



UNIT 1

Course: Heritage Spanish 1	Grade Level: Level 1
Unit Title: Personal and Public Identities: Personal Interests & National & Ethnic Identities	Length of Unit: ~ 6 weeks

Unit Summary: Students will explore how identity and culture are defined as concepts, how one’s culture and identity can evolve over time, and finally, will express the products, practices, and perspectives that shape their own and other people’s identity/culture.

Stage 1- Desired Results

STANDARDS	Transfer	
	Students will be able to engage conversationally and textually around culture and identity in Spanish.	
	Meaning	
	<p>Interpretive: <i>Reading:</i> (I-L1) I can identify the topic and related information from the simple sentences in short informational texts.</p> <p><i>Listening:</i> (I-M3) I can identify the main idea and key information in short straightforward conversations.</p> <p>Interpersonal: <i>Writing:</i> (N-M3) I can express my own preferences or</p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p><i>Culture consists of multiple aspects, like products, practices, and perspectives that don't always outwardly express themselves.</i></p>

Acquisition

feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.

Speaking: (N-H3)

I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

Presentational:

Writing: (N-H1)

I can present personal information about my life and activities, using simple sentences most of the time.

Speaking: (N-H3)

I can present on familiar and everyday topics, using simple sentences most of the time.

Intercultural

Communication: (novice)

In my own and other cultures, I can identify products and practices to help me understand perspectives.

Students will know..

Language Functions:

- Be able to identify and write about their nationality in short, prepared sentences using appropriate vocabulary
- Say what practices cultures use through short, prepared sentences.
- Identify perspectives of culture in short informational texts.
- Identify cultural products from short presentations.

Related Structures/patterns:

- Nouns (masculine/feminine nouns)
- Proper nouns vs.common nouns; comparing and contrasting minority and majority languages
- Gustar / Ser y estar
- Present Indicative tense
- Definite and indefinite articles
- Subject pronouns
- Gender and number of nouns
- Stressed syllable
- Spelling / Homonyms (**h & y**)

Priority vocabulary:

Countries and nationalities
 personal/cultural traits
 Possessive, demonstrative and descriptive adjectives
 Accent

Students will be skilled at...

Interpretive

- Understand and define the heritage culture.
- Understand the factors that contribute to shape the Heritage culture.
- Identify the different Spanish Speaking Countries
- Identify my nationality and those of the Spanish Speaking Countries

Interpersonal

- Participate in small group discussions about the heritage culture and the differences in the Spanish Speaking Countries.
- Exchange information about why certain practices and products are present in their own culture.
- Interact with what defines your identity in comparison to other cultures.

Presentational

- Describe the Heritage Culture.
- Explain the factors that contribute to shape the Heritage culture.
- Compare their own culture with that of their community.

<p>Supporting SEL standard(s) embedded within this unit:</p> <p>1B.H.4 Analyze how others in your life have helped you resist negative influences</p> <p>1B.I.6 Differentiate among relationship factors that impact personal and career goals</p> <p>2A.I.4 Demonstrate empathy with others in a variety of situations</p> <p>2B.I.3 Analyze how exposure to cultural diversity might either enhance or challenge your behaviors.</p> <p>2B.J.3 Analyze the meaning of citizenship in various countries and historical periods.</p>	<p>Division of syllabus Background: Gender, Religion, Culture, Citizenship, way of life Community celebrations</p> <p>How to define culture using Products, Practices and Perspectives. (3P's)</p>	
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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
<p>Task Rubric</p> <p>Presentational Rubrics</p>	<p>PERFORMANCE TASK(S):</p> <p>IPA Template</p>

[Interpersonal Rubrics](#)

[Interpretive Rubrics](#)

OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction