Standards-Based World Language and Culture Education: Working with Heritage Learners

University of California, Los Angeles
July 19, 2011
Brandon Zaslow
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Stage and Skill Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Language users are able to determine the overall meaning of a letter and identify some supporting details in order to plan a response.</td>
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<tr>
<td>03. Language users are able to write a short letter to a sponsoring agency describing their stay in the host country and explaining the benefits they derived from their visit.</td>
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<td>05. Language users are able to present and support an opinion about a stand taken by the United States that will negatively affect individuals of the target culture.</td>
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<td>07. Language users are able to ask and answer questions in an informal request to a government agency for a visa extension.</td>
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<td>09. Language users are able to list the articles of clothing to be cleaned in a note left to hotel staff.</td>
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<td>11. Language users are able to report the theft of personal valuables to a target-culture law enforcement agency.</td>
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<tr>
<td>13. Language users are able to understand the ideas and most supporting details of a variety of target-culture literary texts recommended to them by a member of the target culture.</td>
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<tr>
<td>15. Language users are able to identify memorized words and phrases in a radio weather report and dress appropriately.</td>
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<td>02. Language users are able to understand the main ideas and most supporting details of a newspaper report that is having an impact on the individuals with which they are interacting.</td>
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<td>04. Language users are able to list their family members when questioned about family.</td>
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<tr>
<td>06. Language users are able to ask and answer questions dealing with simple personal information when presented to a friend of a target-culture host.</td>
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<tr>
<td>08. Language users are able to determine the overall meaning of a phone message and identify some supporting details when taking a message.</td>
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<tr>
<td>10. Language users are able to understand the ideas and most supporting details of a panel discussion dealing with the platforms of various political candidates while at a formal target-culture gathering.</td>
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<tr>
<td>12. Language users are able to understand the main ideas and most supporting details of a television interview with a famous actor while participating in a leisure activity representative of the target culture.</td>
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<tr>
<td>14. Language users are able to write a response to a target-culture editorial in which they discuss in detail and with precision a differing point of view.</td>
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<tr>
<td>16. Language users are able to identify memorized words and phrases in a supermarket advertisement in preparation for shopping.</td>
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THE LANGUAGE LEARNING CONTINUUM
(A Window on Student Language Proficiency)

The ACTFL Proficiency Guidelines provide a common metric against which to measure performance in a second language. Because the major goal of instruction is to develop proficiency in languages other than English, measures of student progress through the stages are essential. Compatible assessments include: the Classroom Oral Competency Interview, the Classroom Writing Competency Assessment, and the Classroom Receptive Competency Matrix.

<table>
<thead>
<tr>
<th>STAGE I, Novice</th>
<th>Learners comprehend and produce (functions) memorized words and phrases (text-types) dealing with discrete elements of daily life (content) in highly predictable common daily settings (contexts/accuracy).</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE II, Intermediate</td>
<td>Learners comprehend and produce (functions) sentences and strings of sentences (text-types) dealing with topics related to self, the immediate environment, survival and courtesy (content) in some informal and transactional settings (contexts/accuracy).</td>
</tr>
<tr>
<td>Created Language</td>
<td></td>
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<tr>
<td>STAGE III, Advanced</td>
<td>Learners comprehend and produce (functions) oral and written paragraphs and strings of paragraphs (text-types) dealing with concrete and factual topics of public interest (content) in most informal and some formal settings (contexts/accuracy).</td>
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<tr>
<td>Planned Language</td>
<td></td>
</tr>
<tr>
<td>STAGE IV, Superior</td>
<td>Learners comprehend and produce (functions) oral and written essays (text-types) dealing with unfamiliar, abstract, practical, social and professional topics (content) in most formal and informal settings and problem situations (contexts/accuracy).</td>
</tr>
<tr>
<td>Extended Language</td>
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</tbody>
</table>

2009 - California Foreign Language Project – Occidental College – www.la-stars.net

STANDARDS FOR FOREIGN LANGUAGE LEARNING IN THE 21ST CENTURY
(A Window on the Student as a 21st Century Language User)

Language and communication are at the heart of human experience. The United States must educate students who are equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which all students develop and maintain proficiency in English, in a heritage or native language should students come from non-English speaking backgrounds, and at least one other language, modern or classical.

<table>
<thead>
<tr>
<th>1.1 Interpersonal Communication</th>
<th>Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</th>
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<tbody>
<tr>
<td>1.2 Interpretive Communication</td>
<td>Students understand and interpret written and spoken language on a variety of topics.</td>
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<tr>
<td>1.3 Presentational Communication</td>
<td>Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.</td>
</tr>
<tr>
<td>2.1 Cultural Practices</td>
<td>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</td>
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<tr>
<td>2.2 Cultural Products</td>
<td>Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</td>
</tr>
<tr>
<td>3.1 Making Connections</td>
<td>Students reinforce and further their knowledge of other disciplines through the foreign language.</td>
</tr>
<tr>
<td>3.2 Acquiring New Information</td>
<td>Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.</td>
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<tr>
<td>4.1 Language Comparisons</td>
<td>Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</td>
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<tr>
<td>4.2 Cultural Comparisons</td>
<td>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</td>
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<tr>
<td>5.1 Language Beyond School</td>
<td>Students use the language both within and beyond the school setting.</td>
</tr>
<tr>
<td>5.2 Life-Long Learning</td>
<td>Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</td>
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</tbody>
</table>

STAGES OF PROFICIENCY
Scenarios have been adapted from Standards for Foreign Language Learning in the 21st Century

Students use
1.0 formulaic language (learned words, signs [ASL] and phrases).
2.0 created language (sentences and strings of sentences).
3.0 planned language (paragraphs and strings of paragraphs).
4.0 extended language (coherent and cohesive multi-paragraph texts).

