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| **Unit Cover Page** |

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| **Unit Title:**  *¿Quién soy yo? Encontrando nuestras voces.*  Who am I? Finding our voices. | **Grade Levels:** 9-12 |
| **Subject/Topic Areas:** Spanish Literature | |
| **Key Words:** Narratives, Spanish Language Arts, Spanish Literature, Spanish Writing, Personal Identity | |
| **Designed By:** Ivonne Orozco | **Time Frame:** 3-4 weeks |
| **School District:** PAPA Charter School | **School:** Public Academy for Performing Arts |

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| **Brief Summary of Unit (including curricular context and unit goals):**  In this unit of Spanish language arts, students will learn about the usages/rules/conjugations of preterit and imperfect past tenses, elements of a narrative, and the main components of a thematic essay. They will use interpersonal, interpretive and presentational communication to create a coming-of-age narrative which portrays the ways in which linguistic and cultural experiences have shaped their personal identities. They will have guided seminar discussions regarding *La Casa en Mango Street* by Sandra Cisneros. Through this unit, Spanish Language Arts students will understand that experiences shape our personal identities. Also, students will understand that recording narratives in Spanish is important to the field of literature in the United states. As a result of this unit, students will understand that personal narratives can be recorded in many different ways, and that our personal identities may not always match cultural stereotypes. |

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| **Stage 1 – Identify Desired Results** |

**Established Goals:**

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| National Standards for Learning Languages  American Council on the Teaching of Foreign Languages (ACTFL)  **Communication 1.3 –** *Presentational Communication*: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics suing appropriate media and adapting to various audiences of listeners, readers, or viewers.  **Cultures 2.2 –** *Relating Cultural Products to Perspectives:* Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.  **Comparisons 4.2 –** *Cultural Comparisons:* Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |

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| **What essential questions will be considered?** | **What understandings are desired?** |
| Why do the voices of marginalized communities (including ours) matter?  In what ways can we share our personal experiences to connect with our community?  Does personal identity always match cultural stereotypes? | **Students will understand that…**  Personal identity is developed through experiences.  Recording narratives in Spanish is important to the field of literature in the United States.  Experiences create who we are.  Personal narratives can be recorded in many ways. |

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| **What key knowledge and skills will students acquire as a result of this unit?** | |
| **Students will know…**  Essential vocabulary such as: Marginalized community, stereotype, personal identity  Background information on Sandra Cisneros and other Latino/Chicano writers in the U.S.  Elements of a thematic essay  Components of a coming of age narrative | **Students will be able to…**  Use a Spanish dictionary to decode text  Write a thematic essay  Write and organize a coming of age narrative using standard conventions of grammar and syntax |

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| **Stage 2 – Determine Acceptable Evidence** |

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| **What evidence will show that students understand?** |
| **Performance Tasks:**  *Narrativa: ¿Quién soy?* —Students write a coming of age narrative in which they include the way a particular personal experience shaped their identities.  *Ensayo temático—*Studentscompose a thematic essay on the novel *La Casa en Mango Street* by Sandra Cisneros. Students will create two different drafts including a final draft, they will have the opportunity to peer edit and gather feedback from classmates using a protocol that considers the Universal Intellectual Standards to focus on content and not mechanics. |

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| **What other evidence needs to be collected in light of Stage 1 Desired Results?** |
| **Other evidence:**  **(e.g. tests, quizzes, prompts, work samples, observations)**  Quiz—The usages and forms of preterit and imperfect past tenses  Prompt—Turn personal narrative into a poem or news article  Student exhibit—Bulletin board “*Nuestras voces cuentan*” (our voices count). Located outside of Spanish classroom. Class directed and created in time for the PAPA open house. |

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| **Student Self-Assessment and Reflection:** |
| 1. Self-assess the narrative they created and identify the past tense forms used throughout 2. Self-assess thematic essay and look for transition words, check spelling and grammar 3. Journal entries through the week regarding self-identity and stereotypes. |

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| **Stage 2 – Determining Acceptable Evidence (Continued)** |

**Assessment Task Blueprint**

*Narrativa--¿Quién soy?*

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| **What understandings or goals will be assessed through this task?** | |
| Personal identity is developed through experiences  Experiences create who we are. | Personal narratives can be recorded in many ways. |

What criteria are implied in the standards and understandings regardless of the task specifics? What qualities must student work demonstrate to signify that standards are met?

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| Well organized  Compares or makes a connection from their own culture to those we read about  Grammatically sound – using past tense | Students investigate, explain, and reflect on the relationship between the product (narrative) and perspective (their own). |

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| **Through what authentic performance task will students demonstrate understanding?** |
| **Task overview:**  Students will have the opportunity to present their narratives at either the PAPA open house or a community night in conjunction with PAPA flamenco and/or PAPA mariachi band and add a short commentary on the way their work reflects who they are and if their personal identities correlate to cultural stereotypes. |

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| **What student products and performances will provide evidence of desired understandings?** | |
| Finished and polished personal coming of age narrative. | Turning said narrative into a poem or news article. |

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| **By what criteria will student products and performances be evaluated?** | |
| * Narrative has a clear beginning, middle and end. * Narrative includes common basic elements of a narrative: plot, setting, atmosphere, character, theme, point of view, and literary devices | * Uses MLA format * Adheres to conventions of grammar and spelling |

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| **Stage 3- Plan Learning Experiences** |

What sequence of teaching and learning experiences will equip student to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence.

