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| Guilford County Schools Logo |  | Global Languages**Heritage Spanish I Scope and Sequence***6 Units* |

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| **Unit 1: Identity** | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 1 Clarifying Objectives:**  IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.  IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.  IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language. | | |
| |  | | --- | | 1) A. I can explain what proficiency and performance are and how they affect language learning.  B) I can correctly pronounce the sounds of the letters of the alphabet and understand the differences in phonetics between the Americas and Spain. *Interpretive/Presentational.*  **2) A.** I can give reasons to increase my understanding of my native language.  **B.** I can set my own language goals for this semester.  **C.** I can use and understand high frequency words and phrases in the classroom used by students and teachers.  *Interpretive* | | |  | | --- | | **1) A.** What is proficiency? What is performance?  B) Phonetics: The alphabet vowels, consonants, syllables  **2)** A. Student created list  of advantages of improving their and expanding their knowledge of Spanish culture and literature.  **B.** Class grading scale  My goal is/are… |   C. Student created a timeline of the origin of the Spanish language in Europe and the causes of its expansion in America. | |  | | --- | | 1) A. Students decide whether the characteristics described measure performance or proficiency.  B) Students will practice rhymes, verses, tongue twisters and songs.  **2) A.** Students create a Venn diagram of language learning as it benefits themselves, their community or both.  **B.** Students write their language goals down and share with a classmate. Make a measurable goal (certain # of vocabulary terms or communication skills).  **C.** Students demonstrate understanding by using target language appropriately. |   . |

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| 3) I can describe unique things about my own culture. *Presentational*  4) I can use authentic texts to learn more about my own culture. *Interpretive*  5) A. I can compare and contrast my culture with others in my class. *Interpersonal*  5) B. I can understand the use of accent marks?? in the Spanish language. *Interpretive*  5) C. I can interpret the language of the different communications. *Interpretive*  6) I can make life-goals based on how being bilingual and biliterate can open doors to many career-pathways. *Presentational* | 3) Student generated list describing their unique Spanish-speaking culture  4) Primary/secondary/reliable sources. Research, analysis  Formal writing requirements.  5) A. I/my family am/is from…  I am proud of my heritage because….  I am interested in other Latin countries because…  We share \_\_\_\_\_\_ in common.  5) B. Names of different accent marks and their uses.  Accent marks can change word meaning and affect pronunciation.  5) C. Students develop projects that project verbal and non-verbal communication.  6) Teacher generated list of different careers/occupations  Bilingual vs. biliterate. | 3) Students will create a presentation about themselves and their heritage culture and will present it to the class and be prepared to answer questions    4) Students will conduct research on a country with witch s/he identifies or shares cultural heritage. Students will submit a research paper, presentation or project presenting their findings.  5) A. Students will read essays, stories or news articles from a variety of Spanish speaking countries. They will discuss what they have learned in groups and then write a summary about what they learned.  5) B. Students practice writing using correct grammar signs.  Students will Write summaries of articles and essays.  The Project (Communications)    6) Students will choose 3 different careers/occupations of interest and do research as to how being bilingual and biliterate can impact their career choice and present their findings orally to the class. |

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| **Unit 2: Navigating and Impacting the World Around Me** | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 2 Clarifying Objectives:**  NH.CMT.1.2. Carry out short interactions on familiar topics,  such as family, friends, and activities, with people from the  target culture or communities of learners of the same target  language  NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).  NM.CLL.2.5 Understand language components of grammar (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language. | | |
| **1)** I can explain and discuss the history of Spanish speaking people in North America**.** *Presentational*  **2) A.** I can write about the importance of Latinx influence in the United States today.*Presentational*  **2) B**. I can talk about the political causes of the existence of the Hispanic population in the United States. *Presentational*  **3) A.** I can discuss my family history and compare it with my classmates (interpersonal**).** | **1**) Correct uses of preterit and imperfect.  The epoch of discoveries (historical context)  The explorers (The European conquerors in America) and in the present United States  **2**) A. Demographic analysis, states with many Latinos.  **2) B**. Recognize the conjugation of verbs in sentences. . The sentence, the verbs tenses, the noun (the pronouns) and the infinitives.  **3)** A. My family's country of origin is….  I think my Hispanic heritage is beneficial because….  Proper use of the conditional | **1)** Students will read passages from “Conversacion y cultura” in *Nuevos Mundos***.**  They will then discuss and share their thoughts using teacher-generated questions about the reading.  **2) A.** Using charts and graphs students will determine those places in the U.S. with the highest Latin populations and compare then to Greensboro**.**  **2) B**. Students will give oral presentations to the class using graphics, conjugate (infinitives) in present, past and future  **3)** A. Students will discuss in groups the answers to questions 1-14 on page 8 of *Nuevos Mundos*. Causes of the Hispanic population in America and the United States of America. |

