in Latin America? What are <i>curanderos</i> and what problems are associated with their practicing both here and in Latin America?	Form commands Know body parts vocabulary Be able to describe health/diet	Test on formal/informal commands Dialogs: Doctor's office/hospital scenarios Readings Listening comprehension exercises p. 157 (audio recordings)	Music: Juanes' <i>Curandero</i> Videoclip: <i>In Search Of</i> , Witch Doctors
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4 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	Chapter 7 El Trabajo (careers and the workplace) p. 193 L0 + Adjective p 201, 403 Impersonal subjunctive, p. 203, 405	How do I interview in spanish? How can I succeed as a candidate for an interview? What are my career aspirations and how can it be a vocation? How do I direct people without being pushy?	Give commands indirectly using subjunctive Be able to say "what's + adjective" Conduct an interview/be interviewed for a job Discuss career goals and aspirations, path	Conduct a job interview in Spanish in response to real classifieds Test: Ch. 7 vocabulary, list comp, grammar (subjunctive)	Spanish job classifieds (authentic) Videoclips (Youtube) of job interviews in Spain
8 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	Chapter 8 El Arte del mundo hispano (hispanic art) p. 227 Preterite/Imperfect (review)	Who are the famous artists of the spanish speaking world and what are their contributions? Who among these do I (dis)like and admire, and why? How do I use the preterite and imperfect to detail the life and work of my chosen artist?	Making a presentation Speak in the past using preterite/imperfect Use art related vocab in speaking/writing Critique a movie	5 minute presentation on Artist of choice (rubrics) Essay: Critique of movie "El laberinto del fauno" Test: Artwork recognition/ short essay/grammar	Powerpoint presentations on artists Student research in computer lab Movie: Pan's Labyrinth by Guillermo del Toro History Channel video : Frida and Diego

			How does Cinema represent art?	in Spanish		Various art textbooks/posters (personal collection)
3 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	Chapter 9 Hablemos de la juventud (Youth and Technolog) p. 254 The Future Tense The Conditional Tense Hypothetical statements (past subjunctive w/Si)	What are both the positives and negatives of such incredible technology in our modern age, both socially and career-wise? Can technology only serve to make us more reliant and less capable?	Use the future tense to conjecture/state probability Make hypothetical statements	Hypothetical dialog with partner(s) (rubric) Test on tenses (3) Essay and T/F, MC quiz on story "La IWM mil"	Video: BMW car factory Story: La IWM by Alicia Yañez Cossio
6 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	Chapter 10 El comercio justo (Fair Trade) The Present Perfect The Pluperfect	What influence does "big business" from developed nations have on third world nations? Can "Fair Trade" really improve the lives of growers in undeveloped countries? How do you speak of experiences, ie saying "Have you ever . . . ?"	Develop an awareness of the world marketplace and the effect demand for products cause for producers. Use the perfect tenses to communicate what you have/had done	Group activity (graded) using perfect tenses (subjunctive or indicative?) Essay: Can Fair Trade succeed in its goals?	Videos: Fair trade products Readings: Jóvenes y el consumo p. 295 Los trucos del súper para vender más p. 300 El consumidor inteligente, p. 297 Sample Fair Trade foods: coffee, chocolate, fruits
4 weeks	WR 11-12.4, 11-127, 11-12.10; SL 11-12.1C and E R11-12.1; R11-12.4	Chapter 11: Hablemos del ocio y del tiempo libre (Leisure time pursuits) pp. 310,311	What are your leisure time pursuits? What importance does cinema have in Spanish speaking countries?	Be able to speak and inquire about hobbies/pastimes Use the perfect tenses to communicate	Test on tenses (2) Dialog: Did you see the movie <u>x</u>?	Readings: El cine hispanoamericano, p. 313 Ventana al mundo, p. 320 Videoclips: Pedro Almodóvar movies

	CCR11-12.3; 11-12.6	The Subjunctive Pluperfect The Passive voices: Ser and Se	How do you state "X is/was done by" rather than using an active agent (subject)?	what you have/had done in both the indicative and subjunctive Convert an traditional sentence (active subject) to a passive one using both SER+ past participle and SE + 3 rd person verb (sing or plural)		
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