

SPANISH FOR HERITAGE LEARNERS

This course is intended for students from homes where Spanish is used and who are able to communicate orally and understand the spoken language. These students would have had little or no formal training in grammatical structures of the language, reading or writing in Spanish. This course is designed to build upon the language base the students have. Students will be evaluated upon entrance to the course and the curriculum will be adapted to the needs of the students each year. Writing and reading skills will be developed through research, study of current events, use of authentic sources, such as literature, articles, podcasts, etc. Students will write journal entries, essays, emails, formal letters, etc. The students' cultural knowledge, experience and perspective will be an integral part of the interpersonal environment of the classroom.

Credit: 1.0

Prerequisite: Recommendation by teacher; Students have been exposed to Spanish as a first language at home but have received no formal training in the language.

SPANISH FOR HERITAGE LEARNERS

UNIT 1: IDENTITIES

Objectives

Students will identify and accept the different variations of the language through the study of Spanglish.

Students will define identity through their own experiences, customs, traditions, family and celebrations.

Students will increase their vocabulary by way of newspaper articles, literary texts, and aural resources as they relate to family, customs, traditions and celebrations of the Spanish-speaking community.

Students will describe, compare, contrast and give opinions about identity among Spanish-speaking cultures and English-speakers in the United States.

Students will familiarize themselves with current events from the Spanish-speaking world as it pertains to identity.

Students will prepare and present information about diverse topics that are related to family, customs, traditions and celebrations of the Spanish-speaking community, both orally and visually.

Students will review and use appropriately the grammar of the language.

Essential Questions

How does one express different aspects of their identity in diverse situations?

How do culture and language influence the identity of a person?

How does one develop the identity of a person over time?

What is Spanglish and what is its role in today's society?

What is the difference between a heritage speaker and a native speaker?

What is the role of identity in the customs and celebrations of a community?

Standard	Course Expectations	Evidence of Learning
RL.9-10.1	Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze the short story, <i>En la ocho y en la doce</i> by the Latin American writer, Roberto G. Fernández, in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none">• Annotated notes will be used for participation in class discussion.• Students will write summaries using information from the text.• Students will write reactions or interpretations of the text in their journals.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize <i>En la ocho y en la doce</i> .)	<ul style="list-style-type: none"> • Students will write, in their own words, an objective summary, noting main events of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Decode the meaning of words and phrases using the context of the short story.)	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted per short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words frequently encountered while reading the short story.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Read and discuss the short story <i>En la ocho y en la doce</i> written by Latin American author, Roberto G. Fernández.)	<ul style="list-style-type: none"> • Read <i>En la ocho y en la doce</i> by Roberto G. Fernández. • Analyze the point of view of a Cuban immigrant in the United States through class discussion, journal entries and other compositions.
RL.9-10.10	Read and comprehend literature, including stories..., in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read <i>En la ocho y en la doce</i> by Roberto G. Fernández.)	<ul style="list-style-type: none"> • Answer comprehension and open-ended questions based on the text.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Investigate a custom, celebration or tradition of the student’s native country. Report to class on chosen topic.)	<ul style="list-style-type: none"> • Students will use multiple digital sources in their research (articles, podcasts, web sites, family members, etc.) to investigate topic. • Students will give a short, informal presentation to the class. • Active listening of audience will be measured by notes taken in three-subject notebook.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Use evidence from the short story and other non-fiction sources.)	<ul style="list-style-type: none"> • Students will use evidence to support a thesis, idea or interpretation of themes in a journal entry, class discussion, presentation or other composition.
W.9-10.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write regularly in a journal, on the homework blog and write one longer essay addressing the theme of identities.)	<ul style="list-style-type: none"> • Journal entries will be written in one section of their three-subject notebook. Students will be expected to edit, revise and rewrite entries using a corrections guide. • Students will write one essay discussing a theme related to family, customs, celebrations or community. Students will be expected to edit, revise and rewrite the essay using a corrections guide. Essays will be evaluated using the Departmental Presentational Writing Rubric. • Teacher will review common reoccurring errors drawn from students’ work. Students will participate in the correction process. • Journal topics will include reactions to the movie, <i>Una Mejor Vida</i> as it relates to students’ personal life. • Answer comprehension and open-ended questions based on the film, <i>Una Mejor Vida</i>. • Students will be expected to write, respond and react to classmates on the Google Classroom blog on a variety of topics relating to identity.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Participate in pair, small-group and whole-class discussions that address the differences between a native speaker and a heritage speaker, the idea of Spanglish, the film <i>Una mejor vida</i> , and other ideas related to identity (family, celebrations, customs, community, traditions).	<ul style="list-style-type: none"> • First, students will do a Think, Pair, Share activity to investigate their interpretation of a native and heritage speaker. Then, as a whole class, students will discuss the differences between a native and heritage speaker. • Students will determine whether Spanglish is spoken in their home and define Spanglish. • Students will view <i>Una Mejor Vida</i> and discuss its content and themes as they relate to the idea of identities and their own personal experiences.
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (Read, investigate, take notes, annotate, summarize on material for class discussion.)	<ul style="list-style-type: none"> • Students will be expected to investigate and take notes on a variety of sources, including podcasts, articles, literature, television programs, websites, etc. in order to prepare themselves to effectively participate in class discussion. • Students will be expected to have a section of class notes (in their three-subject notebook) that will include their preparations. Notebooks will be evaluated at the end of each quarter.