..... Standards for Chinese Language Learning
Mrs. Yen’s Chinese for Native Speakers class reads a novel written in Mandarin by an Chinese immigrant living in the United States. Students are divided into four groups to write a script for a four-act play in Chinese based on the novel. The first act focuses on a boy prior to his departure from his family in China; the second act shows him being reunited with his father in San Francisco; the third act depicts the survival of the boy and his father after the 1969 earthquake; and the last act shows the fulfillment of the father’s dream. Students divide up the roles and responsibilities, produce props, make their own costumes, and present the entire play to an audience from the Mandarin speaking community. In order to support their views and exchange reflections about this book, students examine authentic materials that are available in Mandarin and compare them to what is available in English. Students research past and current immigration laws, analyze social and economic issues during different periods in the history of Chinese immigration to the United States, and compare the background of early immigrants in the novel with those newly arrived. Students interview members of the local community in Mandarin and compare their lifestyles with the characters. Some students become interested in drama and play production and enroll in a variety of classes.

..... Standards for Learning French
Haitian art, in its naïf style, depicts daily life in the Caribbean. The teacher of a middle school French class frequently uses scenes from Haitian paintings to teach common vocabulary, such as city and country, transportation, colors, sizes and daily activities. Using books found in the library, students in pairs take turns looking at the illustrations and selecting a favorite painting. They then present their painting to the class describing the scene in simple terms in French. Using the paintings the students have selected in juxtaposition with American scenes, the teacher asks the students to compare and to contrast life in the two countries as seen through the eyes of the artists. Using contemporary photos of Haiti, students compare their scenes with the art representations. Finally, students with the help of the teacher, make their own naïf paintings, in the Haitian style, to show scenes of their own daily activities. Students present their paintings to the class and later donate their art to a local bank in the Haitian community. Many discover their artistic talents and continue to study art both inside and outside of school.

..... Standards for Learning Japanese
Students at West High School work in groups to author children’s books in Japanese. Students begin the project by examining Japanese children’s books, viewing several model books from past years’ classes, and discussing how their work will be assessed. Students plan their stories together, integrating themes studied during the quarter (professions, community, homes, family, etc.). Students co-author the text of their books and engage in peer editing prior to submitting their drafts for teacher feedback. They complete their illustrated books and read them aloud to the class. Following the reading, listeners answer comprehension questions designed by each book group. Then students visit local elementary school Japanese programs to read their stories to students there. Photocopied books are made for each student to keep. Students complete a project evaluation form, contributing insights into what they learned and what they wish they had known to better complete the project. Many students continue to write books for the elementary school library and visit to read with younger students.

..... Standards for Learning Spanish
Students in a literature course learn about critical approaches to literary texts. For each of the approaches they study, they interpret several texts. As a culminating project, the instructor forms groups of four students and assigns to each group several texts by a Spanish American or Spanish author who is actively engaged in his or her craft. The students in each group read the texts assigned, write about them in their journals, and send their journal entries to the other group members via e-mail for comments and discussion. The tasks for the next stage are for each student to write an interpretive paper of five to seven pages in length from a particular critical stance. The students read the papers of the other group members and work collaboratively both on the content of their groups’ papers and on sentence level editing. The papers are then turned into the instructor for further feedback. After receiving the papers with the instructor’s comments, the group members meet again to reduce each paper to two to three pages and produce a packet of interpretations plus a cover letter to the author of the texts, explaining the project and inviting the author’s response to their work. For the final stage of the project, the members of each group present a report to the class, which includes a summary/description of the texts, a brief interpretation according to the critical perspectives of the group members, and a description of the reaction of the author. The final product submitted to the instructor includes the materials sent to the author and the author’s response as well as the revised version of the interpretive paper.
### Standards for Chinese Language Learning

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A FRAMEWORK-ALIGNED INSTRUCTIONAL SEQUENCE

Objectives (3 Types) ...... ...... ......

Exploratory Activities (pre-teaching, input/output) ...... ...... ......

Listening/Reading (enabling, input) ...... ......

Analysis/Discovery of Grammar (enabling) ......

Meaningful and Personalized Guided Practice (enabling, input/output) ......

Expansion Activities (Integrative Application and Extension) (input/output) ......

Evaluation (3 Types) ...... ...... ......

