

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course of Study Information Page

Course Title: Spanish for Heritage Learners #0436

Rationale: At the beginning of this scholastic year, 2007-2008, El Dorado High's students enrolled in the English Learner (EL) program number thirty-six, with an additional sixty-three who have recently been re-designated out of the EL program (meaning the students either completed the EL course of study in years past and tested out into the mainstream, or else tested out from the eighth grade level as entering freshmen this year). These numbers have grown dramatically during recent years to prompt El Dorado staff to provide additional program services to meet the distinct needs of these students whose first home language is Spanish. Instructors of Spanish in the Modern Language Department have found that their Heritage Learners – that is, those students whose home language is other than English, in this case Spanish – may already understand the spoken language, yet may not comprehend much written material due to their limited vocabulary; and may possess weak writing skills due to lack of a formal education in their country of origin.

The intent of the class Spanish for Heritage Learners will be to allow the student the opportunity to engage in an exploration of his heritage, history and culture; focus on improving and solidifying fundamental language and literacy skills; reinforce his learning of English Language Arts skills through reading and writing. In this way, the Heritage Learner will affectively learn to foster within himself a strong sense of identity and a high level of self-esteem.

Course Description:

This course directs itself to the student who has listened to Spanish at home – a Heritage Learner who speaks and understands Spanish fluently, yet has limited skills in reading and writing Spanish. The student may experience problems with the use of written accents, spelling, reading and editing his own written work. This course develops the linguistic skills of the Heritage Learner: listening, reading, speaking and writing. The course celebrates the Heritage Learner's first language of Spanish, and the cultural experiences he brings to the classroom. It celebrates, as well, the diverse contributions of the principal groups of Hispanics in the United States and of the twenty-one Spanish-speaking countries in culture, art, sports and politics, and thus foments a meaningful cultural pride and self-esteem within the Heritage Learner.

<p>How Does This Course Align With or Meet State and District Content Standards?</p> <p>As set forth by the American Council of Teachers of Foreign Language (ACTFL), the proposed course meets the National Standards for Foreign Language Learning, said Standards which are reflected in El Dorado Union High School District's Content Standards and Benchmarks, whose focus is to provide students with the skills they need to create language for communication. The proposed course integrates culture, from the basic introduction of vocabulary to the contributions of individuals representing the entire Spanish-speaking world; readings in Spanish about other disciplines; linguistic and cultural comparisons; opportunities for the Heritage Learner to use his language skills in his immediate community and more distant ones.</p> <p>The course integrates the five C's of the National Standards:</p> <ul style="list-style-type: none"> · Communication: 1.1, 1.2, 1.3 – Communicate in Languages Other than English · Cultures: 2.1, 2.2 – Gain Knowledge and Understanding of Other Cultures · Connections: 3.1, 3.2 – Connect with Other Disciplines and Acquire Information · Comparisons: 4.1, 4.2 – Develop Insight into the Nature of Language and Culture · Communities: 5.1, 5.2 – Participate in Multilingual Communities at Home and Around the World 	
Length of Course:	1 Year
Grade Level:	9-12
Credit: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Number of units: 10 credits <input checked="" type="checkbox"/> Meets graduation requirements as a Foreign Language elective, not repeatable for credit <input type="checkbox"/> Meets UC "a-g"/CSU requirements "Pending" <input checked="" type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational 	
Prerequisites:	Course open to Heritage Learners whose first home language is Spanish and who demonstrate fluency in spoken Spanish; placement exam may be administered to determine placement in class; teacher approval for non-Heritage Learners
Department(s):	Modern Languages
District Sites:	EDHS, ORHS, PHS and UMHS
Board of Trustees Adoption Date:	January 15, 2008
Textbook(s)/Instructional Materials:	
Date Adopted by the Board of Trustees:	

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UNIT # 1 : Tú y yo

GOALS:

- Study about geography
- Review nouns and articles, and the verb “ser”
- Read several poems
- Write a description of a person

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • study the biography of Simón Bolívar • learn geographic terms and characteristics • study the singular forms of the verb “ser,” and nouns, articles, and adjectives; focus on the pronunciation and orthography of the sounds of “a,” “o,” and “u” • read the poems “Bolívar” by Luis Lloréns Torres, “No sé por qué piensas tú” by Nicolás Guillén and “Soy de aquí” by Gina Valdés • compare the verb “ser” with the verb “to be,” and nouns, articles and adjectives in Spanish and English 	<ul style="list-style-type: none"> • Engage in conversations, provide and obtain information, exchange opinions • Enrich knowledge of Fine Art: view Fine Art transparencies • Reinforce concepts of history, culture, grammar, literature and connections with English: written activities • Reinforce vocabulary, culture, conversation, structure and literature: auditory activities • Assess: Quizzes covering history and culture, grammar, and literature; self-check quizzes on-line; unit exams

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:

- 1) Communication – Students will communicate through engaging in conversation, providing and obtaining information, and exchanging opinions in spoken and written Spanish on the following:
 - a) Simón Bolívar
 - b) Geographical terminology
 - c) Poems
- 2) Connections – Readings about geography and poetry establish connections with other disciplines.
- 3) Cultures – Experiencing, discussing and analyzing the poems “Bolívar” by Luis Llorén Torres, “No sé por qué” by Cuba’s Nicolás Guillén, and “Soy de aquí” by Gina Valdés allows students to deepen their understanding of these historical figures.
- 4) Comparisons – Students compare Spanish and English to strengthen their skills in both languages.

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UNIT # 2 : Nosotros

GOALS:

- Study about ethnic groups in Spain and Latin America
- Read, discuss, and analyze several literary works with indigenous American themes.
- Write a personal essay

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Learn fundamental aspects and terms of sociology and anthropology • Study the plural forms of articles, nouns and adjectives; focus on the pronunciation and orthography of the sounds “e” and “i.” • Read “La araucana” of Alonso de Ercilla y Zúñiga, “Me llamo Rigoberta Menchú y así me nació la conciencia” by Rigoberta Menchú, and “Contribución” and “Yo no sé” by Adalberto Ortiz • Compare the verb “ser” with the verb “to be”; study the plural forms of articles, nouns and adjectives in Spanish and in English; learn contractions in English; familiarize himself with some errors of grammar related to the verb “to be” 	<ul style="list-style-type: none"> • Utilize Web Quest activities • Enrich knowledge of Fine Art: view Fine Art transparencies • Reinforce concepts of history, culture, grammar, literature and connections with English: written activities • Reinforce vocabulary, culture, conversation, structure and literature: auditory activities • Assess: Quizzes covering history and culture, grammar, and literature; self-check quizzes on-line; unit exams

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
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The students will achieve the following content standards:

- 1) Communication – Students will communicate in spoken and written Spanish (personal essay, utilizing correct forms of the verb “ser”) on the following:
 - a) Ethnic groups of Spain and Latin America
 - b) Literature with indigenous themes
- 2) Connections – Readings establish connections with sociology, anthropology and language arts
- 3) Cultures – Students experience, discuss, and analyze an excerpt of the book “Me llamo Rigoberta Menchú y así me nació la conciencia” by Rigoberta Menchú; “Contribución” and “Yo no sé” by Adalberto Ortiz
- 4) Comparisons – Students compare Spanish and English to strengthen their skills in both languages relating to nouns’ and adjectives’ gender and number/agreement

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UNIT # 3: Cuentos

GOALS:

- Study literary genres
- Learn technical conventions used in narrative writing
- Learn the use of punctuation
- Read a biography and a short story
- Write a story

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Study the short story and the novel • Analyze declarative and interrogative sentences in both Spanish and English; learn the use of periods and question marks; study prefixes and capitalization in both Spanish and English • Read the biography of Oscar de la Renta; read the short story "Una moneda de oro" by Francisco Monterde • Take part in an interview 	<ul style="list-style-type: none"> • Engage in conversations, provide and obtain information, exchange opinions • Paraphrasing new vocabulary definitions relating to the biography of Oscar de la Renta • Read about indigenous clothing • Reinforce vocabulary, culture, conversation, structure and literature: auditory activities • Assess: Quizzes covering history and culture, grammar, and literature; self-check quizzes on-line; unit exams

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:

- 1) Communication – Students will communicate in spoken and written Spanish on the following:
 - a) Two literary genres – the short story and the novel
 - b) A biography and a short story
- 2) Connections – Readings establish a connection with language arts
- 3) Cultures – Students experience, discuss, and analyze the short story “Una moneda de oro” by Francisco Monterde
- 4) Comparisons – Students compare Spanish and English to strengthen their skills in both languages as far as correct usage of sentences/punctuation of interrogative statements

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UNIT # 4: Poesía

GOALS:

- Learn about Hispanic celebrations
- Conjugate verbs
- Form contractions
- Familiarize oneself with “vosotros” and “vos”
- Read poems
- Learn how to show possession
- Learn about prepositions

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Learn what poetry is and learn some poetic techniques • Learn present tense regular verb conjugations, as well as irregular verb conjugations “ir,” “dar,” and “estar;” learn contractions “a” and “de” • Read “Rimas” by Gustavo Adolfo Bécquer, “Platero y yo” by Juan Ramón Jiménez; “La pedrada” by Gabriel y Galán; and “El Himno cotidiano” by Gabriela Mistral • Write a short poem • Compare in Spanish and English the uses of possession, and the two prepositions “a” and “de” 	<ul style="list-style-type: none"> • Engage in conversations in which students relate reflections they perceive in poetry based upon a geographical area from the author’s life, provide and obtain information, exchange opinions • Talk about any Hispanic or Latino fiesta or celebration with which students are familiar • Reinforce concepts of history, culture, grammar, literature and connections with English: written activities • Reinforce vocabulary, culture, conversation, structure and literature: auditory activities • Assess: Self-Check Quizzes

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:

- 1) Communication – Students will communicate in spoken and written (writing a short poem and reinforcing their understanding of nouns and adjectives) Spanish on the following:
 - a) Hispanic or Latino celebrations
 - b) Several poems
- 2) Connections – Readings establish connections with language arts
- 3) Cultures – Students experience, discuss, and analyze the poems “El himno cotidiano” by Gabriela Mistral, and “Rima” by Gustavo Adolfo Bécquer

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UNIT # 5: En casa o en el café

GOALS:

- Study increases in populations of Latin American cities
- Learn financial terminology
- Conjugate verbs
- Read a poem and a short story
- Practice expository writing

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Determine how increases in population affect life in many Hispanic cities • Learn the importance of finances in our daily life • Conjugate regular “-ar” and “-er” verbs to the present tense • Study nouns which begin with the stresses “a” sound; compound nouns; problems with orthography related to the consonant “d” • Read “Ejemplo de la propiedad que el dinero ha” by Arcipreste de Hita, and the short story “Olor a cacao” by José de la Cuadra • Write an expository piece • Compare present tense verb forms, contractions, the pronoun “it”, and compound nouns in Spanish and English 	<ul style="list-style-type: none"> • Engage in conversations about how population increases are affecting life in San Antonio, Texas; Madrid, España -- utilize photographs • Enrich knowledge of Fine Art: view Fine Art transparencies • Research “ranchos,” “villas miseria,” “pueblos jóvenes,” and “callampas.” Students reflect on the poverty in other countries. Students contrast this information with what they’ve learned about the “suburbios.” • Reinforce concepts of history, culture, grammar, literature and connections with English: written activities • Reinforce vocabulary, culture, structure and literature through eGames • Assess: Quizzes covering history and culture, grammar, and literature; self-check quizzes on-line; unit exams

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)

The students will achieve the following content standards:

- 1) Communication – Students will communicate in spoken and written (expository composition) Spanish on the following in order to communicate information clearly and effectively to others:
 - a) The effects of increased population on Latin American cities
 - b) Financial topics
 - c) A poem and a short story
 - 2) Communities – Students compare the information about “los suburbios” and “los barrios pobres” with the area in which they live.
 - 3) Connections – Readings establish a connection to finances
 - 4) Cultures – Students experience, discuss, and analyze the short story “Olor a cacao” by José de la Cuadra
- Comparisons – Students compare Spanish and English to strengthen their skills in both languages relating to verbs in the present tense

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UNIT # 6: El hogar y la familia

GOALS:

- Study social changes that are affecting the structure of the family
- Learn specialized vocabulary that relates to insurance
- Conjugate verbs
- Learn punctuation
- Read “El Cid” (anonymous), selections from “El amor en los tiempos del cólera” by Gabriel García Márquez, and “La casa de los espíritus” by Isabel Allende
- Write a description

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Study the present tense of the verb “tener” • Study the use of the period, the comma and quotes • Study nouns that have gender • Study orthographic problems with the consonants “b” and “v” • Study homophones • Write a description of a house or of an apartment 	<ul style="list-style-type: none"> • Allow students to experience the Spanish-speaking world via Web Quest activities, Self-Check Quizzes, and eGames • Engage in conversations, provide and obtain information, exchange opinions • Enrich knowledge of Fine Art: view Fine Art transparencies • Reinforce concepts of history, culture, grammar, literature and connections with English: written activities