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| 1. Hook students with a seminar discussion of stereotypes of Spanish speaking cultures  2. Dispel or affirm stereotypes within ourselves through Life in Poetry  3. Introduce essential questions and brainstorm of advanced vocabulary we need  4. Introduction to Sandra Cisneros and her works  5. Read first two chapters in class, assign pages 8-30  6. Use Spanish dictionaries to decode passages  7. Create visual representations of the characters in the book  8. Explore plot, setting, atmosphere, character, theme, point of view, and literary devices in novel  9. Seminar discussion of reading, assign pages 31-52  10. Protocol: Save the last word for me, assign pages 53-71  11. Songs: Quién soy yo. Select and present to the class. What would be Esperanza’s song?  12. Journal: What is personal identity? What experiences in your life have made an impact in your identity?  13. Written response on reading, assign pages 72-107  14. Seminar discussion on: possible themes, in which ways we relate or not, why are these types of work important  15. Journal: What is working for you?  16. Class reading of finale of the novel  17. Protocol: Text rendering  18. Elements of a thematic essay/rubric  19. MLA aspects / Google basics  20. Work on first draft of thematic essay, provide graphic organizers for differentiation  21. Work on first draft of thematic essay, provide graphic organizers for differentiation  22. Seminar discussion: In which ways did Esperanza’s experiences change her?  23. Journal: Why is it important to read the work of writers that look like us and speak the language we do?  24. Peer edit thematic essay with a focus on Universal Intellectual Standards NOT mechanics and conventions  25. Brainstorm on coming of age events that may lead to a personal narrative  26. The past tense in Spanish  27. Past tense common misconceptions  28. Our voices count bulletin board  29. Elements of a personal narrative  30. Start writing our own narrative  31. Review essential questions  32. Observe and coach students as they work on their narratives  33. Reflection, what is working so far? What do you need more clarity on?  34. Collect personal narratives  35. Discussion: What was difficult about our assignment? What was engaging?  36. Phoenix of our narratives: Poem, news article, song, video, dance, etc.  37. Perform the different form of our narrative at PAPA Flamenco or Mariachi night (Possible partnerships) |

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| **Stage 3 – Plan Learning Experiences (Continued)** |

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| **1** | **2** | **3** | **4** | **5** |
| 1. Hook students with a seminar discussion of stereotypes of Spanish speaking cultures 2. Dispel or affirm stereotypes within ourselves through *Life in Poetry* 3. Introduce essential questions and brainstorm of advanced vocabulary we need | 1. Introduction to Sandra Cisneros and her works 2. Read first two chapters in class, assign pages 8-30 3. Use Spanish dictionaries to decode passages | 1. Create visual representations of the characters in the book 2. Explore plot, setting, atmosphere, character, theme, point of view, and literary devices in novel 3. Seminar discussion of reading, assign pages 31-52 | 1. Protocol: Save the last word for me, assign pages 53-71 2. Songs: Quién soy yo. Select and present to the class. What would be Esperanza’s song? 3. Journal: What is personal identity? What experiences in your life have made an impact in your identity? | 1. Written response on reading, assign pages 72-107 2. Seminar discussion on: possible themes, in which ways we relate or not, why are these types of work important 3. Journal: What is working for you? |
| 1. Class reading of finale of the novel 2. Protocol: Text rendering 3. Elements of a thematic essay/rubric | 1. MLA aspects / Google basics 2. Work on first draft of thematic essay, provide graphic organizers for differentiation | 1. Work on first draft of thematic essay, provide graphic organizers for differentiation | 1. Seminar discussion: In which ways did Esperanza’s experiences change her? 2. Journal: Why is it important to read the work of writers that look like us and speak the language we do? | 1. Peer edit thematic essay with a focus on Universal Intellectual Standards NOT mechanics and conventions |
| 1. Brainstorm on coming of age events that may lead to a personal narrative 2. The past tenses in Spanish | 1. Past tense misconceptions 2. Our voices count bulletin board | 1. Elements of a personal narrative 2. Start writing our own narrative 3. Review essential questions | 1. Observe and coach students as they work on their narratives | 1. Reflection, what is working so far? What do you need more clarity on? |
| 1. Collect personal narratives 2. Discussion: What was difficult about our assignment? What was engaging? | 1. Phoenix of our narratives: Poem, news article, song, video, dance, etc. | 1. Perform the different form of our narrative at PAPA open house or at Flamenco or Mariachi night (Possible partnerships) |  |  |

***Consider the WHERETO elements***