

CURRICULUM OUTLINE

HERITAGE LANGUAGE ARTS LEVEL 1

CREATED BY: JOANNA MENZIE

The following curriculum incorporates the units and activities that would best suit a Heritage Language Learner (HLL) in order to develop their language skills based on what research has stated as the needs of HLLs. HLLs find difficulties with identity, linguistic and dialectal differences, literacy issues and language development compared to a student who is not a HLL in the language classroom. The purpose is to develop HLLs' literacy through reading, writing, speaking and listening simultaneously in order to develop "a deeper conceptual and linguistic proficiency" geared towards complete biliteracy (Bateman & Wilkinson, 2010, p. 326). The curriculum allows HLLs to understand their language and culture more completely so they can create their identity as a HLL.

BIG IDEA – IDENTITY	BIG IDEA–HISTORY OF CULTURES	BIG IDEA – COMMUNITY & EDUCATION
TIME FRAME: 4 weeks	TIME FRAME: 2-3 weeks	TIME FRAME: 4 weeks
THEME – Who am I? <i>Overarching question:</i> “Where do I come from?”	THEME - <i>Overarching question:</i> “How has the language and culture evolved throughout history?”	THEME – Involvement in the Town <i>Overarching question:</i> “How can I participate in the Spanish community?”
SUBTHEMES – <ul style="list-style-type: none"> - Family history - Ethnicity - Traditions - Connection to community - Personal traits 	SUBTHEMES: <ul style="list-style-type: none"> - Geography - Pre-Columbian groups - Colonization (C. Columbus) - (connected to Social Studies unit) - Caribbean influence - Influence on modern day Spanish in area 	SUBTHEMES: <ul style="list-style-type: none"> - Places around town - Promoting Spanish in Rochester - Community involvement - Careers - Work skills - Connect to FACS class
STANDARDS – <i>ACTFL</i> – 1.2, 1.3, 2.1, 2.2, 3.2,4.1, 4.2, 5.1, <i>Reading (CCLS)</i> – 1, 3, 6, 10 <i>RL 8.1, 2, 3, 4, 5, 6</i> <i>Writing (CCLS)</i> – 4, 5, 8 <i>Speaking & Listening (CCLS)</i> – 1, 3, 5, 6 <i>Language (CCLS)</i> – 3, 4, 5, 6	STANDARDS- <i>ACTFL</i> – 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, <i>Reading (CCLS)</i> – 1, 5, 7, 8, 9, 10 <i>Writing (CCLS)</i> – 1, 2, 3, 4, 5, 7, 8, 9 <i>Speaking & Listening (CCLS)</i> – 2, 3, 4, 5, 6 <i>Language (CCLS)</i> – 1, 3, 4, 5, 6 <i>Social Studies</i> – 2, 3	STANDARDS – <i>ACTFL</i> – 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, <i>Reading (CCLS)</i> – 1, 2, 7, 8, 9, 10 <i>Writing (CCLS)</i> – 2, 4, 5, 6, 8 <i>Speaking & Listening (CCLS)</i> – 1, 3, 4, 5, 6 <i>Language (CCLS)</i> – 1, 3, 4, 5, 6 <i>FACS</i> – CD 1.2, 2.3, 3.1, 3.2, 3.3, 3.4, 5.1
ACTIVITIES- <ul style="list-style-type: none"> • Researching autobiographies of Hispanics that are in power (or person of choice) so they can write their own autobiography. 	ACTIVITIES- <ul style="list-style-type: none"> • Labeling maps & learning mnemonics to remember the Spanish speaking countries • Comparing what they have learned in Social Studies to looking at the 	ACTIVITIES- <ul style="list-style-type: none"> • Create vocabulary list as a class about what places are around town & list of professions • Researching qualities one should have as an employee