SL.9-10.1c	Propel conversation by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations, while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric.
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations, while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.2	Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (Utilize articles, literature, websites, films, videos, podcasts, television programs, radio stations, family members, etc.)	<ul style="list-style-type: none"> • Students will incorporate a variety of resources in presentations, class discussions, Socratic Seminars, etc. • Students will be evaluated based on a rubric.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Present to the class on a variety of topics related to identities.)	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations, while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric. • Give a presentation based on the theme of identities as it relates to students' own experiences. Presentations will be evaluated based on a rubric.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (Use PowerPoint, Google Presentation, Prezi, etc. to present information to the class. Presentations will include a variety of media elements.)	<ul style="list-style-type: none"> • Students will complete a project based on the themes of family, customs, traditions, communities, or celebrations as they pertain to their own experiences. They will need to include a visual element, such as a PowerPoint, Prezi or Google Presentation. • Students will be expected to present the project to the class. • Students will be evaluated using a rubric.
L.9-10.1	Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking. (Write and speak using correct Spanish. Units of study will include: the Present of the Indicative, Ser v. Estar, Present Progressive, Past Participle, Passive Voice, and Commands (<i>Una Vez Más</i> , Chapter 1)).	<ul style="list-style-type: none"> • Students will do a variety of activities to practice grammar topics. • Formative assessments or quizzes will be used to assess their understanding of the topic. • These grammar topics will be highlighted in their writing, presentations, etc.
L.9-10.2	Demonstrate command of the conventions of standard Spanish, capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.2c	Spell correctly.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.3	Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words per week and will be graded. • Students and teachers will create a Word Wall that will include variations of the language as expressed by the different cultures represented in the class as well as from readings, podcasts, websites, television shows, radio programs, videos, films, etc.
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Decode the meaning of words and phrases using the context.)	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted per short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words frequently encountered while reading.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.
L.9-10.6	Acquire and use accurately general, academic, and domain-specific words and phrases, sufficient for reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words per week and will be graded.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze non-fiction sources in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none"> • Annotated notes will be used for participation in class discussion. • Students will write summaries using information from the text. • Students will write reactions or interpretations of the text in their journals.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize a non-fiction source.)	<ul style="list-style-type: none"> • Students will write, in their own words, an objective summary, noting main events of the text.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counter claims. (Employ transition words.)	<ul style="list-style-type: none"> Students will be expected to use a variety of transition words in their writing. The use of transition words is included in the Departmental Writing Rubrics and students will be assessed with these rubrics.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> Students will be required to write a formal composition related to the theme of identities. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> Students will be expected to write journal entries and a formal composition related to the theme of identities. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, or other information and examples appropriate to the audience’s knowledge of the topic.	<ul style="list-style-type: none"> Students will be expected to include necessary textual evidence and research.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (Use transition words.)	<ul style="list-style-type: none"> Students will be expected to use a variety of transition words in their writing. The use of transition words is included in the Departmental Writing Rubrics and students will be assessed with these rubrics.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<ul style="list-style-type: none"> Students will be expected to write in Standard Spanish using rich vocabulary. The composition will be evaluated using the Departmental Presentational Writing Rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.2f	Provide a concluding statement that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> • Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Write journal entries based on personal experiences.)	<ul style="list-style-type: none"> • Students will write journal entries related to the topic of identities as it pertains to their own personal experiences. Journals will be evaluated based on a rubric.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> • Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Students will be required to write a coherent formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric. • Students will write journal entries related to the topic of identities as it pertains to their own personal experiences. Journals will be evaluated based on a rubric.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Journal entries will be written in one section of their three-subject notebook. Students will be expected to edit, revise and rewrite entries using a corrections guide. • Students will write one essay discussing a theme related to family, customs, celebrations or community. Students will be expected to edit, revise and rewrite the essay using a corrections guide. Essays will be evaluated using the Departmental Presentational Writing Rubric. • Teacher will review common reoccurring errors drawn from students' work. Students will participate in the correction process.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Participate in the Google Classroom blog.)	<ul style="list-style-type: none">• Students will be expected to comment, respond and pose questions on topics related to identities on the classroom blog.• Student responses will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