(a) for knowledge
(b) spark student interest in the unit’s theme
(c) provide opportunities for students to reflect on the meanings of the unit and to use language to apply its lessons in culturally-valid, real world situations (focus on meaning + form)
(d) for communication (focus on meaning + form/culturally-valid, real-world)
(e) of knowledge
(f) develops independent academic capacity—particularly reading (analytic/synthetic/personal questions)
(g) uses critical thinking skills to induce grammar
(h) of control of vocabulary, structure and culturally appropriate behavior (form + meaning)
(i) practices vocabulary, structure and culturally appropriate behavior in controlled situations (focuses on form + meaning)
(j) prepare students to successfully interact with oral/written texts (vocabulary/structure; cultural/academic knowledge)
(k) of communication (meaning + form/culturally-valid, real-world)
(l) for control of vocabulary, structure and culturally-valid, real-world (focus on form + meaning)
(m) tap into students’ background knowledge
(n) develops student’s receptive proficiency

From Zaslow, “Standards-Based Language Instruction”
2010 - California Foreign Language Project – Occidental College – www.la-stars.net
Students write a response to the letter, “Between Worlds” in which they discuss the experiences of being a Spanish speaker in the United States. They use the letter (Charlie’s letter) as a model and respond to the topics he includes. They write about (a) their name (what others call them, the circumstances in which different names are used, whether others change their name/pronounce it poorly), (b) their use of Spanish and English, (when they speak Spanish, when they speak English, if they mix languages, the reasons for their language use), (c) what they like about being a Spanish speaker in the United States, (d) what they do not like about being a Spanish speaker in the United States, (e) a personal experience related to the theme of the letter.

When listening to the letter for the first time, students attempt to respond to prompts on the listening guide without the assistance of other classmates or the instructor. When reading the letter for the first time, students attempt to produce a response without the assistance of other classmates or the instructor.

The content of the letter emphasizes names, language use, experiences related to being a Spanish speaker in the United States and provides students with the opportunity to reflect on the underlying meaning of being “Between Worlds”.

The content of Charlie’s letter provides students with ample opportunities to reflect on/write about their experiences. When students interact with members of their group, they learn of other experiences and perspectives that help them to discover the meanings they wish to explore through their writing. Student letters are full of descriptions of the both the English and Spanish speaking worlds of which they are a part.

As students read Charlie’s letter and share their experiences with each other, they gain access to the experiences of other Spanish speakers (those born in the United States, recent immigrants, those whose parents come from different parts of the Spanish speaking world). Students use these viewpoints to clarify their own views.

Students interact with each other and the teacher throughout the instructional sequence. After listening to Charlie’s letter, students work in groups to respond to factual questions contained in a listening guide. When responding to higher order prompts on the content of the letter, student pairs discuss their answers before committing them to writing. After writing their first draft of their letter, students read their work to classmates in order to receive feedback.

Student letters are packaged and sent to Charlie who responds to them as a group. Students are aware of this part of the assignment before they begin their work. The letters they produce are truly directed to the author of “Between Worlds”.

Students analyze Charlie’s letter and discover much of the orthography of the present tense (conozco, doy/soy/voy/estoy, está/estamos, escojo/escogen, olmos/oye/olgo, sigo/siguen/seguiemos). Students use this information to monitor their writing.

Students produce a response to Charlie’s letter. Although they have received some support in constructing a response, the communication among students and between students and the teacher serve only to assist them in developing their message. The content and form of the final product is frequently quite different than the results of the student’s first attempts.
"A Letter to Charlie"

Students write a response to the letter, “Between Worlds” in which they discuss the experiences of being a Spanish speaker in the United States. They use the letter (Charlie’s letter) as a model and respond to the topics he includes. They write about (a) their name (what others call them, the circumstances in which different names are used, whether others change their name/pronounce it poorly), (b) their use of Spanish and English, (when they speak Spanish, when they speak English, if they mix languages, the reasons for their language use), (c) what they like about being a Spanish speaker in the United States, (d) what they do not like about being a Spanish speaker in the United States, (e) a personal experience related to the theme of the letter.

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Content</th>
<th>Contexts</th>
<th>Productive Functions</th>
<th>Receptive Functions</th>
<th>Text-Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When speaking and writing, students are expected to narrate, describe, explain, discuss and support opinions (produce strings of sentences orally and paragraphs and strings of paragraphs in writing). When students work in groups and share their thoughts with the class the teacher pushes them to express their thoughts in multiple sentences. The response to Charlie provides students with opportunities to narrate, describe and explain.</td>
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<td>Students are expected to produce language that is acceptable in a formal situation. This means that student production should be comprehensible to a non-sympathetic native. Errors will continue to exist in student comprehension and production; however, student errors should not prevent a native not used to dealing with language learners from understanding the communication.</td>
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<td>Students are expected to function in informal and some formal settings. The topic of the letter requires students to deal in a personal way with the formal situation of responding to a letter whose author is unknown. The task bridges the informal and formal worlds.</td>
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<td></td>
<td>Students are expected to comprehend extended discourse and produce strings of sentences orally and paragraphs and strings of paragraphs in writing. When listening to and reading Charlie’s letter, students demonstrate their ability to understand ideas developed in single and sometimes multiple paragraphs. When speaking, students are pushed to express their ideas in multiple sentences. In writing, students are expected to develop their response to the topics included in the letter in single or multiple paragraphs as appropriate.</td>
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<td></td>
<td>When listening and reading, students are expected to understand the main ideas and supporting details of narration, description and explanation (comprehend extended discourse) All of these forms of discourse are contained in Charlie’s letter. Students first listen to the letter in order to demonstrate their understanding of the facts (main ideas and details). When they read the letter, students demonstrate their understanding of the relationships between the details and the main ideas (how the details support the communication/higher order processing).</td>
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<td></td>
<td>Students are expected to deal with topics related to the external environment (concrete and factual topics of public interest). These topics include: names, language use, experiences related to being a Spanish speaker in the United States.</td>
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</table>

From Alonso-Lyrintzis and Zaslow, *Entre mundos (2nd ed.)*

2010 - California Foreign Language Project – Occidental College – www.la-stars.net
“A Letter to Charlie”

Students write a response to the letter, “Between Worlds” in which they discuss the experiences of being a Spanish speaker in the United States. They use the letter (Charlie’s letter) as a model and respond to the topics he includes. They write about (a) their name (what others call them, the circumstances in which different names are used, whether others change their name/pronounce it poorly), (b) their use of Spanish and English, (when they speak Spanish, when they speak English, if they mix languages, the reasons for their language use), (c) what they like about being a Spanish speaker in the United States, (d) what they do not like about being a Spanish speaker in the United States, (e) a personal experience related to the theme of the letter.

