

Curriculum Unit Title **Developing Higher-Order Thinking Through Personal Narrative**

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**KEY LEARNING, ENDURING UNDERSTANDING, ETC.**

This unit is designed for high school level of Spanish II but can also complement other levels and grades in a Spanish curriculum when modified. This lesson focuses on the development of **higher-order skills** in Spanish through the practice of **personal narrative writing**. Students will write a creative personal narrative using hybrid language writing methods. They will be able to explore key vocabulary and writing organizational skills through their written presentation of what they do and do not do in their daily life.

**ESSENTIAL QUESTION(S) for the UNIT**

- How do individuals describe what they do daily at home, school, and work?
- How do individuals share about their daily routine?
- How do routines and activities differ in the U.S. compare to other countries?

CONCEPT A	CONCEPT B	CONCEPT C
Culture	Personal Narrative	Hvbriditv
<b>ESSENTIAL QUESTIONS A</b>	<b>ESSENTIAL QUESTIONS B</b>	<b>ESSENTIAL QUESTIONS C</b>
How do individuals in the U.S. share personal stories about their daily life?	How do others write a real-life story about their routines, and activities in Spanish?	How do individuals use Spanish and English to express what they like and do not like to do?
VOCABULARY A	VOCABULARY B	VOCABULARY C
Oral Storytelling Non-fiction Reflexive pronouns Creative writing	Los quehaceres Mi vida diaria Mi rutina Antes	Spanglish Code-Switching Mixed Language

**ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES**

**Culture:** Scherff, Lisa, and Karen Spector. Culturally Relevant Pedagogy: Clashes and Confrontations. Lanham, Md.: Rowman & Littlefield Education, 2011.

**Personal Narrative:** Flaherty, Francis. The Elements of Story: Field Notes on Nonfiction Writing. 1st ed. New York: Harper, 2009.

**Hybridity:** Sebba, Mark, Shahrzad Mahootian, and Carla Jonsson. Language Mixing and Code-Switching in Writing: Approaches to Mixed-Language Written Discourse. Routledge Critical Studies in Multilingualism, 2. New York: Routledge, 2012.