UNIT 2: MULTICULTURALISM: IMMIGRATION, ALIENATION, AND ASSIMILATION

Objectives

Students will appropriately identify and use formal and informal register with regard to different generations.

Students will know and apply the rules of accentuation and spelling.

Students will write clear and well-structured texts about their own experiences with immigration, alienation and assimilation.

Students will increase their vocabulary by way of newspaper articles, literary texts, and aural resources as it pertains to multiculturalism.

Students will describe, compare, contrast and give opinions about their own experiences as well as shared experiences among peers.

Students will familiarize themselves with current events from the Spanish-speaking world, specifically the challenges of immigration in the United States.

Students will prepare and present information about diverse topics both orally and visually as they pertain to multiculturalism.

Students will review and use appropriately the grammar of the language.

Essential Questions

How does one assimilate into a culture?

What are the challenges of immigration?

How are immigrants alienated in society?

What role does multiculturalism play in our society?

How do alienation and assimilation differ among generations?

Standard	Course Expectations	Evidence of Learning
RL.9-10.1	Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze the short story, <i>Cajas de Cartón</i> by the Latin American author Francisco Jiménez, in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none">• Annotated notes will be used for participation in class discussion.• Students will write summaries using information from the text.• Students will write reactions or interpretations of the text in their journals.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize <i>Cajas de cartón</i> .)	<ul style="list-style-type: none"> • Students will write, in their own words, an objective summary, noting main events of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Decode the meaning of words and phrases using the context of the short story).	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted per short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words frequently encountered while reading the short story.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Read and discuss the short story <i>Cajas de Cartón</i> written by Latin American author, Francisco Jiménez.)	<ul style="list-style-type: none"> • Read <i>Cajas de cartón</i> by Francisco Jiménez. • Analyze the point of view of a Chicano boy in the United States through class discussion, journal entries and other compositions.
RL.9-10.10	Read and comprehend literature, including stories..., in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read <i>Cajas de Cartón</i> by Francisco Jiménez.)	<ul style="list-style-type: none"> • Answer comprehension and open-ended questions based on the text.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Investigate multiculturalism, alienation, assimilation or immigration.)	<ul style="list-style-type: none"> • Students will use multiple digital sources in their research (articles, podcasts, web sites, family members, etc.) to investigate the topic. • Students will give a short, informal presentation to the class. • Active listening of audience will be measured by notes taken in three-subject notebook.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Use evidence from the short story and other non-fiction sources.)	<ul style="list-style-type: none"> • Students will use evidence to support a thesis, idea or interpretation of themes in a journal entry, class discussion, presentation or other composition.
W.9-10.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write regularly in a journal, on the homework blog and write one longer essay addressing the theme of multiculturalism, assimilation, alienation or immigration.)	<ul style="list-style-type: none"> • Journal entries will be written in one section of three-subject notebook. Students will be expected to edit, revise and rewrite entries using a corrections guide. • Students will write one essay discussing a theme related to multiculturalism, assimilation, alienation or immigration. Students will be expected to edit, revise and rewrite the essay using a corrections guide. Essays will be evaluated using the Departmental Presentational Writing Rubric. • Teacher will review common reoccurring errors drawn from students' work. Students will participate in the correction process. • Journal topics will include reactions to the movie, <i>Cinco días sin Nora</i> as it relates to students' personal life. • Answer comprehension and open-ended questions based on the film, <i>Cinco días sin Nora</i>. • Students will be expected to write, respond and react to classmates on the Google Classroom blog on a variety of topics relating to multiculturalism.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Participate in pair, small-group and whole-class discussions that address the differences among generations in regards to assimilation and alienation, the challenges for immigrants in the United States, the role of multiculturalism in our society, the film <i>Cinco días sin Nora</i> , etc.)	<ul style="list-style-type: none"> • First, students will do a Think, Pair, Share activity to investigate their ideas on assimilation and alienation. Then, as a whole class, students will discuss their ideas and personal experiences as appropriate. • Students will define multiculturalism and discuss the challenges for immigrants in our society. They may draw on personal experiences or experiences of family members. • Students will view <i>Cinco días sin Nora</i> and discuss its content and themes as they relate to multiculturalism, immigrant, alienation and assimilation.
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (Read, investigate, take notes, annotate, summarize on material for class discussion.)	<ul style="list-style-type: none"> • Students will be expected to investigate and take notes on a variety of sources, including podcasts, articles, literature, television programs, websites, etc. in order to prepare themselves to effectively participate in class discussion. • Students will be expected to have a section of class notes (in their three-subject notebook) that will include their preparations. Notebooks will be evaluated at the end of each quarter.
SL.9-10.1c	Propel conversation by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations, while respecting, welcoming and challenging the ideas of classmates and teachers. • Students will be evaluated based on a rubric.
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations, while respecting, welcoming and challenging the ideas of classmates and teachers. • Students will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.2	Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (Utilize articles, literature, websites, films, videos, podcasts, television programs, radio stations, family members, etc.)	<ul style="list-style-type: none"> • Students will incorporate a variety of resources in presentations, class discussions, Socratic Seminars, etc. • Students will be evaluated based on a rubric.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Present to the class on a variety of topics based on multiculturalism, assimilation, alienation and immigration.)	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations, while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric. • Give a presentation based on the themes of multiculturalism, alienation, assimilation and immigration. Presentations will be evaluated based on a rubric.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (Use PowerPoint, Google Presentation, Prezi, etc. to present information to the class. Presentations will include a variety of media elements.)	<ul style="list-style-type: none"> • Students will complete a project based on the themes of multiculturalism, alienation, assimilation and immigration. They will need to include a visual element, such as a PowerPoint, Prezi, or Google Presentation. • Students will be expected to present the project to the class. • Students will be evaluated using a rubric.
L.9-10.1	Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking. (Write, and speak using correct Spanish. Units of study will include accent rules and rules for spelling changes.)	<ul style="list-style-type: none"> • Students will do a variety of activities to practice grammar topics. • Formative assessments or quizzes will be used to assess their understanding of the topic. • These grammar topics will be highlighted in their writing, presentations, etc.
L.9-10.2	Demonstrate command of the conventions of standard Spanish, capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.2c	Spell correctly.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.3	Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words per week and will be graded. • Students and teacher will create a Word Wall that will include variations of the language as expressed by the different cultures represented in the class as well as from readings, podcasts, websites, television shows, radio programs, videos, films, etc.
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Decode the meaning of words and phrases using the context.)	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted per short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words frequently encountered while reading.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.
L.9-10.6	Acquire and use accurately general, academic, and domain-specific words and phrases, sufficient for reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words per week and will be graded.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze non-fiction sources in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none"> • Annotated notes will be used for participation in class discussion. • Students will write summaries using information from the text. • Students will write reactions or interpretations of the text in their journals.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize a non-fiction source.)	<ul style="list-style-type: none"> • Students will write, in their own words, an objective summary, noting main events of the text.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counter claims. (Employ transition words.)	<ul style="list-style-type: none"> Students will be expected to use a variety of transition words in their writing. The use of transition words is included in the Departmental Writing rubrics and students will be assessed with these rubrics.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> Students will be required to write a formal composition related to the theme of multiculturalism, immigration, alienation and assimilation. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> Students will be expected to write journal entries and a formal composition related to the themes of multiculturalism, alienation, immigration and assimilation. The composition will be evaluation using the Departmental Presentational Writing Rubric.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, or other information and examples appropriate to the audience’s knowledge of the topic.	<ul style="list-style-type: none"> Students will be expected to include necessary textual evidence and research.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (Use transition words.)	<ul style="list-style-type: none"> Students will be expected to use a variety of transition words in their writing. The use of transition words is included in the departmental writing rubrics and students will be assessed with these rubrics.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<ul style="list-style-type: none"> • Students will be expected to write in Standard Spanish using rich vocabulary. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2f	Provide a concluding statement that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> • Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Write journal entries based on personal experiences.)	<ul style="list-style-type: none"> • Students will write journal entries related to the topic of multiculturalism, immigration, alienation and assimilation as it pertains to their own personal experience. Journals will be evaluated based on a rubric.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> • Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Students will be required to write a coherent formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric. • Students will write journal entries related to the topic of multiculturalism, alienation, assimilation and immigration as it pertains to their own personal experiences. Journals will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Journal entries will be written in one section of the three-section notebook. Students will be expected to edit, revise and rewrite entries using a corrections guide. • Students will write one essay discussing a theme related to multiculturalism, alienation, assimilation or immigration. Students will be expected to edit, revise and rewrite the essay using a corrections guide. Essays will be evaluated using the Departmental Presentational Writing Rubric. • Teacher will review common reoccurring errors drawn from students' work. Students will participate in the correction process.
W.9-10.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Participate in the Google Classroom blog.)	<ul style="list-style-type: none"> • Students will be expected to comment, respond and pose questions on topics related to multiculturalism, assimilation, alienation and immigration on the classroom blog. • Students' responses will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

UNIT 3: PERCEPTIONS

Objectives

Students will know and apply the rules of capitalization and spelling, particularly the letters b and v.

