

Grade: 9-10

Course Title: MYP Heritage Spanish 1

Course Overview

This Heritage Spanish course is designed for native and bilingual Spanish-speaking students. The course is taught exclusively in Spanish, and will develop students' communicative competence in reading and writing in their native language. In addition, it will enhance students' use of academic language as well as strengthen their cultural awareness and understanding of the Spanish-speaking world.

Unit #1

Title: Our Identity

Key Concept	Related Concept(s)	Global Context
Communication	Audience, Word Choice	Identities & Relationships

Conceptual understanding(s): We communicate effectively with different audiences through thoughtful word choice and accurate form.

Statement of Inquiry: We, as individuals with complex identities, communicate effectively with different audiences through thoughtful word choice and accurate form.

Standards:

- 12.1.S2.B.- Know expanded vocabulary forms and structures used in basic speaking and writing
- 12.1.S2.A- Refine knowledge of the sound system and spelling patterns of the target language.
- 12.3.S2.B- Explain cultural patterns of daily social interaction
- 12.3.S4.C - Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures

Content:

- Identity: Hispanic, Latino(a)/Latinx, Chicano(a), Spanish
- Code-switching/dominant language
- Alphabet
- Spelling: Numbers 1-1 million
- Parts of the language: adjective, conjunction, possessive adjectives, adverb, preposition, article, noun
- Gender and Numbers rules
- Origin of last names
- Cognates - focus on spelling

Skills:

- Present information on one's own complex identity in spoken and written form
- Write sentences using correct spelling
- Write clear, concise sentences following the order: subject + verb + complement

- Spell cognates correctly and identify patterns
- Define code-switching and discuss its place in today's society on a personal level
- Identify synonyms to common verbs and use in sentence form
- Read and comprehend biographical information on influential Latinos in the USA
- Investigate origins of common last names
- Identify the number and gender of nouns
- Divide words into syllables

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: What is ethnicity, nationality and race? What are the advantages and challenges of being bilingual in the USA? What language strategies do you use to navigate the world in which you live?
- Conceptual: In what ways are identities complex? Who are we as individuals?
- Debatable: In what ways is human identity fluid? Will future generations of your family speak Spanish? Why or why not?

Resources:

Casas, Margarita. "Nuestra Identidad." *Español Para Hablantes de Herencia.: Primer y Segundo Semestre. (Spanish Edition)*, 2019.

Unit #2 Title: Hispanic Roots and the Spanish Language

Key Concept	Related Concept(s)	Global Context
Communication	Accent, Word Choice	Personal and Cultural Expression

Conceptual understanding(s): Effective communication, such as clear messaging, occurs when one carefully considers word choice and accent.

Statement of Inquiry: Word choice and proper use of accent impacts messaging tied to cultural identity and leads to effective communication.

Standards:

- 12.3.S2.B- Explain cultural patterns of daily social interaction
- 12.3.S4.C - Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures
- 12.1.S2.B. - Know expanded vocabulary forms and structures used in basic speaking and writing.

Content:

- Hispanic origin in the USA
- Regular and Irregular present tense verbs
- Reflexive Verbs
- Register and Informal Language

- False cognates and “Espanglish”
- Punctuation
- Language Schools
- Organizing writing

Skills:

- Identify and use colloquial and formal language correctly in context
- Conjugate verbs correctly in the present indicative and use in sentence form
- Compare and contrast
- Identify false cognates and expressions and use correctly in written form
- Identify key information and related details within reading and listening texts
- Write in the present tense using a range of vocabulary
- Identify synonyms and utilize in context
- Write using correct punctuation including accent marks

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: What are the roots of the Spanish language in the USA? What is colloquial language?
- Conceptual: How does one’s accent and word choice impact the messages relayed? How does one’s word choice and accent relay messages about a person’s culture?
- Debatable: Why do accents matter? IN what ways are accents and word choices tied to personal and cultural expression?

Resources:

Casas, Margarita. “Las Raíces Hispanas y el idioma Español.” *Español Para Hablantes de Herencia.: Primer y Segundo Semestre. (Spanish Edition)*, 2019.