Comprehensible Input (Assess/Evaluate)  Integrative Application and Extension  Spiraling
Meaningful and Personalized Guided Practice  Comprehensible Output (Assess/Evaluate)  Recycling

_____________________
When students produce a response to Charlie’s letter, they must bring together the knowledge, communicative skill, an ability to monitor their production in order to create a response to it. They use these skills in order to accomplish the task. Often their ideas develop in ways that they had not anticipated as they search to find words to express their meaning.

_____________________
Students receive multiple opportunities to take in input and create output and thereby develop the flexibility that they need when carrying out this culturally-authentic, real-world task.

_____________________
Students listen to the letter, discuss its content with other classmates, read the letter and work with others to respond to higher order prompts. Listening guides determine student comprehension of factual material. Higher order prompts determine student understanding of complex relationships among ideas.

_____________________
Opportunities to interact with the content of the letter in various configurations and attempts at writing a response and sharing it with others provides access to many sources and levels of input that move students to higher levels of performance.

_____________________
Student responses after listening to and when reading the letter result in output based on the text. Student analysis of the present indicative bolsters their ability to monitor their production. Student responses to higher order prompts determine student ability to link ideas into a plan. Student ability to use vocabulary and structure in controlled settings determines student ability to monitor their production. The final response to Charlie’s letter determines student ability to accomplish a real-world task.

_____________________
Students gain access to the majority of the vocabulary, structure and culturally appropriate behaviors necessary to write a response to Charlie’s letter by listening to, reading/discussing and attempting to respond to it. Students analyze the letter and discover the features of the present indicative necessary to make their response comprehensible to a non-sympathetic native. Further, students participate in activities related to the theme of the letter in which they acquire knowledge and practice forms in order to further solidify their ability to monitor their production “Two Old Friends” (presents the concept of language loss in the United States), “Myth or Reality?” (explores the concepts of acculturation and transculturation) and “After the 11th of September” (highlights the theme of immigration in an era of heightened fears of terrorism and anti-immigrant sentiments).

From Alonso-Lyrintzis and Zaslow, *Entre mundos (2nd ed.)*
2010 - California Foreign Language Project – Occidental College – www.la-stars.net
**SPANISH FOR SPANISH SPEAKERS 2B**

**VIOLENCE**

**GOALS**

In this unit you will:
- reflect on the violence that exists in our society and how it affects our daily lives;
- identify the factors that contribute to the increasing levels of violence in our society;
- propose programs to prevent violence among adolescents;
- familiarize yourselves with the forms and uses of the imperfect subjunctive.

**Activity A**

Complete one of the following activities.
1. Locate statistics/numerical information that shows the impact of violence on society.
2. Locate/produce pictures/drawings that show the impact of violence on society.
3. Locate/create a dance (movement) that shows the impact of violence on society.
4. Locate/produce a song/rhythm that shows the impact of violence on society.

**Activity B**

Write about the type of violence that is common where you live. Indicate how it affects your life. After you have finished share your ideas with a classmate.

**Activity C**

Do you have a dog at home? What are the advantages and disadvantages of having a dog?
Have you ever been bitten by a dog? Do you know someone who has been bitten by a dog?
How did the owners of the dog react? Explain. What was your first worry? Explain.

**Activity D**

Write what you know about rabies. Include symptoms, period of incubation, forms of infection.

**Activity E**

Look for the definitions of the following words in the dictionary. When you have finished, use the drawing as a stimulus to write a paragraph that tells the story and includes all of the words.

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Capítulo 14 “Un problema social: La violencia” from *Entre mundos* (2nd ed.) © 2004, Prentice Hall, translated for use in professional development programs by the authors.
Activity F  You will hear the selection several times. Work with your group to respond to the questions.

Part 1
1. *What do you think the story is about? Why?*
2. What happened to the friend of the narrator?
3. Why did the farmer say that the dog wasn’t his?
4. What did the narrator’s friend ask the farmer? Why?
5. What did the narrator’s friend want the farmer to show him?
6. Describe the dog’s appearance.
7. How did the farmer’s daughter explain the appearance of the dog?
8. Why didn’t the narrator and his friend believe the farmer?
9. What did the dog do when the farmer’s daughter offered him a ladle of water?
10. What did the farmer’s wife tell the narrator and his friend?
11. How did the farmer’s wife blame the narrator and his friend?
12. What was the farmer’s daughter’s explanation?

Part 2
13. *What do you think is going to happen? Why?*
14. What did the narrator’s friend do? Why?
15. How did the farmer’s daughter and wife react?
16. What did the farmer do?
17. How did the narrator’s friend react?
18. What did the farmer’s wife suggest?
19. What did the farmer’s daughter do to her father?
20. How did the farmer react?
21. What did the farmer’s wife think about what was happening?
22. What did the neighbors do?
23. When the narrator tried to get close to the neighbors, how did they react?
24. What did the narrator’s friend do to the farmer’s wife?
25. What was the farmer’s daughter doing?
26. What did the farmer’s wife show to the narrator?
27. What was the narrator’s friend doing?
28. What did the farmer’s wife do to the narrator’s friend?
29. What was she doing?
30. How did the daughter respond to the pleas of the priest?
31. What did one of the neighbors do?
32. How did the farmer’s wife react to the orders of the authorities?
33. What happened to her?

Part 3
34. *What do you think is going to happen next? Why?*
35. Why does the narrator return to the village after a year?
36. Why did he respond to the dog with caution?

Part 4
37. *What do you think is going to happen next? Why?*
38. What does the author mean by: *it is an abulic animal, but he protects the sacristy well and never bites a good Christian?*
39. What really happened in the story?

Activity G  Read the questions that follow the selection in order to know what tasks you will need to accomplish. While reading the selection, use the context to determine the meaning of words you may not know. You and your partner/group may wish to respond to the questions as you read or may wait to complete your responses after you are certain of the meaning of the vocabulary and have read the selection a second time.

Capítulo 14 “Un problema social: La violencia” from *Entre mundos* (2nd ed.) © 2004, Prentice Hall, translated for use in professional development programs by the authors.
Do you want to get rabid with me? Gonzalo Suárez - Oviedo, Spain

Part 1

While passing by a farm, a dog bit my friend. We entered to see the farmer and asked him if the dog was his. In order to avoid complications, the farmer said that it was not his.

--Then-- my friend said-- lend me a sickle to cut off his head, since I need to take it to the Institute so that they can analyze it.

At that moment the farmer's daughter appeared and asked her father not to let us cut off the dog's head.

--If the dog is yours-- my friend said--, show us proof that it is not rabid.

The farmer entered in the farm and remained there a long time before he appeared. Meanwhile, the dog approached us and my friend said:

--I don't like the appearance of that animal.

--In fact, the dog was drooling and its eyes looked as if they were burning in their sockets. It even had difficulty moving.

--A few days ago-- the farmer's daughter said-- the dog was hit by a bicycle.

The farmer told us that he didn't find the certificate of vaccination.

--I must have lost it.

--The life of a man may be in danger-- I interjected. --Tell us, truthfully, if the dog was vaccinated or not.

The farmer lowered his head and murmured.

--It's healthy.

I noticed that my friend became pale and with good reason. That panting animal did not inspire confidence.

--Its tongue is hanging out and its hind paws are paralyzed-- I observed.

--I already told them about the bicycle accident! -- the farmer's daughter shouted with suspicious rapidity.

--All dogs have their tongues hanging out-- said the farmer-- It's very hot.

--Do you think the dog is thirsty? -- I asked.

--Probably.

--Give it something to drink-- I said.

The farmer's daughter brought a ladle filled with water. She approached the dog and put the ladle in front of it. The animal was slumped on the ground; its eyes were glassy. It didn't drink.

--This dog is sick! -- exclaimed my friend.

--No. It's thirsty-- said the farmer stubbornly.

The farmer's wife went out of the house and told us, with very poor manners, that she was not going to pay for the ripped pair of pants.

--It's not about the pair of pants-- I responded. --It's about something more serious.

--The dog is rabid! -- my friend shouted. --You have just killed me!

Then why did you get close to the dog?-- asked the farmer's wife.

--I bet it thought you wanted to rob us-- added the farmer's daughter.

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1. sickle  a. cavity that holds the eyes
2. analyze  b. without color
3. proof  c. certificate of vaccination
4. Meanwhile  d. encourage
5. appearance  e. large spoon used to serve soup
6. drooling  f. look
7. sockets  g. semicircular knife
8. certificate of vaccination  h. proof
9. murmured  i. said in a soft voice
10. pale  j. covered with a film
11. panting  k. at the same time
12. inspire  l. breathing heavily
13. paralyzed  m. could not move
14. ladle  n. lifeless
15. slumped  o. complete a series of tests
16. glassy  p. saliva was coming out of its mouth

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Part 2

Then my friend jumped on top of the farmer's daughter and bit her *brutally* in the neck, without giving us time to stop him.

—Now your daughter will share my *fate*!— he announced triumphant, and I understood that he was about to lose his mind.

The young woman began to *whimper*, and the mother to scream: —Criminal! Criminal!

*In vain* I tried to calm them. The farmer grabbed a club and advanced threateningly towards my friend.

Then my friend let out a *bone chilling roar*, and the farmer maintained a safe distance.

—Bring the rifle—ordered the farmer's wife.

While I tried to stop the farmer's wife, his daughter jumped on top of her father and bit him on the wrist until he bled.

—What have you done? What have you done— exclaimed the farmer, looking horrified at the wound. He threw down the club and jumped into the well. We all heard him fall.

I began to scream for someone to help us and a young man from a neighboring farm appeared. When he heard the cries of the farmer's wife, he escaped and announced to the four winds:

—They're rabid!, they're rabid!

Soon some of the neighbors responded and climbed on to the roofs of the buildings next to the farm to watch the scene. I tried to get close to one of the buildings and they threw rocks at me.