Students will write clear and well-structured texts comparing and contrasting the perception of beauty in Spanish-speaking cultures and the United States.

Students will increase their vocabulary by way of newspaper articles, literary texts, aural resources that pertain to the perceptions and stereotypes in the United States.

Students will describe, compare, contrast and give opinions about immigration in the United States.

Students will familiarize themselves with current events from the Spanish-speaking world as they pertain to immigration.

Students will prepare and present information about perceptions both orally and visually.

Students will review and use appropriately the grammar of the language.

Essential Questions

How do the perceptions of beauty among cultures differ?

How do the perceptions of immigrants differ?

How are immigrants from different Spanish-speaking countries perceived?

Where do stereotypes come from and how are they perpetuated?

Standard	Course Expectations	Evidence of Learning
RL.9-10.1	Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate, and analyze the short story, <i>La Conciencia</i> , written by the Spanish author, Ana María Matute in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none"> Annotated notes will be used for participation in class discussion. Students will write summaries using information from the text. Students will write reactions or interpretations of the text in their journals.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize <i>La Conciencia</i> .)	<ul style="list-style-type: none"> Students will write, in their own words, an objective summary, noting main events of the text.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Decode the meaning of words and phrases using the context of the short story.)	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted in the short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words frequently encountered while reading the short story.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Read and discuss the short story, <i>La Conciencia</i> , written by Spanish author, Ana María Matute.)	<ul style="list-style-type: none"> • Read <i>La Conciencia</i> by Ana María Matute. • Analyze the cultural point of view and how it relates to perceptions of the characters within the story.
RL.9-10.10	Read and comprehend literature, including stories..., in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read <i>La Conciencia</i> by Ana María Matute.)	<ul style="list-style-type: none"> • Answer comprehension and open-ended questions based on the text.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Investigate a stereotype or perception of Spanish-speakers in the United States.)	<ul style="list-style-type: none"> • Students will use multiple digital resources in their research (articles, podcasts, websites, family members, etc.) to investigate topic. • Students will give a short, informal presentation to the class. • Active listening of audience will be measured by notes taken in three-subject notebook.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Use evidence from the short story and other non-fiction sources.)	<ul style="list-style-type: none"> • Students will use evidence to support a thesis, idea or interpretation of themes in a journal entry, class discussion, presentation or other composition.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.10	<p>Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write regularly in a journal, on the homework blog and write one longer essay addressing the themes of the perception of beauty or the perception of immigrants/stereotypes.)</p>	<ul style="list-style-type: none"> • Journal entries will be written in one section of their three-section notebook. Students will be expected to edit, revise and rewrite entries using a corrections guide. • Students will write one essay discussing a theme related to the perception of beauty or the perception of immigrants/stereotypes. Students will be expected to edit, revise and rewrite using the corrections guide. Essays will be evaluated using the Departmental Presentation Writing Rubric. • Teacher will review common reoccurring errors drawn from students' work. Students will participate in the correction process. • Journal topics will include reactions to the film, <i>Las mujeres de verdad tienen curvas</i>. • Answer comprehension and open-ended questions based on the film, <i>Las mujeres de verdad tienen curvas</i>. • Students will be expected to write, respond and react to classmates on the Google Classroom blog on a variety of topics relating to the perception of beauty and the perception of immigrants/stereotypes.
SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Participate in pair, small-group and whole-class discussions that address the difference in perceptions of beauty in Spanish-speaking countries and the United States, the perceptions of immigrants and common stereotypes, and the origins of these stereotypes, as well as the film <i>Las mujeres de verdad tienen curvas</i>.)</p>	<ul style="list-style-type: none"> • First, students will do a Think, Pair, Share activity to investigate their interpretation of perceptions of beauty and immigrants/stereotypes. • Students will view <i>Las mujeres de verdad tienen curvas</i> and discuss its contents and themes as they pertain to the theme of perceptions and their own personal experiences.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (Read, investigate, take notes, annotate, and summarize material for class discussion.)	<ul style="list-style-type: none"> • Students will be expected to investigate and take notes on a variety of sources, including podcasts, articles, literature, television programs, websites, etc. in order to prepare themselves to effectively participate in class discussion. • Students will be expected to have a section of class notes (in their three-subject notebook) that will include their preparations. Notebooks will be evaluated at the end of each quarter.
SL.9-10.1c	Propel conversation by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations, while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric.
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations, while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric.
SL.9-10.2	Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (Utilize articles, literature, websites, films, videos, podcasts, television programs, radio stations, family members, etc.)	<ul style="list-style-type: none"> • Students will incorporate a variety of resources in presentations, class discussions, Socratic Seminars, etc. • Students will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Present to the class on a variety of topics related to perceptions of beauty, immigration/stereotypes.)	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations, while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric. • Give a presentation based on the differences between perceptions of beauty in the United States and Spanish-speaking countries or on a common stereotype of Spanish-speakers. Students will be evaluated based on the Departmental Presentational Speaking Rubric.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (Use PowerPoint, Google Presentation, Prezi, etc. to present information to the class. Presentations will include a variety of media elements.)	<ul style="list-style-type: none"> • Students will complete a project based on the themes of perceptions of beauty and immigrants/stereotypes. They will need to include a visual element, such as a PowerPoint, Prezi or Google Presentation. • Students will be expected to present the project to the class. • Students will be evaluated using a rubric.
L.9-10.1	Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking. (Write and speak using correct Spanish. Units of study will include: the Present Perfect, Preterit, Imperfect, Pluperfect, Passive Voice (<i>Una Vez Más</i> , Chapter 2), rules of capitalization, and the letter b versus the letter v.)	<ul style="list-style-type: none"> • Students will do a variety of activities to practice grammar topics. • Formative assessments or quizzes will be used to assess their understanding of the topic. • These grammar topics will be highlighted in their writing, presentations, etc.
L.9-10.2	Demonstrate command of the conventions of standard Spanish, capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.2c	Spell correctly.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.3	Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words per week and will be graded. • Students and teachers will create a Word Wall that will include variations of the language as expressed by the different cultures represented in the class as well as from readings, podcasts, websites, television shows, radio programs, videos, films, etc.
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Decode the meaning of words and phrases using the context.)	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted per short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words frequently encountered while reading.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.
L.9-10.6	Acquire and use accurately general, academic, and domain-specific words and phrases, sufficient for reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words weekly and will be graded.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze non-fiction sources in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none"> • Annotated notes will be used for participation in class discussion. • Students will write summaries using information from the text. • Students will write reactions or interpretations of the text in their journals.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize a non-fiction source.)	<ul style="list-style-type: none"> • Students will write, in their own words, an objective summary, noting main events of the text.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counter claims. (Employ transition words.)	<ul style="list-style-type: none"> • Students will be expected to use a variety of transition words in their writing. • The use of transition words is included in the departmental writing rubrics and the students will be assessed with these rubrics.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> • Students will be required to write a formal composition related to the theme of the perception of beauty or immigrants/stereotypes. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> • Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> • Students will be expected to write journal entries and a formal composition related to the theme of perceptions. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, or other information and examples appropriate to the audience's knowledge of the topic.	<ul style="list-style-type: none"> • Students will be expected to include necessary textual evidence and research.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (Use transition words.)	<ul style="list-style-type: none"> • Students will be expected to use a variety of transition words in their writing. The use of transition words is included in the departmental writing rubrics and students will be assessed with these rubrics.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<ul style="list-style-type: none"> • Students will be expected to write in Standard Spanish using rich vocabulary. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2f	Provide a concluding statement that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> • Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Write journal entries based on personal experiences.)	<ul style="list-style-type: none"> • Students will write journal entries related to the topic of perceptions as it relates to their own personal experiences. Journals will be evaluated based on a rubric.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> • Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Students will be required to write a coherent formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric. • Students will write journal entries related to the topic of perceptions as it pertains to their own personal experiences. Journals will be evaluated based on a rubric.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Journal entries will be written in one section of their three-subject notebook. Students will be expected to edit, revise and rewrite entries using a corrections guide. • Students will write one essay discussing a theme related to the perception of beauty or immigrants/stereotypes. Students will be expected to edit, revise and rewrite the essay using a corrections guide. Essays will be evaluated using the Departmental Presentational Writing Rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Participate in the Google Classroom blog.)	<ul style="list-style-type: none">• Students will be expected to comment, respond and pose questions on topics related to perceptions on the classroom blog.• Student responses will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