<ul style="list-style-type: none"> • Comparing generational differences in order to understand how the language, culture and diversity of the population has changed (cause & effect) • Classroom visits by family members to explain the importance of the language & culture. • Reading “Cuando era puertorriqueña,” having discussions, having reading groups, clozed reading activities & creating writing workshops to focus on structure of sentences • Creating a storyboard about selected chapter in the book • Readings & discussions of how being bilingual will benefit them in the future • Persuasive writing about why future generations of HLLs should continue studying their language & culture • Comparison of holidays celebrated in their different cultures • Interviewing relatives to see where they’ve come from / experienced • Present their family history in small groups • Create a class book of their family histories • Weekly journal entries 	<p>colonization from the Hispanic’s point of view</p> <ul style="list-style-type: none"> • Comparison charts to organize information about the pre-Columbian era& pinpointing on the map where the Aztecs, Incas and Mayans were located • Using art to portray how the pre-Columbian civilizations felt about the colonization and writing a story to capture what happened to their civilizations (can be through drawing/painting/making a collage) • Analyzing maps to see how the Columbian era affected where people lived (& how they lived) • Reading how the pre-Columbian civilizations were and comparing them to how the language and culture has evolved today. • Interviewing family members about what they remember about their parents / grandparents / what they learned in school about who had the major impact in the Caribbean • Researching how the Caribbean has evolved. Making the connections to Africa • Analyzing pictures of how there are ruins today from civilizations and researching how these people still hold the culture. 	<ul style="list-style-type: none"> • Interviewing teachers / family members about what makes a qualified worker – Create a class list • Preparing a résumé (w/FACS class) • How to speak assertively & respond to interview questions in Spanish • Mock interview • Field trips to area businesses and comparing / contrasting how the businesses look and attract the consumer. • Interviewing someone at a place owned/operated by a Hispanic to see what difficulties they’ve endured. What they’d like to see more of around town. Come up with class list of questions • In groups, come up with a solution to fix any of the problems the businesses brought up& present ideas to the class... is there one we can do together as a class to act on? • Create a class plan for one way to promote Spanish in the community and act on it. (flyers, hold an event to get the school / community involved, etc) • Writing activities about what you can do around town & what more we should do in order to promote Spanish and the community coming together
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<p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Magazine / news articles about how Spanish is more prominent in the U.S. • - “Cuándo era Puertorriqueña” book 	<ul style="list-style-type: none"> • Journal entries about how they are connecting what they are learning and how it impacts them. What they think about what happened, how the cultures keep the history of their country prominent in today’s world <p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Historical readings on the existence of the pre-Columbian civilizations & how they lived • Poems / short stories about how the civilizations felt 	<p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Magazine / journal articles about what skills a qualified worker holds • Business Journal – how are businesses successful? • Readings about what other Spanish speaking communities do to promote the language & culture
<p>ASSESSMENTS-</p> <ul style="list-style-type: none"> • Interviewing family member • Contribution to the class book • Test on “Cuándo era Puertorriqueña” • Continual informal assessments daily based on activities given 	<p>ASSESSMENTS-</p> <ul style="list-style-type: none"> • Quiz on where countries are located • Test on history of pre-Columbian era • Continual informal assessments daily based on activities given 	<p>ASSESSMENTS-</p> <ul style="list-style-type: none"> • Interview (speaking) • Presentation of solution • Continual informal assessments daily based on activities given

BIG IDEA – FOOD	BIG IDEA – HEALTH	BIG IDEA – THE ENVIRONMENT
TIME FRAME: 4-5 weeks	TIME FRAME: 3-4 weeks	TIME FRAME: 2-3 weeks
THEME – <i>Overarching question:</i> “Where does our food come from?”	THEME – Healthy Lifestyles <i>Overarching question:</i> “How do I maintain a healthy lifestyle?”	THEME – Cause & Effect <i>Overarching question:</i> “What creates the environment?”
SUBTHEMES: <ul style="list-style-type: none"> - Differences in Hispanic food - Origin of products - Migrant workers / Farms - Recipes - Cooking - Connect to FACS class 	SUBTHEMES: <ul style="list-style-type: none"> - Health & fitness plans - Nutrition - Healthy vs. Non-healthy foods - Promoting healthy living - Exercise programs - Connect to Health and PE class 	SUBTHEMES: <ul style="list-style-type: none"> - Animal species – Life Cycles - Ways to save the environment & the animals - Pollution and Waste - Recycling – How it helps - Connection to Science class
STANDARDS – <i>ACTFL</i> –1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, <i>Reading (CCLS)</i> – 1, 2, 5, 7, 9, 10 <i>Writing (CCLS)</i> – 1, 2, 4, 5, 6, 7, 8, 9 <i>Speaking & Listening (CCLS)</i> – 1, 2, 3, 4, 5, 6 <i>Language (CCLS)</i> – 1, 2, 3, 4, 5, 6 <i>FACS</i> – NW.1.5, 2.1, 2.2, 2.7, 4.4, 5.5 <i>CCSS.Math.Content.5.NF.B.7.c</i>	STANDARDS – <i>ACTFL</i> –1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, <i>Reading (CCLS)</i> – 1, 2, 4, 5, 7, 8, 9, 10 <i>Writing (CCLS)</i> – 1, 2, 4, 5, 6, 7, 8, 9, 10 <i>Speaking & Listening (CCLS)</i> – 1, 2, 3, 4, 5, 6 <i>Language (CCLS)</i> – 1, 2, 3, 4, 5, 6 <i>FACS</i> – NW. 2.1, 2.2, 2.4, 3.3, 3.4,	STANDARDS – <i>ACTFL</i> – 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, <i>Reading (CCLS)</i> – 1, 2, 3, 5, 7, 8, 9, 10 <i>Writing (CCLS)</i> – 1, 2, 3, 4, 5, 6, 7, 8, 9 <i>Speaking & Listening (CCLS)</i> – 1, 2, 3, 4, 5, 6 <i>Language (CCLS)</i> – 1, 3, 4, 5, 6 <i>Science</i> – S 1.1.1, 1.1.2, 7.1.1, 7.1.2
ACTIVITIES- <ul style="list-style-type: none"> • Vocabulary list of common foods in the U.S. along with food products used in Spanish-speaking countries • Researching typical dishes in Spanish-speaking countries & creating a picture chart of 4 common dishes they found with a description. 	ACTIVITIES- <ul style="list-style-type: none"> • Read and comprehend the food pyramid. Fill out the food pyramid with foods to review last unit • Researching and investigating what nutrition is in order to stay healthy for a teenager. Each group will have one part of nutrition, research it and create 	ACTIVITIES- <ul style="list-style-type: none"> • Animal species inquiry – choose one species and look up the life cycle, most important facts, how the animal has evolved over time, different types of the animal, what the future looks like for them, etc.. Present • Creating a text map for one resource they utilized during research

