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| Textbooks / Instructional Materials: | Anectodas 1 Spanish for Heritage and Native Speakers Level 1 |
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Definitions

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| CALPADS | California Longitudinal Pupil Achievement Data System |
| CTE Technical Prep | A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction. |
| Instructional Level Code | Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP. |
| Instructional Level Honors, UC Certified | Includes all AP courses. |
| Instructional Level Honors, non UC Certified | Requires Board approval. |
| Instructional Level College | Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course. |

EDUCATIONAL SERVICES

Course Title: Spanish for heritage and native speakers of Spanish

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EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish for Heritage Spanish speakers level 1** Course Number: **0437**

Unit Title **Las familias y su enlace en la sociedad**
1:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Communication

WL.CM1. To access information, students demonstrate understanding, interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate.

WL.CM2. To collaborate, share information, reactions, feelings, and opinions, students negotiate meaning in a variety of real - world settings and for multiple purposes, in spoken or written conversation, using technology as appropriate.

WL.CM3. To present and publish, students present information on a variety of topics for multiple purposes, in culturally appropriate ways adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

WL.CM4. Students in heritage typically already have the opportunity to use language in settings outside the classroom. Students use language in all settings from highly predictable daily interactions to unfamiliar and unknown situations.

WL.CM5 & 6. Students use structures to communicate which include basic word and sentence formation for students that may have gaps in their educational background to professional and unfamiliar settings and settings beyond the school.

WL.CM7. To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences among the target language and the language[s] they know.

Culture

WL.CL1. Students interact with cultural competence and understanding

WL.CL2. To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underline them.

WL.CL3. To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences among the target culture and the culture[s] they know.

WL.CL4. To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence one another over time.

Connections

WL.CN1. To function in real-world situations in academic and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

WL.CN2. To function in real-world situations in academics and career related settings access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Lesson 1: The power of education

Lesson 2: The Spanish speaking world is a celebration

Lesson 3: The values reflected in the community

Lesson 4: The economic impact of a professional in the family and the society

Students will understand the main idea and key information of texts related to the family unit, values and beliefs, and the role of education in the Hispanic families. Exchange information and express opinions about the family unit, values and beliefs, or the importance place on education. Present information to describe, inform, compare, give advice, and express opinions about family values and radiations, culture, education, and career and gender roles.

Compare products, practices and perspectives of celebrations and traditions of the Hispanic culture.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Teachers will use direct instruction, flipped instruction, blended learning, and collaborative learning. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities. Students will practice the 3 communicative modes- Interpersonal, presentational, and interpretive. Students will use their language skills to make comparisons and understand other ways of thinking. Lessons will integrate interculturality and provide students with practice in the communicative modes.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students may be assessed at the end of the unit through a summative integrated performance assessment [IPA] about essential jobs. Other summative assessments may be administered which may include but are not limited to: oral presentations, projects and written exams. Students will be encouraged to self assess.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to family life and society which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web based resources, teacher student conferences and pairing of struggling students with students that have shown understanding. Students may be encouraged or required to receive target support during the embedded intervention period.

EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish for Heritage Spanish speakers level 1** Course Number: **0437**

Unit Title 2: **El impacto de la cultura y el lenguaje en las identidades**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Communication

WL.CM1.To access information, students demonstrate understanding, interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate.

WL.CM2. To collaborate, share information, reactions, feelings, and opinions, students negotiate meaning in a variety of real - world settings and for multiple purposes, in spoken or written conversion, using technology as appropriate.

WL.CM3.To present and publish, students present information on a variety of topics for multiple purposes, in culturally appropriate ways adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

WL.CM4. Students in heritage typically already have the opportunity to use language in settings outside the classroom. Students use language in all settings from highly predictable daily interactions to unfamiliar and unknown situations.

WL.CM5 & 6. Students use structures to communicate which include basic word and sentence formation for students that may have gaps in their educational background to professional and unfamiliar settings and settings beyond the school.

WL.CM7.To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences among the target language and the language[s] they know.