UNIT 4: GLOBAL CHALLENGES

Objectives

Students will know and apply the rules of spelling, particularly the letters c, z and s, g and j, r and rr.

Students will write clear and well-structured texts about the various challenges for the Spanish-speaking world.

Students will increase their vocabulary by way of newspaper articles, literary texts, and aural resources about current global challenges.

Students will describe, compare, contrast and give opinions about environmental challenges.

Students will familiarize themselves with current events from the Spanish-speaking world, such as health and nutrition, human rights and unstable economies.

Students will prepare and present information, both orally and visually, about how challenges specific to the Spanish-speaking world affect the global climate.

Students will review and use appropriately the grammar of the language.

Essential Questions

What are the social, political and environmental challenges that face the societies of the Spanish-speaking world?

What are some possible solutions to these challenges?

What is the biggest challenge to the survival of our planet and how do Spanish-speaking countries contribute to this challenge?

How do economic challenges affect the Spanish-speaking world?

What are the biggest challenges for health and nutrition in Spanish-speaking countries and for immigrants in the United States?

How does the topic of human rights differ in Spanish-speaking countries and for immigrants in the United States?

Standard	Course Expectations	Evidence of Learning
RL.9-10.1	Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze <i>Dos palabras</i> , written by Chilean author, Isabelle Allende, in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none">• Annotated notes will be used for participation in class discussion.• Students will write summaries using information from the text.• Students will write interpretations or reactions to the text in their journals.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize <i>Dos Palabras</i> , written by Isabelle Allende.)	<ul style="list-style-type: none"> • Students will write, in their own words, an objective summary, noting main events of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Decode the meaning of words and phrases using the context of the short story.)	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted in the short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words frequently encountered while reading the short story.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Read and discuss the short story, <i>Dos Palabras</i> , written by the Chilean author Isabelle Allende.)	<ul style="list-style-type: none"> • Read <i>Dos Palabras</i>. • Analyze the importance of literacy in the Spanish-speaking community in the United States through class discussion, journal entries and other compositions.
RL.9-10.10	Read and comprehend literature, including stories..., in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read <i>Dos Palabras</i> .)	<ul style="list-style-type: none"> • Answer comprehension and open-ended questions based on the text.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Investigate a global challenge such as human rights, economy, environment, health and nutrition and report to the class on the chosen topic.)	<ul style="list-style-type: none"> • Students will use multiple digital sources in their research (articles, podcasts, websites, family members, etc.) to investigate topic. • Students will give a short, informal presentation to the class. • Active listening of audience will be measured by notes taken in three-subject notebook.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Use evidence from the short story and other non-fiction sources.)	<ul style="list-style-type: none"> • Students will use evidence to support a thesis, idea or interpretation of themes in a journal entry, class discussion, presentation or other composition.
W.9-10.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write regularly in a journal, on the homework blog and write one longer essay addressing the theme of global challenges.)	<ul style="list-style-type: none"> • Journal entries will be written in one section of their three-subject notebook. Students will be expected to edit, revise and require entries using a corrections guide. • Students will write one essay discussing a theme related to global challenges, such as human rights, economy, environment, or health and nutrition. Students will be expected to edit, revise and rewrite the essay using a corrections guide. Essays will be evaluated using the Departmental Presentational Writing Rubric. • Teacher will review common reoccurring errors drawn from students' work. Students will participate in the correction process. • Journal topics will include reactions to the movie <i>Cautiva</i>. • Answer comprehension and open-ended questions based on the film, <i>Cautiva</i>. • Students will be expected to write, respond and react to classmates on the Google Classroom blog on a variety of topics relating to global challenges.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Participate in pair, small-group, and whole-class discussions that address human rights, economy, environment and health and nutrition, and the film <i>Cautiva</i> .)	<ul style="list-style-type: none"> • First, students will do a Think, Pair, Share activity to investigate their ideas on the biggest global challenges to the Spanish-speaking world. Then, as a whole class, students will compare and contrast responses from the Think, Pair, Share. • Students will view <i>Cautiva</i> and discuss its content and themes as they relate to the idea of global challenges and their own personal experiences.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (Read, investigate, take notes, annotate, and summarize material for class discussion.)	<ul style="list-style-type: none"> • Students will be expected to investigate and take notes on a variety of sources, including podcasts, articles, literature, television programs, websites, etc. in order to prepare themselves to effectively participate in class discussion. • Students will be expected to have section of class notes in their three-subject notebook that will include their preparations. Notebooks will be evaluated at the end of each quarter.
SL.9-10.1c	Propel conversation by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric.
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric.