<ul style="list-style-type: none"> • Cloze readings about the different types of foods around the world • Interviewing family members about what traditional dishes they grew up eating and still make today • Describing foods based on their quality and what they're made of • Documentaries about agriculture and how farms work • Visiting an area farm to speak to the crop manager and the migrant workers • Having an open discussion about their experience at the farm & how agriculture influences our life • Creating a comparison chart about what Hispanic foods are made from and the type of food most Americans eat. • Writing a CEEI (Claim, Evidence, Explanation, Interpretation) paragraph about the difference in Hispanic foods based on research of topic • Analyzing recipes to see the basic form of food • Utilizing Math fractions to understand measurements • Researching recipes for a dish they want to prepare in groups. • Cooking in groups to create their dish • Creating their shopping lists and going on a field trip to buy the ingredients 	<p>a presentation. Create a class nutrition book</p> <ul style="list-style-type: none"> • Keep a log of food intake • Cloze reading exercises on healthy vs. unhealthy foods. What makes them unhealthy? • Reflect at the end of every week about how they ate and what they will focus on next week • Writing an argumentative essay about why teenagers need to stay active, why that is hard in today's society • Research exercise programs or how people stay fit. Choose one as a class to participate in for a day (stations) • Journal entry about how they will continue to stay active • Creating an ad/flyer for healthy living to promote exercise, good eating or tips to staying healthy • Co-teach with PE teachers to lead activities to keep the students fit (but in Spanish!) 	<ul style="list-style-type: none"> • Present about species to class & create a class book • Researching pollution and how it has harmed wildlife – look up major events and the effects it had. Creating a cause & effect chart/diagram • Analyzing data about how recycling has helped the Earth & air • Having an open discussion about ways they think are best to prevent pollution, sharing their 'solutions' and giving each other feedback verbally • Creating ideas about ways to solve pollution/waste & creating a way to promote the 'solution' (collecting cans, creating pamphlets, flyers, etc) • Writing a description about how their solution came about, why it's important, how they see it benefiting the environment & what the next steps could be. • Journal writing: opinions on what the class came up with and which way they think is the best to continue to make the world a cleaner place
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<ul style="list-style-type: none"> • Reflection on the food products (opinions, likes/dislikes, what was difficult, etc). • Writing critiques on other dishes once they try them (also on presentation of food) • Creating a class recipe book along with description of the food, how it tastes and any positive critiques they received <p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Food Magazines (recipes) • Readings from agricultural magazines 	<p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Healthy Living & Nutrition magazines • Exercise & Fitness magazines and articles 	<p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Selections from Wildlife magazines • Animal kingdom/species books • News articles about recycling
<p>ASSESSMENTS-</p> <ul style="list-style-type: none"> • Writing based on research on food • Group cooking project • Visiting the farm & interviewing them • Continual informal assessments daily based on activities given 	<p>ASSESSMENTS-</p> <ul style="list-style-type: none"> • Test on nutrition and food • Ad/Flyer • Debating about best ways to stay healthy • Continual informal assessments daily based on activities given 	<p>ASSESSMENTS –</p> <ul style="list-style-type: none"> • Researching animal species and pollution, presenting on findings • Debating about ways to keep the environment clean • Solution about how to help the environment • Continual informal assessments daily based on activities given

