



UNIT 2

Course: Heritage Spanish 2	Grade Level: Level 2
Unit Title: Personal and Public Identities- Heroes and historical figures and personal values.	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-M1, I-M2, I-M2) I can identify the main idea and key information in short straightforward conversations and texts, whether fictional or informational.</p> <p><i>Listening:</i> (I-H1, I-H3) I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts,</p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <i>Different people’s values lead them to gravitate towards different sorts of heroic figures.</i> <i>The people we look up to can shape how we see the world</i>

<p>conversations, and discussions.</p> <p>Interpersonal: <i>Writing:</i> (N-H3) I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p><i>Speaking:</i> (I-M3) I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Presentational: <i>Writing:</i> (N-H1,N-H2, N-H3) I can present personal information and preferences about my life and activities,as well as other familiar and everyday topics using simple sentences most of the time.</p> <p><i>Speaking:</i> (N-H1,N-H2, N-H3) I can present personal information and preferences</p>	<ul style="list-style-type: none"> • <i>Understanding what and who people value helps us to understand their sometimes differing points of view.</i> 	
Acquisition		
<p><i>Students will know...</i></p> <p>Related Structures/patterns Diacritic accent mark</p> <ul style="list-style-type: none"> ○ Interrogative Words • Spelling of words with similar sounds (b vs v, y vs ll, a vs ha, etc.) • A + el = al • De + el = del <p>Priority vocabulary:</p> <ul style="list-style-type: none"> • <i>Adjectives that describe a hero</i> • What people from each Spanish speaking country are called (demonyms) • Opinion/comparison words • Expressions of cause and effect • Useful connector words <i>to clarify the sequence of events, transition to a new topic, etc.</i> 	<p><i>Students will be skilled at...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> • <i>Understand why different people value different traits in their heroes.</i> • <i>Identify the characteristics of a hero from a story.</i> <p>Interpersonal</p> <ul style="list-style-type: none"> • <i>Discuss various points of view about people commonly regarded as “heroes”.</i> • <i>Communicate empathetically towards a person sharing a point of view different from their own.</i> <p>Presentational</p> <ul style="list-style-type: none"> • <i>Use interview evidence to write a biographical essay about a current hero in your life and how they are a reflection of your personal values (or not)</i> • <i>Create a presentation about your hero and explain what hero qualities they possess</i> 	

about my life and activities,as well as other familiar and everyday topics using simple sentences most of the time.

Intercultural Communication: (Intermediate)

I can interact at a functional level in some familiar contexts.

Supporting SEL standard(s) embedded within this unit:

2D.4a. Analyze how listening and talking accurately help in resolving conflicts.

2A.4b. Use conversation skills to understand others' feelings and perspectives.

2A.4a. Analyze similarities and differences between one's own and others' perspectives.

1B.4b. Analyze how positive adult role models and support systems contribute to school and life success.

2A.4i. Demonstrate empathy

<p>with others in a variety of situations.</p> <p>2B.7i. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.</p> <p>3B. Examine family and friends as sources of support for academic and social decisions.</p>		
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Stage 2- Evidence

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

	OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

Socratic: is (pick a controversial figure) a hero
Provide examples of different historical heroes of all times.

3P's worksheet-Armas

Products—are the tangible or intangible creations of a particular culture. ... *(What you can observe)*

Practices - How the culture achieves the products (*activities, traditions.....practices*)

Perspectives—the philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural *practices* and *products* of a society. They represent a culture's view of the world. (Why do they do their *practices*?/Underlying motivation/The reason behind it)