SL.9-10.2	Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (Utilize articles, literature, websites, films, videos, podcasts, television programs, radio stations, family members, etc.)	<ul style="list-style-type: none"> • Students will incorporate a variety of resources in presentations, class discussions, Socratic Seminars, etc. • Students will be evaluated based on a rubric.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Present to the class on a variety of topics based on global challenges.)	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric. • Give a presentation based on the theme of global challenges. Presentations will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (Use PowerPoint, Google Presentation, Prezi, etc. to present information to the class. Presentations will include a variety of media elements.)	<ul style="list-style-type: none"> • Students will complete a project based on the themes of human rights, economy, or health and nutrition. They will need to include a visual element, such as a Power Point, Prezi or Google Presentation. • Students will be expected to present the project to the class. • Students will be evaluated using a rubric.
L.9-10.1	Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking. (Write and speak using correct Spanish. Units of study will include Future, Future Perfect, Conditional, Conditional Perfect (<i>Una Vez Más</i> , Chapter 3), the differences between the letters c, z, and s, g and j, and r and rr.)	<ul style="list-style-type: none"> • Students will do a variety of activities to practice grammar topics • Formative assessments or quizzes will be used to assess their understanding of the topic. • These grammar topics will be highlighted in their writing, presentations, etc.
L.9-10.2	Demonstrate command of the conventions of standard Spanish, capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.2c	Spell correctly.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.3	Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words per week and will be graded. • Students and teachers will create a Word Wall that will include variations of the language as expressed by the different cultures represented in the class as well as from readings, podcasts, websites, television shows, radio programs, videos, films, etc.
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Decode the meaning of words and phrases using the context.)	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted in the short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words, frequently encountered while reading.
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.6	Acquire and use accurately general, academic, and domain-specific words and phrases, sufficient for reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words per week and will be graded.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze non-fiction sources in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none"> • Annotated notes will be used for participation in class discussion. • Students will write summaries using information from the text. • Students will write reactions or interpretations of the text in their journals.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize a non-fiction source.)	<ul style="list-style-type: none"> • Students will write, in their own words, an objective summary, noting main events of the text.
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counter claims. (Employ transition words.)	<ul style="list-style-type: none"> • Students will be expected to use a variety of transition words in their writing. The use of transition words is included in the Departmental Writing Rubrics and students will be assessed with these rubrics.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> • Students will be required to write a formal composition related to the theme of global challenges. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> • Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> Students will be expected to write journal entries and a formal composition related to the theme of global challenges. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, or other information and examples appropriate to the audience’s knowledge of the topic.	<ul style="list-style-type: none"> Students will be expected to include necessary textual evidence and research.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (Use transition words.)	<ul style="list-style-type: none"> Students will be expected to use a variety of transition words in their writing. The use of transition words is included in the departmental writing rubrics and students will be assessed with these rubrics.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<ul style="list-style-type: none"> Students will be expected to write in Standard Spanish using rich vocabulary. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2f	Provide a concluding statement that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Write journal entries based on personal experiences.)	<ul style="list-style-type: none"> Students will write journal related to the topic of global challenges as it pertains to their own personal experiences. Journals will be evaluated based on a rubric.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Students will be required to write a coherent formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric. • Students will write journal entries related to the topic of global challenges. Journals will be evaluated based on a rubric.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Journal entries will be written in one section of three-subject notebook. Students will be expected to edit, revise and rewrite entries using a corrections guide. • Students will write one essay discussing a theme related to human rights, economy, environment or health and nutrition. Students will be expected to edit, revise and rewrite the essay using a corrections guide. The essay will be evaluated using the Departmental Presentational Writing Rubric. • Teacher will review common reoccurring errors drawn from students' work. Students will participate in the correction process.
W.9-10.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Participate in the Google Classroom blog.)	<ul style="list-style-type: none"> • Students will be expected to comment, respond and pose questions on topics related to global challenges on the classroom blog. • Student responses will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

UNIT 5: BREAKING BARRIERS

Objectives

Students will know and apply the rules of spelling, particularly the letters m and n, and the use of the letter h.
Students will write clear and well-structured texts about famous Spanish-speakers that have been successful in the United States.
Students will increase their vocabulary by way of newspaper articles, literary texts, and aural resources that pertain to the immigrant experience in the United States, particularly those that have found success in all its forms.
Students will describe, compare, contrast and give opinions about the definition of success.
Students will familiarize themselves with specific past and present examples of famous Spanish-speaking people in the news.
Students will prepare and present information about diverse topics both orally and visually.
Students will review and use appropriately the grammar of the language.
Students will debate the definition of stereotypes and their origins and applications in society.