BIG IDEA – ART & POETRY	BIG IDEA – READING (Literature Unit)	
TIME FRAME: 4-5 weeks	TIME FRAME: 5-6 weeks	
THEME – Symbolism <i>Overarching question:</i> Is there only one meaning to art?	THEME – Novel in Spanish <i>Overarching question:</i> How can I connect the book to what I’ve learned this year?	
SUBTHEMES : <ul style="list-style-type: none"> • Genres of poetry • Famous Hispanic painters • Symbolism • Culture in art / poetry • Music lyrics • Connection to Art & English class 	SUBTHEMES: **Book** “How the Garcia sisters lost their accent” By Julia Alvarez <ul style="list-style-type: none"> • Mixing of cultures • Difficulties of identity • Acculturation • (other themes related directly to what the book addresses) 	
STANDARDS – <i>ACTFL</i> – 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, <i>Reading (CCLS)</i> – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>RL 8.10, 11</i> <i>Writing (CCLS)</i> – 1, 3, 4, 5, 6, 7, 8, 9 <i>Speaking & Listening (CCLS)</i> – 1, 2, 3, 4, 5, 6 <i>Language (CCLS)</i> – 1, 3, 4, 5, 6 <i>Arts (incl. Music)</i> – 1, 3, 4 <i>Social Studies</i> - 1	STANDARDS – <i>ACTFL</i> – 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, <i>Reading (CCLS)</i> – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>RL 8.1, 2, 3, 4, 5, 6</i> <i>Writing (CCLS)</i> – 1, 3, 4, 5, 6, 7, 8, 9 <i>Speaking & Listening (CCLS)</i> – 1, 2, 3, 4, 5, 6 <i>Language (CCLS)</i> – 1, 3, 4, 5, 6	
ACTIVITIES: <ul style="list-style-type: none"> • Comparing different genres of poetry 	ACTIVITIES: <ul style="list-style-type: none"> • Pre-reading, during reading, post-reading activities 	

<ul style="list-style-type: none"> • Understanding the language used in poetry in order to make a connection to the feelings associated • Cloze reading of poetry • Creating pictures / representations of what the poetry means to them • Researching symbolism and pointing out the symbolism in passages read • Utilizing music lyrics as poetry to understand the deeper meaning of songs – cloze reading • Modern poetry from Hispanics to connect to the culture of students • Discussion groups about poetry they're reading and their opinions on what it symbolizes • Journal writing about how they can connect to the poems • Reciting a poem to the class • Creating their own poem / musical lyrics about any topic using symbolism • Mini art unit • Using famous works of art to view and analyze symbolism • Researching works of art (of which they can have a connection) to understand the symbolism used and the 'story' behind the painter's p.o.v. • Completing "visual read alouds" Creating own meaning of art through 	<ul style="list-style-type: none"> • Vocabulary definitions • Create a word wall • Create character biographies based on the book • Daily reading journals • Read-alouds • Cloze reading activities • Reading stations • Listening stations (if a recorded version of book) • Comparison writing: how they have experienced something similar to a situation in the book & how it has affected them. • Creating a visual for how the protagonist was feeling along with a description • Signposts / Author's craft –language used • Choosing quotes and writing about authors' purpose • Plot summary/conflict/theme/'aha' moment charts • Contrast / Contradiction evaluation • Comprehension questions • Create alternative ending for chapter/part of the book • End of book essay for common themes in book using evidence from text • Journal entries: how they can relate to what is happening in the book, their 	
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<p>writing and expressing their view of what they are analyzing</p> <ul style="list-style-type: none"> • Creating a dialogue about what is going on in a piece of art • Writing a narrative of the art based on their point of view • Creating a piece of art along with a written story about their connection to their culture and language <p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Poems relating to the “Nuyoriquan” • Selections of poetry from different genres • Biographies of poets, artists, etc. 	<p>opinion of what has happened to the main character</p> <p><u>Suggested Readings:</u></p> <ul style="list-style-type: none"> • Excerpts on acculturation in the U.S. to compare other people’s experiences 	
<p>ASSESSMENTS-</p> <ul style="list-style-type: none"> • Discussion groups about poems • Writing a poem including symbolism • Creating a story and creating an art piece to represent story • Continual informal assessments daily based on activities given 	<p>ASSESSMENTS –</p> <ul style="list-style-type: none"> • Final essay of unit • Daily “Did You Read That” Quizzes • Discussion groups about themes, conflicts in book • Continual informal assessments daily based on activities given 	