

Bilingual Unit Framework: Sample for High School

Note: This is a sample unit plan. A lesson plan would have to be developed from this unit plan and the district literacy routines/program would need to be incorporated into both the unit and lesson plan.

Content area: Spanish language arts (Spanish for Native Speakers) Theme/big idea: Content Folk tales/Folk tales reflect the values and beliefs of a culture. I want my students to understand that when reading literary texts it is important to identify the central theme in a text and analyze in detail its development over the course of the text in order to write a folk tale narrative to develop imagined experiences using effective technique and details. Standards • Applicable Common Core English language arts standards • Spanish language arts standards (e.g., WIDA standards) • Spanish-language development standards • English-language development standards (apply after the Bridge) Content targets: Students will identify and describe the elements of a folk tale. Students will explain how specific folk tales reflect the values and belief of a culture. Language targets • Spanish: Students will write folk tale narratives. Students will describe, orally and in writing, the elements of a folk tale and explain how these elements reflect culture. • English: Students will compare and contrast folk tales • Cross-linguistic: Students will identify, describe, and provide examples of possessives and adjectives in Spanish and English. Summative assessment: Students will write an essay explaining how the elements in the traditional Llorona legend and their own contemporary version reflect the values and beliefs of the culture in which the stories were created.	Language in which this content area is taught: Spanish Language allocation for this grade: __% Spanish; __% English (In this high school, the only subject these students receive in Spanish is this class, Spanish-for-native-speakers.)
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Building Oracy and Background Knowledge - Language of instruction: Spanish (This language is maintained until the Bridge; the other language is used in the Extension.)

Language resources, linguistic creativity, and cultural funds of knowledge

- Students code-switch in social contexts, and their choice of language matches context and speakers. Spanish is often used to communicate with older family members, English is used with siblings, and a mixture of the two is used with bilingual friends.
- Students use the subjunctive but do not know what it is called, and they are intimidated by grammar rules, such as the use of accents.
- Many students have grown up knowing the legend of La Llorona. In fact, many still use this legend when they care for younger siblings, threatening that La Llorona will “get them” if they don’t behave.

Building background knowledge

- Students use a word sort to predict the story they will read by ordering key words and phrases and using them to write a story.
- The teacher uses the fishbowl strategy to model language and behavior expected during the word sort, highlighting the following vocabulary and phrases: *la muchacha mas bonita de todo el mundo; la familia de María; el caballo de Gregorio; las ideas anticuadas de las viejitas; celosa; el mal sentimiento se dirigió contra sus hijos; los hijos de María y Gregorio; se le reventó algo por dentro; la orilla del río; las palabras de María; cuando se oscurece; la corriente*
- The stories are posted around the room so that everyone can read the predictions.
- The teacher presents the legend they will read (La Llorona) and, as homework, asks students to ask their parents about this story.

Formative assessment:

Teacher observation of the student-created stories to collect data on areas of need for future word study and writing lessons

Reading comprehension • Say something/write something with sentence prompts: Student partnerships use the strategy to read different versions of the Llorona legend, comparing and contrasting the various versions of the legend, including the one they created in the first part of this lesson. Sentence prompts include: <i>Como . . . ; Al contrario de . . . ; Mientras que en . . . ; Se parecen en que. . .</i> • Students then read additional folk tales and analyze them for their theme and its development over the course of the text. • Students keep a log of their analysis and comments in a literature journal. • Students use notes to complete a table on the structure and key elements of the folk tale, focusing on elements that remain the same in all versions and elements that change.	Formative assessment: Rubric on oral interactions and notes
Writing • The teacher models writing a compare/contrast essay through LEA, to compare and contrast the many versions of the Llorona legend students have read. • Using the literary elements collected in the table, students write modern-day versions of the Llorona legend set in their local community. • Mini-lessons on the craft of writing folk tales guide students in writing their own.	Formative assessment: Writing rubric that respects and reflects the integration and use of two linguistic resources, at both the word and the discourse level
Word study and fluency • The teacher uses student-authored text to create mini-lessons on syntax, grammar, and spelling. • The teacher provides a mini-lesson on comparative language, using mentor texts and sample poetry and metaphors. • Students memorize and recite self-selected poetry.	Formative assessment: Student-authored <i>declamación de poesía</i> rubric

Summative assessment: Students will write an essay explaining how the elements in the traditional Llorona legend and their own contemporary version reflect the values and beliefs of the culture in which the stories were created. They will then assess their own folk tale using a rubric that has been developed collaboratively throughout the unit as folk tales are read and analyzed.	
The Bridge: Strengthening Bridges between Languages Language of instruction: Spanish and English • In Spanish, students select a section of the LEA they created and highlight the words that represent key folk tale elements. • Using the así se dice strategy, students translate the statement into English. Students at the beginning or intermediate stages of English-language proficiency may first create a side-by-side Bridge anchor chart of key words related to folk tale elements in both languages. Metalinguistic focus: • Syntax of possessives and adjectives (<i>el caballo de Gregorio</i> – Gregorio’s horse; <i>la orilla del río</i> – the riverbank) and how English word order is different than Spanish • Discourse patterns and the organization of ideas and how similar and different these patterns are in the two languages • Cognates and false cognates	Formative assessment: Checklist to record student participation in English and student metalinguistic skills
Extension: Language of instruction: <u>English</u> (the other language) Using the folk tale elements that were studied in Spanish, students compare two folk tales in English covering different themes and time periods.	Formative assessment: Checklist and rubric that respect the resources of the two-language learner