Meanwhile my friend had bitten the farmer's wife and his daughter was dragging herself around the well *howling*. The farmer's wife was coming towards me, showing me her teeth with *ferocity*. I was faster than she was and I jumped the fence. From the other side I tried to help my friend regain his sanity. Still insane, he was attacking the neighbors on the roof. The neighbors received him with rocks, but instead of seeking *refuge*, he began to climb the *rain gutter* and the neighbors escaped fearful. Some fell from the roof and escaped barely *limping*. With *shrills* of horror I begged someone to call the authorities. Then I saw with horror that the farmer's wife was carrying a *hoe*. I called her trying to distract her, but I could not prevent her from striking my friend's head and opening it. That monstrous crime made me crazy and I went after the farmer's wife ready to *strangle* her, without realizing that it would have been impossible. Fortunately, she did not see me, because she was involved in a labor of destruction: breaking the doors and windows of the house.

The authorities arrived and ordered us to turn ourselves in without resistance. I did happily but the farmer's wife hid in the farm and no one was able to make her leave.

—We'll have to wait until she dies alone— they said.

Suddenly we saw the farm begin to burn and the priest began to organize the neighbors to put out the fire but no one *dared* to get close to the house.

Part 3

After a year, I had to return to that village because my friend's *widow* wanted to celebrate the six *masses* for the eternal rest of her husband in the place where he died. The priest was quite friendly and since he noticed that I was watching his dog with certain fear, he asked:

—You don't like animals?

—Yes, of course— I responded—, but this dog reminds me of the one that began the tragedy. It must be the same breed.

Part 4

—It's the same dog— he said and he added with pride— It's an *abulic* animal, but he protects the *sacricty* well and never bites a good Christian.

1. brutally  
   2. fate  
   3. whimper  
   4. In vain  
   5. bone chilling  
   6. roar

1. a hiding place  
   2. a woman whose husband has died  
   3. the sound a wolf makes  
   4. not able to walk well  
   5. a religious ceremony  
   6. took the risk

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1. What made the narrator's friend think that the dog had rabies?
2. Why do you think that the farmer was not nicer to the narrator and his friend?
3. Do you think that the dog had rabies. Explain your answer.
4. Why did the narrator's friend bite the farmer's daughter?
5. Why did the farmer's daughter bite her own father?
6. Why did the farmer jump into the well?
7. Why do you think that the neighbors didn't help to resolve the situation?
8. What is the irony of the story?
9. What caused this tragedy? Who was the guilty party?
10. What was the author of the story trying to communicate with the story?
11. Did you like the story? Why?

Activity H
In groups of four people, use the same conflict of the story to invent a conversation between the farmer, his daughter, the narrator and his friend where the problem is resolved in peacefully. Be prepared to read your conversation to the rest of the class.

Activity I
The narrator was so moved by what happened to his friend that he decided to tell everyone what happened so that young people realize that violence creates more problems than it solves. Unfortunately, each time he relives the events he modifies them to create a more powerful story. Read the events and identify those that are not true.

a. The farmer's daughter asked that her father not permit us to cut off the dog's head.
b. The farmer insisted that his wife bring the rifle in order to kill us.
c. I began to scream so that someone would come to help us.
d. I begged my friend not to continue doing crazy things.
e. The neighbors clamored for the violence to end.
f. I screamed for them to inform the authorities.
g. The priest wanted there to be peace.
h. The priest organized the neighbors in order to put out the fire.
i. It was incredible that the farmer's wife didn't die since when I saved her she was all burned.
j. The authorities ordered us to turn ourselves in without resisting.
k. My friend's wife begged me to return to the village to celebrate six masses.
l. The priest received us as if he realized that I was watching his dog with fear.
m. If I could, I would kill that dog that caused the tragedy.
It's useful to know that...

Remember that the subjunctive mood reflects a desired action, situation or event that is beyond the control of the speaker. (*It's terrible that* there is *so much violence today.*) The past subjunctive and the present subjunctive use the same structure. They differ in that the action, situation or event occurred in the present/past respectively.

**Present:** My daughter *doesn't want* them to *cut off* the dog's head.
**Past:** My daughter *didn't want* them to *cut off* the dog's head.
**Present:** I *beg you to calm* down.
**Past:** I *begged you to calm* down.

### Activity J

Use the sentences from the previous activity and your knowledge of Spanish to complete the following chart with the forms of the past subjunctive. Then answer the questions.

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<thead>
<tr>
<th>Infinitive</th>
<th>I</th>
<th>We</th>
<th>You</th>
<th>He/She/You</th>
<th>You/They</th>
</tr>
</thead>
<tbody>
<tr>
<td>to permit</td>
<td>permitted</td>
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<td>to cut</td>
<td>cut</td>
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<td>to come</td>
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<td>to advise</td>
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<td>to turn off</td>
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<td>turned off</td>
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<td>to continue</td>
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<td>continued</td>
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<td>to die</td>
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<td>to deliver</td>
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<td>to return</td>
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<td>to give</td>
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<td>to be</td>
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<td>to bring</td>
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<td>brought</td>
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<tr>
<td>to tell</td>
<td></td>
<td></td>
<td></td>
<td>told</td>
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</tbody>
</table>

1. What form of the verb has a written accent?
2. What are the endings of *a*-verbs?
3. What are the endings of *e*-verbs?
4. What are the endings of *i*-verbs?
5. What do you notice about the root of verbs with a stem changes in the present?
6. What do you notice about the endings of the verbs "to bring" and "to tell"?