Culture

WL.CL1. Students interact with cultural competence and understanding

WL.CL2. To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underline them.

WL.CL3. To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences among the target culture and the culture[s] they know.

WL.CL4. To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence one another over time.

Connections

WL.CN1. To function in real-world situations in academic and career-related swings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

WL.CN2. To function in real-world situations in academics and career related settings access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Lesson 1: United States, a cultural celebration

Lesson 2: Languages are a treasure

Lesson 3: Popular beliefs

Lesson 4: My role in society

Students will understand the main idea and key information of texts related to language, identity and cultural acquisition. They will exchange information and express opinions about the development of our identity through language and cultural experiences. Present information to describe, inform, compare, and express opinions and

beliefs about cultural products, interactions and perspectives and know how these shape identities. Compare products, practices, and perspective so f celebrations and traditions of the Hispanic culture.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Teachers will use direct instruction, flipped instruction, blended learning, and collaborative learning. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities. Students will practice the 3 communicative modes- Interpersonal, presentational, and interpretive. Students will use their language skills to make comparisons and understand other ways of thinking. Lessons will integrate interculturality and provide students with practice in the communicative modes.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students may be assessed at the end of the unit through a summative integrated performance assessment [IPA] on Spanish being part of their traditions. Other summative assessments may be administered which may include but are not limited to: oral presentations, projects and written exams. Students will be encouraged to self assess.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to the impact of culture on language and identify which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web based resources, teacher student conferences and pairing of struggling students with students that have shown understanding. Students may be encouraged or required to receive target support during the embedded intervention period.

EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish for Heritage Spanish speakers level 1** Course Number: **0437**

Unit Title 3: **Contemplando el arte como influencia en la vida**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Communication

WL.CM1. To access information, students demonstrate understanding, interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate.

WL.CM2. To collaborate, share information, reactions, feelings, and opinions, students negotiate meaning in a variety of real - world settings and for multiple purposes, in spoken, or written conversation, using technology as appropriate.

WL.CM3. To present and publish, students present information on a variety of topics for multiple purposes, in culturally appropriate ways adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

WL.CM4. Students in heritage typically already have the opportunity to use language in settings outside the classroom. Students use language in all settings from highly predictable daily interactions to unfamiliar and unknown situations.

WL.CM5 & 6. Students use structures to communicate which include basic word and sentence formation for students that may have gaps in their educational background to professional and unfamiliar settings and settings beyond the school.

WL.CM7. To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences among the target language and the language[s] they know.

Culture

WL.CL1. Students interact with cultural competence and understanding

WL.CL2. To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underline them.

WL.CL3. To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences among the target culture and the culture[s] they know.

WL.CL4. To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence one another over time.

Connections

WL.CN1. To function in real-world situations in academic and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

WL.CN2. To function in real-world situations in academics and career related settings access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Lesson 1: The power of words

Lesson 2: The evolution of art in acting in film

Lesson 3: The business of art and its abundance

Lesson 4: Melodies and their effects on society

Students will understand the main idea and key information of texts related to the evolution of art and its influence on daily life. Students will exchange information and express opinions about various forms of art. Present information to describe, inform, express opinions about various art forms and self-expression. Compare products,

practices and perspectives of culture and the influence of art from a global perspective.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Teachers will use direct instruction, flipped instruction, blended learning, and collaborative learning. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities. Students will practice the 3 communicative modes- Interpersonal, presentational, and interpretive. Students will use their language skills to make comparisons and understand other ways of thinking. Lessons will integrate interculturality and provide students with practice in the communicative modes.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students may be assessed at the end of the unit through a summative integrated performance assessment [IPA] about music and identity. Other summative assessments may be administered which may include but are not limited to: oral presentations, projects and written exams. Students will be encouraged to self assess.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to art and the influence on life which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of art and the influence on life. Students may be encouraged or required to receive target support during the embedded intervention period.

EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish for Heritage Spanish speakers level 1**

Course Number: **0437**

Unit Title **La tecnología y sus beneficios en la vida diaria**

4:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Communication

WL.CM1. To access information, students demonstrate understanding, interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate.