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:

- 1) Communication – Students will communicate in spoken and written Spanish on the following:
 - a) Social changes affecting the family
 - b) Excerpts from literary works: “El Cid,” “El amor en los tiempos del cólera” and “La casa de los espíritus”
- 2) Communities – Students invite their grandparents to class and let them share the changes they have seen in the structure of the family
- 3) Connections – Readings about insurance establish a connection with another discipline
- 4) Comparisons – Students compare the information about “ancient” insurance practices and the idea of an indigenous community in which all the adults of the village represent a child’s “family”; students compare Spanish and English to strengthen their skills in both languages
- 5) Cultures – Students experience, discuss, and analyze excerpts of the novels “El amor en los tiempos del cólera” by Gabriel García Márquez, and “La casa de los espíritus” by Isabel Allende

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UNIT # 7: Atletas y deportes

GOALS:

- Learn about Roberto Clemente
- Study the system of taxation and related terminology
- Conjugate verbs
- Study uses of verbs in the infinitive form
- Study modal verbs followed by an infinitive in English

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Study the present tense of radical changing verbs • Learn orthography of words with the consonants “c,” “z,” and “s” • Read the biography of Puerto Rico’s baseball player Roberto Clemente • Read the short story “Ahora que vuelvo, Ton” by René del Risco Bermúdez • Research, prepare and present a debate 	<ul style="list-style-type: none"> • Engage in conversations, provide and obtain information, exchange opinions • Enrich knowledge of Fine Art: view Fine Art transparencies • Reinforce concepts of history, culture, grammar, literature and connections with English: written activities • Reinforce vocabulary, culture, conversation, structure and literature: auditory activities • Assess: Quizzes covering history and culture, grammar, and literature; self-check quizzes on-line; unit exams

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)

The students will achieve the following content standards:

- 1) Communication – Students will communicate in spoken and written Spanish on the following:
 - a) A famous Latino sports hero
 - b) Taxation and tax terminology
 - c) Excerpts from the story “Ahora que vuelvo, Ton”
 - d) Students will learn to prepare, organize, and present a debate, learning how to speak persuasively
- 2) Connections – Readings about taxes establishes connections with another discipline
- 3) Cultures – Students experience, discuss, and analyze the short story “Ahora que vuelvo, Ton” by René del Risco Bermúdez
- 4) Comparisons – Students compare Spanish and English to strengthen their skills in both languages – the use of the infinitive following a conjugated verb

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UNIT # 8: México

GOALS:

- Study the history of the conquest of México
- Learn terminology relating to medical specialties
- Differentiate between the verbs “ser” and “estar”
- Study object pronouns
- Write a personal essay
- Compare object pronouns in both English and Spanish

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Learn to divide words into syllables • Learn to place written accents • Learn when to use written accents and tildes • Learn orthography of words with “ca,” “que” “qui,” “co,” “cu” • Read “Si eres bueno...” by Amado Nervo and “Triolet” by Manuel González Prada 	<ul style="list-style-type: none"> • Engage in conversations through photograph viewing about lodging for travelers • Enrich knowledge of Fine Art: view Fine Art transparencies • Reinforce concepts of history, culture, grammar, literature and connections with English: written activities • Reinforce vocabulary, culture, conversation, structure and literature: auditory activities • Utilize Web Quest activities, a Self-Check Quiz, and eGames

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:

- 1) Communication – Students will communicate in spoken and written (personal essay practicing medical vocabulary) Spanish on the following:
 - a) The history of the conquest of Mexico
 - b) Medical terminology
 - c) The poems “Si eres bueno...” and “Triolet”
- 2) Connections – Students’ reading of the conquest of Mexico is similar to what they read in their social studies classes; readings about medicine establish a connection with biology
- 3) Cultures – Students experience, discuss, and analyze the poems “Si eres bueno...” by Amado Nervo and “Triolet” by Manuel González Prada

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UNIT # 9: Verano o invierno

GOALS:

- Study the climates of Latin America
- Learn preterite tense verb forms
- Study direct object pronouns and make comparisons with English
- Study diphthongs and monosyllabic words
- Practice the spelling sequence “ga,” “gue,” “gui,” “go,” “gu”
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OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Learn to differentiate between “climate” and “weather” • Study the preterite tense verb forms of regular “-ar” verbs and the irregular verbs “ir” and “ser” • Read an article about the difference between learning one’s first language and acquiring a second or third one • Read an article reviewing monosyllabic words • Read a legend from Puerto Rico entitled “El grano de oro” • Write a persuasive essay 	<ul style="list-style-type: none"> • Study photographs and discuss the results of excessive urban growth • Read “Nosotros y las lenguas” by María Vaquero regarding acquisition of a second and third language • Read an article and study photographs and have students tell what they have in common with teenagers from around the world • Engage in class discussion: learn how one’s peers acquired their languages • Make up a true/false game using information from readings based upon geographical contrasts and resulting climate contrasts

