

# Jay Curriculum: Unit Cover Page

**Unit title:** Reading

**Grade Level:** 9-12

**Content Area(s):** MCL

**Date Created:**

**Designed By:** Paula Swenson

## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## **Year 4**

- Full Implementation
- Benchmarks Established

### **Standard(s)/Performance Indicators:**

B (K-2) 3  
B (3-4) 3,4,5  
B (5-8) 1,3,4,5,6,7  
B (9-12) 3,4  
C (3-4) 4  
C (9-12) 1  
D (9-12) 1,2,4  
F (3-4) 2

**Unit:** Reading

**Brief Summary of Unit/Topic**

**Summary:**

The reading lessons in a language class help the student to recognize and interpret the written language. They direct the student to an understanding of signs, menus, classified ads, advertisement, magazine and newspaper articles, poetry, literature, and all other forms of the written language.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

How to use a dictionary to find unfamiliar words.

**Students will know:**

The Spanish alphabet.

To recognize a variety of Spanish word and understand their meaning.

**Students will be able to:**

Read and understand (at least on a very basic level) signs, menus, classified ads, advertisement, and some simple stories.

**Enduring Understanding/s:**

The student will have an understanding that a written alphabet and written words vary from one language to another.

The student will be able to recognize the Spanish written word and be able to interpret some of what he/she reads.

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

| Performance Tasks/Products/other assessments<br>Performance tasks should have a <u>scoring guide</u> .   | <i>Performance Indicators</i> for this task.* Example:<br><b>ELA: C- 1,2,3</b><br><b>Science: B- 3,5,7</b><br><b>SS His: H- 2</b> | <u>Modalities</u><br><b>K</b> =Kinesthetic<br><b>O</b> =oral<br><b>V</b> =visual<br><b>W</b> =written | Are <u>examples</u> available to students?<br>?<br><b>Y, N, or N/A</b> | Component of Local Assessment System?<br><br><b>Y or N</b><br>(See <a href="#">aligned scoring guide</a> .) |
|--|---|---|--|---|
| Students will have a long range reading assignment to paraphrase and present to the class in Spanish or French   | B(9-12) 3   |   |  |   |
| Quizzes, Tests, Prompts:   |   |   |  |   |
| In every test students have a section to read, followed by a series of related questions   | B(3-4)<br>B(5-8)  |   |  |   |
| In each test students are required to answer a series of questions which are written in the target language  | B(3-4) 5  |   |  |   |
| The directions in quizzes and tests are written in Spanish/French  | B(3-4)  |   |  |   |
| Other evidences:   |   |   |  |   |
| Students identify the main ideas of a selected reading   | B(3-4)  |   |  |   |
| Students interpret authentic ads, menus, TV guide, classified ads, schedules, and other daily life readings  | B(5-8) 6, 4, 1  |   |  |   |
| There are readings at the end of each chapter  | B(K-2) 3  |   |  |   |
| Level II, III, and IV students read short stories, plays and poetry and paraphrase them in the target language   |   |   |  |   |
| Student self-assessment:   |   |   |  |   |
| Several students write homework sentences on the chalkboard and all of the students read, edit and revise the sentences from their seats. One volunteer makes the revisions at the board for the class. There is much discussion of sentence structure and differences between the target language and English | D(9-12) 1, 2  |   |  |   |

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### **Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

Short readings at the end of the chapter.

Readings in each test.

Ads, menus, signs, post cards, classifieds, magazine articles, and schedules to read and interpret.

Short stories, plays, poetry, cultural information in the target language.

Directions on all written material in Spanish and French.

Daily written questions for homework.

Fill in the blank and multiple-choice sentences

Reading and assessing other student's writings (homework, correspondences)

Reading out loud

Blaine Ray readers (Pobre Ana, Mi Propio Auto)

### **REFERENCES:**