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| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **3) B**. I can write about how I think my heritage and culture can positively impact the U.S. *Presentational*  **4) A.** I can discuss different ways Hispanic culture is influential in the United States. *Interpersonal*  **5)**  I can discuss and express my views about the immigration in the USA in the 19th, 20th and 21st centuries.  *Interpersonal*    **6)** I can explore how immigrants from Spanish speaking countries have been treated and compare their situation to immigrants from other countries. *Interpretive* | **3) B**. My culture is unique because…  I think my heritage adds…..  I have noticed my culture’s influence when….  **4**) **A**. Some prominent Hispanic Americans are…  What music, art, entertainment is influence or authentically represents Latin culture.  **5)** What has caused people to immigrate to the U.S.?  What countries have people immigrated from?  My own family/relatives immigrated from\_\_\_\_\_ because \_\_\_\_\_  **6)**  Rights of Hispanic citizens and residents in the United States. ( Songs, poems and others  The amendments to the constitution on citizens and residents. | **3) B**. Students will write a short paragraph about what they think could have an influence in the U.S. when they are older.  **4) A.** Students will create a Sway, PowerPoint, poster or video highlighting Hispanic culture in the U.S.  **5)** Students will interview family members to learn about their own immigration story. They will compare their own stories with others in the class.  **6)** Students will work in groups to research and discuss rights of Hispanic citizens and residents in the United States. They will then other countries whose citizens have immigrated to the U.S. They will create a timeline showing different populations of immigrants from the 19th-21st century and create a Venn diagram demonstrating simlilarities and differences. |

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| **Unit 3: Contemporary Life** | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 3 Clarifying Objectives:**  NH.COD.2.3 Interpret simple processes from other disciplines using the target language.  IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.  NH.CLL.1.3. Generate responses to familiar questions, statements, commands, or other stimuli. | | |
| **1)** I can define contemporary life and discuss its characteristics. *Presentational/Interpersonal*  2) I can compare the contemporary life of the Spanish-speaking people and the United States. *Presentational*  3) A. I can identify and explain contemporary works and professions around our society.  *Presentational*  B. I can familiarize myself with common conventions and behavior for a job interview. *Interpretive*  4) I can write formal emails depending on my interests in different colleges or careers.  *Presentational*  5) I can discuss professional interests and roles in contemporary life. | **1)** Define and categorize contemporary life.  Concepts and Characteristics of contemporary life.    2) Analyze data related with interests, free time activities and hobbies among Spanish speaking countries and USA.  3) A. Understand and classify jobs and professions by their incomes and services to the community.  B. Formal ways to greet a potential boss.  How to prepare for a college/job interview. Proper attire, how to highlight work and academic experience.  4) Learn about emails and its parts (structure)  Present Perfect  5) Read and understand about professional profiles. | **1)** Students will interact with audiovisual material about the concepts and create a pictochart demonstrating the meaning of contemporary.  2) Create a comparative chart of the contemporary life of Spanish speaking countries and USA and/or  prepare an oral presentation about the analysis they made about interests, free time activities and hobbies.  3) A. Students will create surveys about professional interests among them.  B. With a partner, students will record an interview based on the surveys developed in class  4) Students will write and answer emails about personal and professional interests.  5) Debate about professionals’ roles in contemporary life.  Students can create a mock profile for LinkedIn or professional website. |