It's useful to know that...

The past subjunctive is always used after *as if*

They behaved *as if* they *were* crazy.

The priest received us *as if* he *new* that I was observing his dog with concern.

Today people behave *as if* violence is the only way to *resolve* problems.

The past subjunctive is used after *if* when the idea, action or event does not reflect reality.

*If* I *could* (but I can't), I would kill the dog that caused the tragedy.

*If* people *thought* (but they don't) before they act, there would be less violence.
Activity K  Think about when you were in middle school and complete the following sentences with the rules/recommendations that your parents/family made. Be ready to share your responses.

When I was in middle school, my parents….

didn't allow me to… didn't want me to…

asked me to… told me to… liked it when I…

Activity L  Think about your teachers in elementary school in order to complete the following sentences. Then share your answers with a partner.

In elementary school, my teachers

recommended that we… asked us to… insisted that we…

said that it was important /necessary that we…

Activity M  Complete each sentence telling how things would be different.

There would be less violence if… 1, 2, 3, 4, 5

People would get along better if… 1, 2, 3, 4, 5

Activity N  Describe a situation in which you or someone that you know has been involved or seen a violent situation. Describe in detail the consequences. What could have been done to change the outcome.

Activity O  Describe the circumstances under which it would be acceptable to respond to a situation with violence. Explain clearly the circumstances.

Activity P  You are the leader of your community and belong to an anti-violence organization. One of the tasks of the group is to identify and describe the principal factors that contribute to the fact that our society is becoming more and more violent. Write your ideas below.

Activity Q  You are a member of a committee that works to prevent youth violence. The government has given a sum of money to develop a prevention program. Write what your committee plans to do to solve the problem that you identified in the previous activity.
### Advanced Placement Language and Culture

