



UNIT 1

Course: Heritage Spanish 3	Grade Level: Level 3
Unit Title: Personal and Public Identities - Self-esteem/Self- Image Alienation and Assimilation	Length of Unit: ~ 6 weeks

Unit Summary: Students will examine the social and personal aspects of identity. They will evaluate how identity is constructed across Spanish speaking cultures and compare to their own experience. They will begin to communicate these ideas in formats that mirror portions of the AP Spanish Language and Culture exam. Students will examine the cultural forces at work in their own lives that pull them between assimilation in the culture that surrounds them and that of their own personal family experiences.

Stage 1- Desired Results

STANDARDS	Transfer	
Interpretive: <i>Reading:</i> (I-M1, I-M2) I can understand the main idea and key information in short straightforward informational and/or fictional texts	<i>Students will be able to independently use their learning to...</i> Communicate about the factors that make up their personal identity in the public space.	
<i>Listening:</i> (I-M3) I can identify the main idea and key information in short straightforward conversations.	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> Different cultures place value on different components of identity and self worth.	ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i> What are some important aspects of family values and family life in Spanish-speaking societies that may have an impact on self-esteem? What challenges do individuals face in today's world regarding self-image?

<p>Interpersonal: <i>Writing:</i> (I-L3) 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</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>In a society with access to global culture, there are many factors that influence how individuals perceive themselves and their role in the world.</p> <p>Every individual must decide to what degree they craft an identity that fits the dominant cultural norms and the cultural norms of their own personal family experiences.</p>	<p>How can individuals manage the tension between assimilation to the culture at large and the culture of one's personal family experience?</p>
Acquisition		
<p>Presentational: <i>Writing:</i> (I-M2) I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</p> <p><i>Speaking:</i> (I-M2) I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</p>	<p><i>Students will know...</i></p> <p>Related Structures/patterns:</p> <ul style="list-style-type: none"> ● Review how to use accents <ul style="list-style-type: none"> ○ Diacritic accents ○ Interrogative Words ● Present and present Subjunctive ● Connectors and Transitions <p>Priority vocabulary:</p> <ul style="list-style-type: none"> ● Type of personalities ● Personality traits ● Social Justice (Isolation, alienation, assimilation, prisoners, immigration, social Justice etc.) 	<p><i>Students will be skilled at...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> ● <i>Understand the author's purpose or point of view on a given text/audio sample.</i> ● <i>Recognize and compare cultural features on text/audio.</i> ● <i>Identify the main idea of a given prompt.</i> ● <i>Interpret the key words on a given content.</i> <p>Interpersonal</p> <ul style="list-style-type: none"> ● <i>Participate in simulated/spontaneous conversations on a given topic.</i> ● <i>Maintain the exchange with a series of responses in a conversation.</i> ● <i>Maintain the exchange in a written</i>

**Intercultural
Communication:
(intermediate)**

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

**Supporting SEL
standard(s) embedded
within this unit:**

2C. 1.J Recognize the
difference between positive
and negative relationships.

2C. 7.J Practice turning
criticism into constructive
feedback.

*response providing the required
information.*

Presentational

- *Present and defend your own point of
view on a given topic.*
- *Develop a persuasive argument with
coherence and detail.*

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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
Task Rubric Presentational Rubrics Interpersonal Rubrics Interpretive Rubrics	PERFORMANCE TASK(S): IPA Template
	OTHER EVIDENCE STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