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| **Unit 4: Science and Technology** | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 4 Clarifying Objectives:**  IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.  IL.CLL.1.2 Use questions to exchange information in familiar situations.  NH.CMT.1.1. Use simple phrases and short sentences in short social interactions. | | |
| **1)** I can use Spanish to understand and analyze the evolutionary process of Science and Technology.  *Presentational*  **2)** I can research and elaborate on how technology has improved in the past decade. *Interpretive/presentational*  **3)** I can make a cultural comparison between the technology access from students in some Latin American countries and the United States**.** *Presentational*  **4)** I can reflect on the influence of science and technology in my mental and physical health *Presentational*  **5)** I can identify technology can affect mental and physical health. *Interpretive* | **1)** Teacher generated list of science and technology concepts and their proper uses.  **2)** Use past and present tense to understand the emergence of science and technology.    **3)** I analyze, write and talk about the technology access among students from Latin America and the United States by using comparatives and superlatives   1. **4)** Teacher and student generated list ofverbs and vocabulary regarding science and technology in their mental and physical health   **5**) Use present past and future to describe media (Letter and phone) evolution | **1)** Students will present oral arguments related with proper use of Science and Technology after they have written draft their ideas.  **2)** Students must complete a worksheet about the audio-visual material presented in class then elaborate in an oral or written presentation of the positive and negative effects of technology on myself and society.  **3)** Students will create a visual or voice recording comparing technology use and access in different countries.  **4)** Students can make comparative slides project about the topic developed in class and showing the proper use if the grammar concept (Comparatives and superlatives).  **5)** Students must create a survey about science and technology side effects in mental and physical health.  Students must create a short healthy article using the information gained in the survey, concluding with healthy advices  Students must create a timeline using different grammar tenses, dates and future prognosis of those elements. |

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| **Unit 5: Global Connections and Challenges** | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 5 Clarifying Objectives:**    NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.    NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.)    IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations. | | |
| **1)**  I can define science fiction and make a relationship with non-fiction texts. *Presentational*      **2)** I can identify different authors in fiction and non-fiction genres. *Presentational*  **3)** I can make a connection between sci-fi movies and real global problems and issues. *Interpretive*    **4)** I can reflect about a specific problem presented in unreal videos vs real life.  *Interpretive*  **5)** I can propose solutions or alternatives to address international challenges. *Interpersonal.* | **1)** Fiction and non-fiction definitions and examples and characteristics.      **2)** Literary genres  Fiction, non-fiction, science fiction, historical fiction and well known authors in each area.      **3)** Student and teacher generated list of several global challenges (pollution, global-warming, racial and social bias etc.    **4)** Essay format, conventional writing rules for academic writing.  **5)** debate format, academic language of debates (i.e. Have you considered….  I agree with that but….  Perhaps you are not familiar….  According to research/data…. | **1)** Students can orally compare and contrast with a role play  (note- we suggest the teacher show videos connected with the topic and ask students to define the presented text)  **2)** Students will write a short biography about their favorite author, including details they consider important for the selected type of text    **3)** Students will be given a scaffold/template demonstrating writing techniques to create an argumentative essay or position paper.  **4)** Write a position paper related with a global problem presented in movies or documentaries.  **5)** Students must take position about problems around the world and in a simple ONU model discuss problems and challenges to present alternatives and solutions. |

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| **Unit 6: Beauty and Aesthetics** | | |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 4 Clarifying Objectives:**  IL.COD.2.2 Differentiate the structural patterns of the target language and the students’ language.  IL.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.  IM.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.  IM.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture. | | |
| **1)** I can identify the thinking of different recognized authors of poetry. *Intepersonal/presentational*  **2)** I can understand arts and sports as a representation of beauty. *Presentational*  **3)** I can understand how fashion influences my self-expression**.** *Interpretive*  **4**) I can describe a work of art and what makes in unique**.**  *Presentational*  **5)** I can read and analyze poems and other literature written by LGBTQI writers from America and Spain. *Interpersonal*  **6**) I can analyze the way in which media and social media influence the perception of beauty and aesthetics across cultures both positively and negatively. Presentational/Intepretive. | **1)** Rhyme, meter, stanzas, free verse, narrative poetry etc.  **2**) Sports can be artistic because….  Sports are similar to art in that…..  **3)** grammar structure presented in Simple Present (Spanish Vs English)  **4)** Word classifications and order. (nouns, adjectives, articles, S+P…)  Student and teacher generated list about descriptive adjectives.  **5)** Perspective can influence creation because…  **6)** Influencers can change attitudes about beauty by \_\_\_\_\_\_  Peer pressure can be different because \_\_\_ | 1) Students will read aloud as a class several examples of poetry from Hispanic culture. They will work in small groups to discuss what they like and dislike. They will then create their own poem patterned after the poems they have read.  **2)** Students will create a power point presentation using arguments related to their preferences on arts and sports.  **3)** Students will read and interpret an ideas about fashion influence in both languages.(statements). They will then create an outfit for a specific social event.  **4)** Students can create a collage to represent their own unique artistic style and describe their thought process to the class or a group.  **5)** Students will discuss how text written by LGBTQI authors is similar or different from other text. They will present their findings to the class.  **6)** Students will be divided into two groups for a debate—one arguing for the benefits of social media on the perception of beauty and one arguing against. |