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:

- 1) Communication – Students will communicate in spoken and written (persuasive composition) Spanish on the following:
 - a) Climate and weather in Latin America
 - b) geographical terminology
 - c) the legend “El grano de oro”
- 2) Connections – Readings of geography allow students to further their knowledge in this academic area
- 3) Communities – Those students from Latin America share the climate of their country of origin
- 4) Cultures – Students experience the legend “El grano de oro”
- 5) Comparisons – Students compare the preterite tense in Spanish and English

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UNIT # 10: Arte y música

GOALS:

- Study the artistic works of Hispanics
- Learn appropriate terminology to discuss fine arts
- Conjugate verbs
- Study indirect object pronouns, making comparisons with English usage
- Learn orthography of words with “ge,” “je,” “gi,” and “ji”

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Read Ricardo Palma’s Peruvian “tradición,” “La camisa de Margarita” • Create a poster to announce an artistic event • Compare the preterite tense in Spanish with English’s simple past tense 	<ul style="list-style-type: none"> • Utilize eGames • Formulate questions utilizing vocabulary relating to art in the Hispanic world • Formulate questions to assess comprehension of readings relating to Hispanic artists: Velázquez, Goya, Picasso, Rivera, Orozco, Kahlo • Reference Fine Art transparencies • Define vocabulary relating to the connection between art and music

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:
<ol style="list-style-type: none"> 1) Communication – Students engage in conversation and written work on the following: <ol style="list-style-type: none"> a) Latino artists and their works b) Fine arts terminology c) Peruvian tradition “La camisa de Margarita” 2) Connections – Make connections to history and fine arts through readings about painting, sculpture, and music in the Spanish-speaking world 3) Comparisons – Through studying irregular verbs, students compare Spanish and English usage of the preterite and simple past tenses

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UNIT # 11: Tierra y aventura

GOALS:

- Study the geography of Latin America
- Study marketing and its importance in the commercial world
- Study verb tenses, punctuation, metaphors and similes, orthography
- Read poetry and selections from a novel
- Write an ad

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Study the present progressive tense • Practice spelling with “r,” and “rr” • Read the poem “Canción del pirata” by José de Espronceda, and a piece of the novel “Desde lejos para siempre” by Nicolás Mihovilovic 	<ul style="list-style-type: none"> • Utilize Web Quest activities • Study vocabulary relating to fluvial systems • Read articles relating to tropical jungles, high plateau lands, lowland flats, and Patagonia • Draw maps of Mexico, Central America, the Caribbean, and South America including fluvial systems • Research the growing influence of Latino consumers on marketing in the United States

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:

- 1) Communication – Students provide and obtain information relating to the following:
 - a) The geography of Latin America
 - b) Marketing terminology
 - c) Analyses of the poem “Canción del pirata” and the selected passage from the novel “Desde lejos para siempre”
 - d) Different types of advertisements
 - e) Use of persuasive discourse
- 2) Connections – Readings on geographical areas are similar to what students read in their social studies classes; readings about marketing establishes connections with business and marketing
- 3) Cultures – Students discuss the poem “Canción del pirata” by José de Espronceda, and a portion of the novel “Desde lejos para siempre” by Nicolás Mihovilovic
- 4) Comparisons – Students compare Spanish and English usage of punctuation

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UNIT # 12: Leyenda y vida”

GOALS:

- Learn about the importance of protecting the environment
- Learn relevant ecological terminology
- Study reflexive verbs in Spanish and English
- Learn orthography

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Study the pronunciation and orthography of “h,” “y,” and “ll” • Read the Mexican American legends “La Malinche” and “La Llorona”; read poetry about life and death: “Coplas” by Jorge Manrique, “La vida es sueño” by Calderón de la Barca and “Triolet” by Manuel González Prado; read a chapter of “El Quijote” by Miguel de Cervantes Saavedra • Write a play • 	<ul style="list-style-type: none"> • Study photographs of Mexican volcanoes with the ages-old legends relating to their formation • Make up true/false statements relating to the legends of La Malinche and La Llorona • Discuss the connection with music of the legend La Llorona • Create original sentences utilizing words with similar roots (“contaminar” –“la contaminación”) • Write a typical daily schedule using only reflexive verbs