Essential Questions

How have immigrants been successful in the United States?
How can we as a multicultural society break down stereotypes?
How are stereotypes created and why do people believe them?
How have different vocations affected immigrants' ability to break barriers?

Standard	Course Expectations	Evidence of Learning
RL.9-10.1	Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze <i>Como agua para chocolate</i> , by the Mexican author, Laura Esquivel, in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none">• Annotated notes will be used for participation in class discussion.• Students will write summaries using information from the text.• Students will write reactions or interpretations of the text in their journals.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize <i>Como agua para chocolate</i> written by Laura Esquivel.)	<ul style="list-style-type: none">• Students will write, in their own words, an objective summary, noting main events of the text.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Decode the meaning of words and phrases using the context of <i>Como Agua para chocolate</i> .)	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted from the short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words frequently encountered while reading the short story.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Read and discuss the short story, <i>Como agua para chocolate</i> .)	<ul style="list-style-type: none"> • Read <i>Como agua para chocolate</i> by Laura Esquivel. • Analyze the point of view of Tita in relation to her expected role in her family and how it pertains to the traditions of Latin American families through class discussion, journal entries and other compositions.
RL.9-10.10	Read and comprehend literature, including stories..., in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Read <i>Como agua para chocolate</i> .)	<ul style="list-style-type: none"> • Answer comprehension and open-ended questions based on the text.
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Investigate the definition of success and give an example of a successful Latin American living in the United States. Report to the class on this topic.)	<ul style="list-style-type: none"> • Students will use multiple digital sources in their research (articles, podcasts, websites, family members, etc.) to investigate topic. • Student will give a short, informal presentation to the class. • Active listening of audience will be measured by notes taken in three-subject notebook.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Use evidence from the short story and other non-fiction sources.)	<ul style="list-style-type: none"> • Students will use evidence to support a thesis, idea or interpretation of themes in a journal entry, class discussion, presentation or other composition.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.10	<p>Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (Write regularly in a journal, on the homework blog, and one longer essay on the theme of breaking barriers.)</p>	<ul style="list-style-type: none"> • Journal entries will be written in one section of three-subject notebook. Students will be expected to edit, revise and rewrite entries using a corrections guide. • Students will write one essay discussing a theme related to famous Spanish-speakers who have found success in the United States. Students will be expected to edit, revise and rewrite the essay using a corrections guide. Essays will be evaluated using the Departmental Presentational Writing Rubric. • Teacher will review common reoccurring errors drawn from students' work. Students will participate in the correction process. • Journal topics will include reactions to the film, <i>Sugar</i>. • Answer comprehension and open-ended questions based on the film, <i>Sugar</i>. • students will be expected to write, respond and react to classmates on the Google Classroom blog on a variety of topics relating to the immigrant experience.
SL.9-10.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Participate in pair, small-group and whole-class discussions that address the immigrant experience with relation to different vocations in which Spanish-speakers have been successful in the United States, the film <i>Sugar</i>, and other ideas related to the theme of breaking barriers.)</p>	<ul style="list-style-type: none"> • First, students will do a Think, Pair, Share activity to investigate their own ideas about the immigrant experience. Then, as a whole class students will discuss the different vocations in which Spanish-speakers have been successful in the United States. • Students will determine common characteristics of successful Spanish-speakers in the United States. • Students will view <i>Sugar</i> and discuss its content and themes as they relate to the idea of breaking barriers.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (Read, investigate, take notes, annotate, summarize material for class discussion.)	<ul style="list-style-type: none"> • Students will be expected to investigate and take notes on a variety of sources, including podcasts, articles, literature, television programs, websites, etc. in order to prepare themselves to effectively participate in class discussion. • Students will be expected to have a section of class notes (in their three-subject notebook) that will include their preparations. Notebooks will be evaluated at the end of each quarter.
SL.9-10.1c	Propel conversation by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations while respecting, welcoming and challenging the ideas of classmates and teacher. • students will be evaluated based on a rubric.
SL.9-10.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations while respecting, welcoming and challenging the ideas of classmates and teacher. • students will be evaluated based on a rubric.
SL.9-10.2	Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (Utilize articles, literature, websites, films, videos, podcasts, television programs, radio stations, family members, etc.)	<ul style="list-style-type: none"> • Students will incorporate a variety of resources in presentations, class discussions, Socratic Seminars, etc. • Students will be evaluated based on a rubric.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (Present to the class on a variety of topics related to breaking barriers.)	<ul style="list-style-type: none"> • Actively participate in class discussions, Socratic Seminars, reactions to presentations while respecting, welcoming and challenging the ideas of classmates and teacher. • Students will be evaluated based on a rubric. • Give a presentation based on the theme of breaking barriers as it pertains to students' own experiences. Presentations will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. (Use PowerPoint, Google Presentation, Prezi, etc. to present information to the class. Presentations will include a variety of media elements.)	<ul style="list-style-type: none"> • Students will complete a project based on the theme of breaking barriers. They will need to include a visual element such as a PowerPoint, Google Presentation or Prezi. • Students will be expected to present the project to the class. • Students will be evaluated using a rubric.
L.9-10.1	Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking. (Write and speak using correct Spanish. Units of study will include: the Present Subjunctive, the Present Perfect of the Subjunctive, the Imperfect Subjunctive and the Pluperfect of the Subjunctive (<i>Una vez más</i> , Chapter 4), the letters m and n, and the use of the letter h.)	<ul style="list-style-type: none"> • Students will do a variety of activities to practice grammar topics. • Formative assessments or quizzes will be used to assess their understanding of the topic. • These grammar topics will be highlighted in their writing, presentations, etc.
L.9-10.2	Demonstrate command of the conventions of standard Spanish, capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.2c	Spell correctly.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.3	Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.
L.9-10.3a	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	<ul style="list-style-type: none"> • Students will be expected to edit, revise and rewrite compositions using a corrections guide.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words per week and will be graded. • Students and teacher will create a Word Wall that will include variations of the language as expressed by the different cultures represented in the class as well as from readings, podcasts, websites, television shows, radio programs, videos, film, etc.
L.9-10.4a	Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Decode the meaning of words and phrases using the context.)	<ul style="list-style-type: none"> • Students will use clues from the text and prior knowledge to try to infer the meaning of unfamiliar words. Five unfamiliar words will be highlighted in the short story and discussed in class. • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words frequently encountered while reading.
L.9-10.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.
L.9-10.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> • Students will be expected to use reference materials when reading, writing, preparing presentations, etc.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
L.9-10.6	Acquire and use accurately general, academic, and domain-specific words and phrases, sufficient for reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • Students will create an ongoing list of vocabulary in a section of their three-subject notebook. This will include unfamiliar words encountered. Students will be expected to define the word (in Spanish) and write an original sentence using the new word. Students are required to have a minimum of five words per week and will be graded.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Read, annotate and analyze non-fiction sources in order to apply knowledge in a variety of ways.)	<ul style="list-style-type: none"> • Annotated notes will be used for participation in class discussion. • Students will write summaries using information from the text. • Students will write reactions or interpretations of the text in their journals.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (Summarize a non-fiction source.)	<ul style="list-style-type: none"> • Students will write, in their own words, an objective summary, noting main events of the text.
W.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counter claims. (Employ transition words.)	<ul style="list-style-type: none"> • Students will be expected to use a variety of transition words in their writing. The use of transition words is included in the departmental writing rubrics and students will be assessed with these rubrics.
W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> • Students will be required to write a formal composition related to the theme of breaking barriers. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> • Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> Students will be expected to write journal entries and a formal composition related to the theme of breaking barriers. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, or other information and examples appropriate to the audience’s knowledge of the topic.	<ul style="list-style-type: none"> Students will be expected to include necessary textual evidence and research.
W.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (Use transition words.)	<ul style="list-style-type: none"> Students will be expected to use a variety of transition words in their writing. The use of transition words is included in the departmental writing rubrics and students will be assessed with these rubrics.
W.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<ul style="list-style-type: none"> Students will be expected to write in Standard Spanish using rich vocabulary. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.2f	Provide a concluding statement that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Write journal entries based on personal experiences.)	<ul style="list-style-type: none"> Students will write journal entries related to the topic of breaking barriers as it relates to their own personal experiences. Journals will be evaluated based on a rubric.
W.9-10.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> Students will be required to include a conclusion in their formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric.

