Content Area: Heritage Speakers of Spanish 1
Grade: 9 - 12

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
Thematic Unit - Our Identity Family relations, countryside and the city, poetry and music	● Cultural identity is expressed in many ways. ● Acquiring a new culture does not mean you forget your own. ● Advantages of being bilingual.	● What does it mean by cultural identity? ● Why is adapting/acquiring a new language/culture important? ● Can you be part of a new culture? How?	● To talk about a country and its regions ● To talk about language as part of identity ● To talk about family as part of identity ● To talk about our roots in Spain ● To use diagrams to describe our background ● To identify the different languages and dialects in Spanish Speaking Countries ● To describe the difference between jibaro, campesino and guajiro ● To read an autobiography ● To formulate questions about the reading ● To explore new grammar points within the lesson	● Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. ● Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s). ● Participate in an online and face-to-face discussion with

			● To describe, in writing, their own experience coming to this country and or their family's experience	members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities. ● Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities. ● Identify the main idea of an authentic text dealing with events in the community. ● Demonstrate comprehension of a series of oral and written directions related to places and events in the community. ● Exchange information about the

				home community and the target culture(s) community using digital tools. ● Exchange information about community service opportunities available in the home community and the target culture(s) community with individuals from the target culture using digital tools. ● Create a multi-media rich presentation comparing community events and community service opportunities in the home and target culture(s).
Thematic Unit - Health and Quality of Life Public health, health related issues, health related vocabulary	● Personal choices impact current and long term outcomes on individuals, family and society. ● Mental and emotional health affects a person's physical	● What can I do to avoid or reduce health risks? ● What influences my behaviors and decisions?	● To talk about nutrition ● To talk about public health ● To talk about cause and effect ● To talk about health and the community	● Read brief written messages, listen to short conversations, or view information found about community events to determine which

	health and overall well being. ● Diversity within the community.	● What do I need to know to make good decisions and stay healthy? ● How can I contribute to the health of my community?	● To use diagrams to describe communicable diseases ● To identify the different mental problems ● To describe the difference between mental and emotional problems ● To read a personal experience with their health ● To formulate questions and answer comprehension questions ● To explore new grammar points within the lesson ● To describe, in writing, their own experience with their food decisions and their health	ones would be appropriate for them and others based on personal interests and cultural contexts. ● Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s). ● Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities. ● Recombine previously studied

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Thematic Unit - Small Businesses in the Andes Advertisements, consumers, commerce, types of businesses in Spanish Speaking countries	● Small businesses play an important role in any nation's economy as well as in their community. ● Open-air markets in Spanish Speaking countries are just a group of small businesses put together. ● These entrepreneurs need to master certain skills to find success. ● A strong marketing strategy enhances the strength of the business.	● Why do businesses exist? ● Why are small businesses important to the economy to Spanish Speaking countries? Especially the Andean countries. ● What makes them different? ● What is La Comunidad Andina? ● How do they advertise? ● How are they successful? ● How do they innovate?	● To talk about La Comunidad Andina ● To talk about Andean countries ● To talk about open-air markets ● To talk about types of small businesses in Spanish Speaking countries ● To use diagrams to compare and contrast businesses among Andean countries ● To identify the different currencies in Spanish Speaking countries ● To describe currency exchange	● Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. ● Use physical response to identify which written and oral directions based on an authentic online map are accurate for going

			● To read a personal experience about currency exchange ● To formulate questions and answer comprehension questions about buying/selling in Spanish Speaking countries. ● To explore new grammar points within the lesson ● To write a skit about a sale (include a bargain) of a very nice Incan artifact.	from one place to another in the target culture(s). ● Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities. ● Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities. ● Identify the main idea of an authentic text dealing with events in the community. ● Demonstrate comprehension of a

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Thematic Unit - Global Issues Nature, environment, erosion, and recycling	• Scientific evidence indicates human activities are impacting the climate system. • There are ways to decrease their own personal carbon emissions. • These climate changes and human decisions have affected our rainforest. • Each person has a carbon footprint.	• What is the climate? How does it differ from weather? • What are current climate conditions dependent on? • How has climate changed in the past? • What contributes to climate change in Central America? • What can we do to reduce our carbon imprint to the environment? • Has the “Lungs of the World” changed? How? Why? • What is the Greenhouse Effect? • How does it affect sea levels?	• To talk about The Amazon Rainforest • To talk about biodiversity of the rainforest • To talk about El Yunque • To talk about types of ecotourism in Panama • To use diagrams to compare and contrast personal carbon footprints • To identify the different components that influence the changes of climate • To describe Greenhouse Effect • To read a personal experience about climate change • To formulate questions and answer comprehension questions about climate change • To explore new grammar points within the lesson • To write a skit and prepare a pamphlet about climate change/Greenhouse	• Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts. • Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s). • Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally

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