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:

- 1) Communication – Students exchange opinions on the following:
 - a) The Mexican American legends of “Marina la Malinche” and “La Llorona”
 - b) Ecological terminology
 - c) Reflexive verbs
 - d) Analyses of three poems and an excerpt from “El Quijote”
 - e) Dramatizations of the chapter they will have read from “El Quijote”
- 2) Communities – Students speak with officials about ecological problems in the community and what they plan to do about them; follow-through with class discussion
- 3) Cultures – Students experience the poems “Coplas por la muerte de su padre” by Jorge Manrique, “La vida es sueño” by Calderón de la Barca, and “Trioleto” by Manuel González Prada; students discuss a chapter of the novel “El ingenioso hidalgo don Quijote de la Mancha” by Miguel de Cervantes Saavedra
- 4) Comparisons – Students compare Spanish and English usage through study of reflexive verbs

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UNIT # 13: Lo indígena

GOALS:

- Study important pre-Columbian groups
- Conjugate verbs
- Study regional variations in pronunciation and word usage
- Read a poem and an excerpt from a novel

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Learn the preterite tense verb forms of some irregular verbs • Read “¿Quién sabe?” by José Santos Chocano and a fragment of the novel “Walimai” by Isabel Allende • Compare the past tense of English and Spanish • Learn about government and its different forms 	<ul style="list-style-type: none"> • Utilize Self-Check Quizzes • Create original sentences using new words relating to indigenous groups • Summarize paragraphs read relating to the Incas and the Aztecs • Discuss government and politics using a list of five political leaders mentioned • Define vocabulary relating to democratic and autocratic governments

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)
The students will achieve the following content standards:

- 1) Communication – Students will communicate in spoken and written (persuasive essay using political terminology) Spanish on the following topics:
 - a) Some pre-Columbian groups
 - b) Governmental terminology
 - c) Reading, discussing and analyzing a poem and an excerpt from a novel
- 2) Connections – Readings about government establish a connection another discipline
- 3) Communities – If students have previously lived under an autocratic or despotic government, have them give any opinions of such a system; students compare regionalisms and pronunciation variations that exist within the class: students' minds open to the fact that there is not just one correct way to say something
- 4) Cultures – Students experience the poem “¿Quién sabe?” by José Santos Chocano; discuss a fragment of “Walimai” by Isabel Allende
- 5) Comparisons – Students compare Spanish and English to strengthen their skills in both language: the use of the subject pronoun

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Department: Modern Languages
Course Title: Spanish for Heritage Learners

UNIT # 14: Comida y vida

GOALS:

- Study the influence of geography on everyday life in Latin America
- Learn necessary elements in order to maintain health
- Conjugate verbs
- Study regionalisms in Spanish and in English

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ul style="list-style-type: none"> • Study the present and preterite tenses of radical changing verbs • Learn how English influences Spanish • Learn what a fable is and read “El cuervo y el zorro” by Félix de Samaniego • Learn how to pronounce and correctly words which carry the consonant “x” 	<ul style="list-style-type: none"> • Practice reading aloud an article relating to life in Latin America • Read definitions of words relating to flora, fauna and give some examples • Compare a typical house of the jungle with one of the highland plateau • Read article relating to personal hygiene, nutrition, and exercise; discuss caloric intake and changes from adolescence to the adult years • Student takes dictation of present and preterite tense verb forms of radical changing verbs

Content Area Standards (National Standards of the American Council of Teachers of Foreign Languages)

The students will achieve the following content standards:

- 1) Communication – Students engage in conversation and writing on the following:
 - a) How geography affects life in Latin America
 - b) Health terminology and including the terms in a written personal letter
 - c) Fables
- 2) Communities – Students who have lived in Latin America tell where and describe some aspects about where they lived: weather, seasons, and terrain
- 3) Connections – Readings about health establishes a connection with another discipline; a study of fables in Spanish connects to whether students have previously read any of Aesop's fables in English
- 4) Cultures – Students analyze the fable “El cuervo y el zorro” by Félix de Samaniego
- 5) Comparisons – Students compare some words of current usage in English, which come from Spanish (“adiós” – “corral” – “piñata” – “cantina” – “patio” – “sombrero”)