SPANISH FOR HERITAGE LEARNERS

Standard	Course Expectations	Evidence of Learning
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Students will be required to write a coherent formal composition. The composition will be evaluated using the Departmental Presentational Writing Rubric. • Students will write journal entries related to the topic of breaking barriers as it pertains to their own personal experiences. Journals will be evaluated based on a rubric.
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Journal entries will be written in one section of three-subject notebook. Students will be expected to edit, revise and rewrite entries using a corrections guide. • Students will write one essay discussing a theme related to breaking barriers. Students will be expected to edit, revise and rewrite the essay using a corrections guide. • The essay will be evaluated using the Departmental Presentational Writing Rubric. • Teacher will review common reoccurring errors drawn from students' work. Students will participate in the corrections process.
W.9-10.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (Participate in the Google Classroom blog.)	<ul style="list-style-type: none"> • Students will be expected to comment, respond, and pose questions on topics related to breaking barriers on the classroom blog. • Students' responses will be evaluated based on a rubric.

SPANISH FOR HERITAGE LEARNERS

RESOURCES

Books:

- *Una Vez Más* libro de gramática. Rodríguez, W; Maroto, R, *Una Vez Más*, Prentice Hall Education Inc. 2008
- *Revista: Conversación sin barreras*. Blanco, José; *Revista: Conversación sin barreras*, Vista Higher Learning. 2010
- Lecturas adicionales que se darán a lo largo del curso
- *Nuevos Mundos: Cuaderno español para bilingües*. Roca, Ana; John Wiley & Sons, Inc. 2012

Videos:

- *Cinco días sin Nora*
- *Una mejor vida*
- *Cautiva*
- *Las mujeres de verdad tienen curvas*
- *Sugar*

Grammar Websites:

<http://personal.colby.edu/~bknelson/SLC/index.php>
<https://www.laits.utexas.edu/spe/>
<http://www.bowdoin.edu/~eyepes/grame x.htm>
[http://www.trinity.edu/mstroud/grammar /](http://www.trinity.edu/mstroud/grammar/)
<https://conjuguemos.com/list.php?type=fillin&division=grammar&language=spanish>
http://www.classzone.com/cz/find_book.htm?tmpState=&disciplineSchool=wl_hs&state=CT&x=27&y=14
<http://prwebtech.com/soltero/soltero.htm>
<http://www.ver-taal.com/>

News Websites:

<http://www.bbc.com/mundo>
http://elpais.com/elpais/portada_america.html
<http://www.elnuevoherald.com/>
<http://www.lanacion.com.ar/>
<http://www.allyoucanread.com/spanish-newspapers/>
<http://www.pimsleurapproach.com/resources/spanish/useful-links/spanish-magazines/>
<http://multilingualbooks.com/online-magazines-spanish.html>
<http://www.lagaceta.com.ar/>
<http://www.eluniverso.com/>

Listening Resources:

<https://www.yabla.com/>
<http://www.audio-lingua.eu/?lang=en>
<http://podcastsinspanish.org/>
<http://www.notesinspanish.com/>
<http://audiria.com/>
<http://radioteca.net/>
<http://www.rtve.es/>
<http://www.masvoces.org/>
<http://www.veintemundos.com/en/>
<http://www.ivoox.com/>
<http://www.ver-taal.com/>
<http://www.cadena3.com/index.asp>

SPANISH FOR HERITAGE LEARNERS

PACING GUIDE

Unit	1 st Semester	2 nd Sesmter
Unit 1: Identities	X	
Unit 2: Multiculturalism: Immigration, Alienation, and Assimilation	X	
Unit 3: Perceptions	X	>
Unit 4: Global Challenges		X
Unit 5: Breaking Barriers		X