“Learning Spanish: Hispanic Culture.” *Discovery Education*, Middlebury Interactive Languages, 2013, <https://app.discoveryeducation.com/learn/videos/5a31701a-d641-45c4-942b-d6e5b97b7d91>.

Unit #3

Title: Food and Identity

Key Concept	Related Concept(s)	Global Context
Culture	Voice, Message	Identities and Relationships

Conceptual understanding(s): Messages about culture are voiced in a variety of ways.

Statement of Inquiry: We voice messages about our cultural identities through our relationships with food.

Standards:

12.1.S3.D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.

- 12.1.S2.B. Know expanded vocabulary forms and structures used in basic speaking and writing.
- 12.3.S3.A. Explain a variety of services, products and customs of the target culture
- 12.3.S4.D. Synthesize cultural information acquired in the target language for use in other subject areas

Content:

- Dishes of the Spanish-speaking world
- Food as identity
- Alfajores (Type of Cookie popular in Argentina)
- Diet and Culture
- Biography: Sonia Sotomayor

Skills:

- Identify and analyze different cultural values
- Compare and analyze practices related to diets
- Identify and utilize prefixes and suffixes in order to expand vocabulary
- Write using correct punctuation in Spanish
- Identify key information and related details in reading and listening texts
- Conduct research, cite sources and present to an audience
- Write and speak in the present progressive

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: What foods are eaten in your community? What foods do you associate with your identity?
- Conceptual: What cultural messages are voiced and where?
- Debatable: Why do diets vary? Which diets share similarities and why?

Resources:

Casas, Margarita. "Comida e Identidad." *Español Para Hablantes de Herencia.: Primer y Segundo Semestre. (Spanish Edition)*, 2019.

Studies Weekly. *Sonia Sotomayor (Español)*. Youtube, 9 May 2016, <https://www.youtube.com/watch?v=F1ZrlbtadS8>.

Stricker, Romina. *RECETA DE ALFAJORES DE MAICENA: La Que Uso Para Vender En Mi Emprendimiento*. Youtube, 11 Aug. 2021, <https://www.youtube.com/watch?v=oyR-EoGqi0M>.

Unit #4

Title: Can history absolve them?

Key Concept	Related Concept(s)	Global Context
Connections	Point of View, Context	Orientation in space and time

Conceptual understanding(s): Shared points of view lead to connections amongst groups of people.

Statement of Inquiry: We connect with and share points of view on figures throughout time by seeking to understand time period and contexts.

Standards:

- 12.1.S3.C Recognize advanced vocabulary through listening and reading selections
- 12.1.S4.E Describe the influence of historical events in the target culture/language that have an impact on the English language and culture
- 12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing.
- 12.3.S4.C Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.
- 12.3.S3.D Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.

Content:

- Famous heroes and villains
- Political personalities
- Historical figures
- Cultural ambassadors
- Biography of Sandino and Somoza
- Women's vote in Hispanic Countries
- Memes

Skills:

- Identify and analyze different perspectives
- Use irregular preterite verbs in context
- Identify false cognates
- Identify key information from reading and listening texts
- Identify antonyms
- Revise and edit written work
- Conjugate regular and irregular verbs in the past tense utilizing correct punctuation
- Communicate effectively with peers
- Justify opinions using textual evidence

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: What are characteristics of heroes? What are characteristics of villains?
- Conceptual: How do varying points of view impact individual connections with others?
- Debatable: Which individuals are considered heroes by some and villains by others? Why do points of view vary? Are all heroes of past generations still considered heroes? Why or why not?

Resources:

Casas, Margarita. "¿Que la historia los absuelva?" *Español Para Hablantes de Herencia.: Primer y Segundo Semestre. (Spanish Edition)*, 2019.