WL.CM2. To collaborate, share information, reactions, feelings, and opinions, students negotiate meaning in a variety of real - world settings and for multiple purposes, in spoken or written conversion, using technology as appropriate.

WL.CM3. To present and publish, students present information on a variety of topics for multiple purposes, in culturally appropriate ways adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

WL.CM4. Students in heritage typically already have the opportunity to use language in settings outside the classroom. Students use language in all settings from highly predictable daily interactions to unfamiliar and unknown situations.

WL.CM5 & 6. Students use structures to communicate which include basic word and sentence formation for students that may have gaps in their educational background to professional and unfamiliar settings and settings beyond the school.

WL.CM7. To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences among the target language and the language[s] they know.

Culture

WL.CL1. Students interact with cultural competence and understanding

WL.CL2. To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underline them.

WL.CL3. To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences among the target culture and the culture[s] they know.

WL.CL4. To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence one another over time.

Connections

WL.CN1. To function in real-world situations in academic and career-related swings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

WL.CN2. To function in real-world situations in academics and career related settings access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Lesson 1: The era of the internet, is it overtaking us?

Lesson 2: The reign of Social Media

Lesson 3: The cell phone, is it an addiction or an impending necessity?

Lesson 4: The art of flying, the dram of the world

Students will be able to understand the main idea and key information in texts related to global and present- day oncology and social media. Students will exchange information and express opinions about the role of the internet and technology in social interactions and digital divide between generations in today's society. Students will

present information to describe, inform, compare, and express opinions about the evolution of technology and discuss the changes in daily life with the power of innovation. Students will compare products, practices and perspectives of how technology changes and effects celebrations, traditions of Hispanic cultures.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Teachers will use direct instruction, flipped instruction, blended learning, and collaborative learning. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities. Students will practice the 3 communicative modes- Interpersonal, presentational, and interpretive. Students will use their language skills to make comparisons and understand other ways of thinking. Lessons will integrate interculturality and provide students with practice in the communicative modes.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students may be assessed at the end of the unit through a summative integrated performance assessment [IPA] about using technology to promote diversity. Other summative assessments may be administered which may include but are not limited to: oral presentations, projects and written exams. Students will be encouraged to self assess.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to technology which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of technology. Students may be encouraged or required to receive target support during the embedded intervention period.

EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish for Heritage Spanish speakers level 1**

Course Number: **0437**

Unit Title 5: **La vida contemporánea y sus cambios en las comunidades**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Communication

WL.CM1. To access information, students demonstrate understanding, interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate.

WL.CM2. To collaborate, share information, reactions, feelings, and opinions, students negotiate meaning in a variety of real - world settings and for multiple purposes, in spoken or written conversation, using technology as appropriate.

WL.CM3. To present and publish, students present information on a variety of topics for multiple purposes, in culturally appropriate ways adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

WL.CM4. Students in heritage typically already have the opportunity to use language in settings outside the classroom. Students use language in all settings from highly predictable daily interactions to unfamiliar and unknown situations.

WL.CM5 & 6. Students use structures to communicate which include basic word and sentence formation for students that may have gaps in their educational background to professional and unfamiliar settings and settings beyond the school.

WL.CM7. To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences among the target language and the language[s] they know.

Culture

WL.CL1. Students interact with cultural competence and understanding

WL.CL2. To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underline them.

WL.CL3. To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences among the target culture and the culture[s] they know.

WL.CL4. To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence one another over time.

