

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

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| COURSE TITLE <p style="text-align: center;">Spanish for Heritage Learners 2</p> | | | |
| DISTRICT COURSE NUMBER <p style="text-align: center;">#0436</p> | | 4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <p style="text-align: center;">2225</p> | |
| Rationale: | Spanish for Heritage Learners is aligned with the district's Spanish courses, and meets the entrance requirements for most Universities. The ability to communicate in a second language enables students to build a foundation for interpersonal understanding and global awareness and to build an intellectual base for further studies. The intent of the class, Spanish for Heritage Learners, will be to allow the student the opportunity to focus on improving and solidifying fundamental language and literacy skills; reinforce the student's learning of English Language Arts skills through reading and writing. In this way, the Heritage Learner will foster a strong sense of identity and self-esteem while engaging in an exploration of heritage, history, and culture. | | |
| Course Description that will be in the Course Directory: | This course directs itself to a Heritage Learner– a student who speaks and understands Spanish in the home with some fluency, and has some degree of skills in reading and writing Spanish. The student may experience problems with spelling, reading and written work (such as written accents, common spelling and grammatical tendencies of Heritage Learners.) The course explores the Heritage Learner's first language of Spanish, and the cultural experiences brought to the classroom. It also explores the culture, history and heritage of the principal groups of Hispanics in the United States and of the twenty-one Spanish-speaking countries. | | |
| How Does this Course align with or meet State and District content standards? | Units of study parallel the World Language Content Standards for California Public Schools. | | |
| Core Subjects: | <i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Civics and Government <input type="checkbox"/> Not Core Subject <input type="checkbox"/> Economics <input type="checkbox"/> History <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> World Language <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Geography <input type="checkbox"/> Science | | |
| CDE CALPADS Course Descriptors: (See Page 2 for Definitions) | CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A | CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject <input checked="" type="checkbox"/> N/A | INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A |
| Length of Course: | <input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester | | |
| Grade Level(s): | <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | | |
| Credit: | <input checked="" type="checkbox"/> Number of credits: 10 credits <input checked="" type="checkbox"/> Meets graduation requirements (subject World Lang) <input checked="" type="checkbox"/> Request for UC "a–g" requirements CSU/UC requirement C | | College Prep |
| Prerequisites: | Teacher or counselor approval | | |

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| Department(s): | World Languages |
| District Sites: | EDHS, ORHS, PHS, UMHS, Virtual Academy |
| Board of Trustees COS Adoption Date: | R } ^ A F H C E G H |
| Textbooks / Instructional Materials: | Anectodas 2, Spanish for Heritage and Native Speakers |
| Funding Source: | General Fund |
| Board of Trustees Textbook Adoption Date: | R } ^ A F H C E G H |

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 2**

Course Number: **0436**

Unit Title **Las sociedades en contacto**

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 interconnection, the fabric that unites us

Lesson 2: The divisions of socio economics

Lesson 3: Public relations

Lesson 4: Working together for the future

Students will understand the main idea and key information of texts related to interpersonal relationships and social and cultural exchanges. Exchange information and express opinions about my contributions in society, the economy, and my active role as a citizen. Present information to describe, inform, compare, give advice, and express opinions about my personal and public identity, in familial and public settings. 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 where they will be 10 years in the future. 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 2**

Course Number: **0436**

Unit Title 2: **La construcción del género**

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: Ethics and values

Lesson 2: Public and private image

Lesson 3: Other cultures and their roots

Lesson 4: My actions affect my future

Students will understand the main idea and key information of texts related to gender roles and ethical practices.

They will exchange information and express opinions about the development of our identity through language and social norms. Present information to describe, inform, compare, and express opinions and beliefs about

appropriate social norms, interactions that can lead to a successful future. 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] on a student's private and public identities through a short autobiography. 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 2**

Course Number: **0436**

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 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 passage of time

Lesson 2: The tenacity as an ability

Lesson 3: The power of communication: oral, corporal, written and visual

Lesson 4: Generations, past, present and future

Students will understand the main idea and key information of texts related to the importance of time and financial management. Students will exchange information and express opinions about public speaking in social and political arenas. Present information to describe, inform, express opinions about verbal and non-verbal

communication in different contexts. Compare products, practices and perspectives of culture 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 their goals and how to stay young. 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 2**

Course Number: **0436**

Unit Title **El arte, un puente hacia la literatura**

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: Street art, a tradition

Lesson 2: Poetry, in song

Lesson 3: Creativity arrives without warning

Lesson 4: To think is free, how much are you saving?

Students will be able to understand the main idea and key information in texts related to creativity, literature, and the arts. Students will exchange information and express opinions about the role of the various forms of art, including street art. Students will present information to describe, inform, compare, and express opinions about the

contributions to Science and Technology from inventors from the Spanish-speaking world. Students will compare products, practices and perspectives of celebrations and 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 surrealistic paintings as art and as a product. 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 SERVICESDepartment: **World Language**Course Title: **Spanish for Heritage Spanish speakers 2**Course Number: **0436**Unit Title 5: **Interconexión, colaboración y resultados****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: Genealogy, a tree without leaves

Lesson 2: Friendship and love, a unique necessity

Lesson 3: Negotiations and connections

Lesson 4: Finances, the key to controlling money

Students will be able to understand the main idea and key information of texts related to financial management and economic growth. Students will exchange information and express opinions about interpersonal relationships and their importance. Students will present information to describe, inform, compare, and express opinions about genealogy, its importance and validity. Students will 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] on imagining what they would do if they had a million dollars. 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 2**

Course Number: **0436**

Unit Title 6: **Los múltiples facetas del ser humano**

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: Looking for my identity

Lesson 2: My perspective is not yours

Lesson 3: Discovering my talents

Lesson 4: My little grain of sand

Students will understand the main idea and key concepts of texts related to the consideration of multiple perspectives. Students

will exchange information and express opinions about my contributions to my community and society. Students will present information to describe, inform, compare, and express opinions about different career paths. Students will 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] on a plan for the future. 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 the society and various challenges. Use of embedded intervention to target needs may be scheduled.