Unit #5		Title: Myths and Legends	
Key Concept		Related Concept(s)	
Creativity		Structure, Word Choice	
Global Context Personal and cultural expression			
Conceptual understanding(s): We can demonstrate creativity by choosing words thoughtfully and being mindful of grammatical structures.			
Statement of Inquiry: Thoughtful word choices and use of a variety of grammatical structures leads to the expression of greater creativity.			
Standards:			
12.1.S4.F. Research, analyze and describe the target language’s influence in different areas of the school curriculum.			
12.1.S3.C. Recognize advanced vocabulary through listening and reading selections			
12.1.S3.B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.			
Content:			
<ul style="list-style-type: none"> ● La Llorona ● False cognates ● Magic Realism and Modernism ● Hispanic Authors <ul style="list-style-type: none"> ○ Pablo Neruda ● Interpreters versus Translators ● Punctuation and ● Literary Elements 			
Skills:			
<ul style="list-style-type: none"> ● Write using correct accents and punctuation ● Write using the preterite, imperfect and the past perfect tenses ● Maintain conversations about everyday topics with peers ● Choose the correct verb tense depending on context ● Narrate a story from the past ● Identify key information from writing and listening texts ● Read, interpret and give opinions on memes ● Analyze a poem or story and distinguishing literary elements 			
Inquiry Questions: <i>(include factual, conceptual, debatable)</i>			
<ul style="list-style-type: none"> ● Factual: Which Hispanic authors have written key pieces of literature? ● Conceptual: How does thoughtful word choice and recognition of grammatical structures lead to great creativity? ● Debatable: Why do myths and legends persist? 			

Resources:

Casas, Margarita. "Mitos y Leyendas." *Español Para Hablantes de Herencia.: Primer y Segundo Semestre. (Spanish Edition)*, 2019.

Lavin Cerda, Hernán. "50 años de los sonetos de amor: Pablo Neruda." *Siempre!*, vol. 56, no. 2942, 1 Nov. 2009, pp. 76+. *Gale OneFile: Informe Académico*, link.gale.com/apps/doc/A213527742/IFME?u=ben34603&sid=bookmark-IFME&xid=3c01e94e. Accessed 13 Feb. 2022.

Suárez del Real, José Alfonso Aguilera. "Sincretismo teatral en Xochimilco: La Llorona." *Siempre!*, vol. 63, no. 3303, 2 Oct. 2016, pp. 60+. *Gale OneFile: Informe Académico*, link.gale.com/apps/doc/A469848987/IFME?u=ben34603&sid=bookmark-IFME&xid=720460af. Accessed 13 Feb. 2022.

Unit #6	Title: Education
----------------	-------------------------

Key Concept	Related Concept(s)	Global Context
Culture	Form, Function	Fairness and Development

Conceptual understanding(s): Culture influences the form and function of education.

Statement of Inquiry: As culture develops and evolves, so does education.

Standards:

- 12.1.S4.A. Know and compare distinct regional accents of the sound system of the target language.
- 12.1.S4.B. Know enhanced vocabulary and idiomatic expressions used in complex oral and written communications.
- 12.3.S4.A. Analyze unfamiliar products, customs and institutions of the target culture.
- 12.3.S3.C. Compare and contrast the similarities and differences in social institutions between cultures.

Content:

- Argentinian/Uruguayan Spanish
- Biography: Juan Luis Vives March
- Education around the world
 - University of Mexico
 - Bilingual Education
- Verb Prepositions
- Superlatives
- Letters b and v

Skills:

- Compare and contrast using superlatives
- Use informal vos and tu in context
- Identify key facts and details from reading texts
- Spell words with letters b and c correctly
- Write paragraphs that flow using transitions and connecting words and phrases
- Investigate and present information logically

Inquiry Questions: *(include factual, conceptual, debatable)*

- Factual: What educational systems exist in the USA? What
- Conceptual: How does the form and function of education differ internationally? How has the educational system in your home country developed over time?
- Debatable: Why don't all children have access to education? What is necessary in order to create a more equitable educational system?

Resources:

Casas, Margarita. "La educación." *Español Para Hablantes de Herencia.: Primer y Segundo Semestre. (Spanish Edition)*, 2019.