Connections

WL.CN1. To function in real-world situations in academic and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

WL.CN2. To function in real-world situations in academics and career related settings access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Lesson 1: New job opportunities

Lesson 2: The power of adaptation

Lesson 3: Industrialized countries

Lesson 4: Impact of a changing society

Students will be able to understand the main idea and key information of texts related to the job force, career, and entrepreneurship opportunities. Students will exchange information and express opinions about today's evolving lifestyles and adaptations we face. Students will present information to describe, inform, compare, and express opinions about career opportunities, contemporary lifestyles, and their ongoing impact on society. Students will

compare products, practices and perspectives of careers and jobs in Hispanic cultures.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Teachers will use direct instruction, flipped instruction, blended learning, and collaborative learning. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities. Students will practice the 3 communicative modes- Interpersonal, presentational, and interpretive. Students will use their language skills to make comparisons and understand other ways of thinking. Lessons will integrate interculturality and provide students with practice in the communicative modes.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students may be assessed at the end of the unit through a summative integrated performance assessment [IPA] on their present and past. Other summative assessments may be administered which may include but are not limited to: oral presentations, projects and written exams. Students will be encouraged to self assess.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to contemporary life and changes in the community which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of contemporary life and changes in the community. Use of embedded intervention to target needs may be scheduled.

EDUCATIONAL SERVICES

Department: **World Language**

Course Title: **Spanish for Heritage Spanish speakers level 1**

Course Number: **0437**

Unit Title 6: **La sociedad frente a los retos**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Communication

WL.CM1. To access information, students demonstrate understanding, interpret and analyze what is heard, read, or viewed on a variety of topics from authentic texts, using technology when appropriate.

WL.CM2. To collaborate, share information, reactions, feelings, and opinions, students negotiate meaning in a variety of real - world settings and for multiple purposes, in spoken or written conversion, using technology as appropriate.

WL.CM3. To present and publish, students present information on a variety of topics for multiple purposes, in culturally appropriate ways adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies.

WL.CM4. Students in heritage typically already have the opportunity to use language in settings outside the classroom. Students use language in all settings from highly predictable daily interactions to unfamiliar and unknown situations.

WL.CM5 & 6. Students use structures to communicate which include basic word and sentence formation for students that may have gaps in their educational background to professional and unfamiliar settings and settings beyond the school.

WL.CM7. To interact with communicative competence, students use the target language to investigate, explain, and reflect on the nature of language through comparisons of similarities and differences among the target language and the language[s] they know.

Culture

WL.CL1. Students interact with cultural competence and understanding

WL.CL2. To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underline them.

WL.CL3. To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences among the target culture and the culture[s] they know.

WL.CL4. To interact with intercultural competence, students demonstrate understanding and use the target language to investigate how cultures influence one another over time.

Connections

WL.CN1. To function in real-world situations in academic and career-related swings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

WL.CN2. To function in real-world situations in academics and career related settings access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Lesson 1: The immigration in the United States

Lesson 2: Climate changes and its effects

Lesson 3: Corruption, a powerful reality

Lesson 4: The power of the latin vote on society

Students will understand the main idea and key concepts of texts related to social structures and challenges around the globe.

Students will exchange information and express opinions about today's evolving workforce and environmental issues. Students will present information to describe, inform, compare, and express opinions about career opportunities, contemporary lifestyles, and the impact of the human ecological footprint. Students will compare products, practices and perspectives of immigration and changes in climate on the Hispanic culture.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Teachers will use direct instruction, flipped instruction, blended learning, and collaborative learning. Some example activities may include, but are not limited to: reading, writing, speaking and listening activities. Students will practice the 3 communicative modes- Interpersonal, presentational, and interpretive. Students will use their language skills to make comparisons and understand other ways of thinking. Lessons will integrate interculturality and provide students with practice in the communicative modes.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to: white board activities, web-based evaluations, verbal responses, teacher observation, dialogues, daily warm-ups and in class writing, listening, speaking and reading practice. Students may be assessed at the end of the unit through a summative integrated performance assessment [IPA] on reporter for a day. Other summative assessments may be administered which may include but are not limited to: oral presentations, projects and written exams. Students will be encouraged to self assess.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students who do not master unit formative and summative assessments will be offered a variety of opportunities to review and strengthen their understanding and production of content related to the society and various challenges which may include but are not limited to: opportunities to develop acquisition of vocabulary through tutoring, textbook web based resources, teacher student conferences and pairing of struggling students with students that have shown understanding of the content of he society and various challenges. Use of embedded intervention to target needs may be scheduled.