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<th>Recommended Contexts (German)</th>
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                          - Economic Issues  
                          - Environmental Issues  
                          - Health Issues  
                          - Human Rights  
                          - Nutrition and Food Safety  
                          - Peace and War | - Communication  
                          - Economic Issues  
                          - Environmental Issues  
                          - Geography  
                          - Philosophical Thought and Religion  
                          - Political Issues | - What environmental, political and social issues pose challenges to societies throughout the world?  
                          - What are the origins of those issues?  
                          - What are possible solutions to those challenges? |
| Science and Technology     | - Current Research Topics  
                          - Discoveries and Inventions  
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                          - Social Impact of Technology | - Ethical Considerations  
                          - Healthcare and Medicine  
                          - Inventions as Catalysts of Change  
                          - Personal Technologies  
                          - Social Impacts  
                          - Transportation | - How do developments in science and technology affect our lives?  
                          - What factors have driven innovation and discovery in the fields of science and technology?  
                          - What role do ethics play in scientific advancement? |
| Contemporary Life          | - Advertising and Marketing  
                          - Education  
                          - Holidays and Celebrations  
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                          - Travel | - Current Events  
                          - Education and Career  
                          - Entertainment, Travel and Leisure  
                          - Health and Well-Being  
                          - Social Customs and Values  
                          - Youth Culture | - How do societies and individuals define quality of life?  
                          - How is contemporary life influenced by cultural products, practices and perspectives?  
                          - What are the challenges of contemporary life? |
| Personal and Public Identities | - Alienation and Assimilation  
                          - Beliefs and Values  
                          - Gender and Sexuality  
                          - Language and Identity  
                          - Multiculturalism  
                          - Nationalism and Patriotism | - Alienation and Integration  
                          - Gender Identity  
                          - Generational Issues  
                          - National Identity  
                          - Self Image  
                          - Stereotypes | - How are aspects of identity expressed in various situations?  
                          - How do language and culture influence identity?  
                          - How does one's identity develop over time? |
| Families and Communities   | - Age and Class  
                          - Childhood and Adolescence  
                          - Citizenship  
                          - Customs and Ceremonies  
                          - Family Structures  
                          - Friendship and Love | - Citizenship  
                          - Community Service  
                          - Diversity  
                          - Family Structure  
                          - Relationships  
                          - Urban, Suburban and Rural Life | - What constitutes a family in different societies?  
                          - How do individuals contribute to the well-being of communities?  
                          - How do the roles that families and communities assume differ in societies around the world? |
| Beauty and Aesthetics      | - Architecture  
                          - Contributions to World Artistic Heritage  
                          - Ideals of Beauty  
                          - Literature  
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                          - Performing Arts  
                          - Visual Arts | - Architecture  
                          - Cultural Perspectives  
                          - Fashion and Design  
                          - Language and Literature  
                          - Performing Arts  
                          - Visual Arts | - How are perceptions of beauty and creativity established?  
                          - How do ideals of beauty and aesthetics influence daily life?  
                          - How do the arts both challenge and reflect cultural perspectives? |
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<th>Grouping of Required Readings</th>
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<td>- In what way do the perspectives of a culture affect the representation of historical events?</td>
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<td>- How do literary works of various historical periods and diverse cultures represent the relationships between sociocultural groups (social classes, ethnic groups, etc.)?</td>
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<td>- Socioeconomic Divisions</td>
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<td>- How does literature reveal changes in perception of men and women?</td>
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<td>- How have sociocultural factors (not) served as instruments of change in the representation of gender?</td>
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<td>- How has the representation of &quot;feminine&quot; (feminine voices, feminine characters) changed throughout literary history?</td>
<td><em>Sor Juana</em>, &quot;Hombres necios que acusáis&quot;; <em>Storni</em> &quot;Peso ancestral&quot; <em>Patriarchal Systems</em></td>
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<td>- Patriarchal Systems</td>
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<td>- Tradition and Rupture</td>
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<td>- Carpe diem and Memento mori</td>
<td>- How does literature of different cultures represent time and space?</td>
<td><em>Quevedo</em>, &quot;Miré los muros de la patria mía&quot;; <em>Machado</em>, &quot;He andado muchos caminos&quot;; <em>Neruda</em>, <em>Walking Around</em></td>
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<td>- How do authors use time and space to create a variety of emotional states or feelings (e.g., disorientation, nostalgia, remorse)?</td>
<td><em>Individuals and their Surroundings</em></td>
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<td>- What is the relationship between the representation of time and space in a literary work?</td>
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<td>- Nature and Environment</td>
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<td><em>Mientras por competir con tu cabello&quot;; <em>Bécquer</em>, Rima LIII &quot;Volverán las oscuras golondrinas</em></td>
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<td>- Relationships between Time and Space</td>
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<td>- Trajectory and Transformation</td>
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<td>- Effective and Ineffective Communication</td>
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<td><em>Quiroga</em>, &quot;El hijo&quot;; <em>Rufo</em>, &quot;No oyes ladrar los perros*</td>
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<td>- Family Relationships</td>
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<td><em>Family Relationships</em></td>
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<td>- Friendship and Hostility</td>
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<td><em>García Lorca</em>, <em>La casa de Bernarda Alba</em>; <em>Rivera</em>, ... <em>y no se lo tragó la tierra</em></td>
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<td>- Individuals and the Community</td>
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<td>- Love and Distain</td>
<td></td>
<td><em>Effective and Ineffective Communication</em></td>
</tr>
<tr>
<td></td>
<td>- Relationships of Power</td>
<td></td>
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</tr>
<tr>
<td>Duality</td>
<td>- Being and Literary Creation</td>
<td>- How do protagonists of a literary work become transformed as a consequence of their relationships with other characters?</td>
<td><em>Borges</em>, &quot;Borges y yo&quot;; <em>Unamuno</em>, <em>San Manuel Bueno, mártir</em></td>
</tr>
<tr>
<td></td>
<td>- Constructions of Reality</td>
<td>- In what way do individuals contribute to or damage the wellbeing of families or communities?</td>
<td><em>Public and Private Images</em></td>
</tr>
<tr>
<td></td>
<td>- Introspection</td>
<td>- How does the sociocultural context influence the development of interpersonal relationships?</td>
<td><em>Cervantes</em>, <em>Don Quijote</em>; <em>Cortázar</em>, &quot;La noche boca arriba&quot;; <em>García Márquez</em>, &quot;El ahogado más hermoso del mundo&quot;</td>
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<tr>
<td></td>
<td>- Public and Private Images</td>
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<td><em>Constructions of Reality</em></td>
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<tr>
<td></td>
<td>- Spirituality and Religion</td>
<td></td>
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<tr>
<td>Literary Creation</td>
<td>- Creative Processes</td>
<td>- What questions does literature pose about reality and fantasy?</td>
<td><em>Don Juan Manuel, Conde Lucanor</em>, Exemplo XXXV, &quot;De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava&quot;; <em>Anonymous</em>, <em>Lazarillo de Tormes</em></td>
</tr>
<tr>
<td></td>
<td>- Intertextuality</td>
<td>- How does the sociocultural or historical context influence the expression of identity?</td>
<td><em>Self-Conscious Literature</em></td>
</tr>
<tr>
<td></td>
<td>- Self-Conscious</td>
<td>- What is the meaning of life (for a character, for an author) and how is this related to beliefs or ideas about death?</td>
<td><em>Borges</em>, &quot;Borges y yo&quot;; <em>Cervantes</em>, <em>Don Quijote</em></td>
</tr>
<tr>
<td></td>
<td>- Literature</td>
<td></td>
<td><em>Creative Processes</em></td>
</tr>
<tr>
<td></td>
<td>- Texts and their Contexts</td>
<td></td>
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</tr>
<tr>
<td>Organizing Concept</td>
<td>Essential Question</td>
<td></td>
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<tr>
<td>Time and Space</td>
<td>How do authors use time and space to create a variety of emotional states or feelings (e.g., disorientation, nostalgia, remorse)?</td>
<td></td>
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</tr>
</tbody>
</table>

What accounts for the change in Enrique's emotional states? Enrique: aggressive<-->anguished

What accounts for the change in Nuria's emotional states? Nuria: indifferent<-->emotionally moved

How does the director mark changes in emotional states? How does the director create suspense in the short film?
## STANDARDS-BASED UNIT PLAN
(Spanish for Spanish Speakers 1A, First Ten Weeks)
From Alonso-Lyrintzis and Zaslow, *Entre mundos* (2nd ed.)

### Select and Analyze Standards

<table>
<thead>
<tr>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Interpersonal Communication; 1.2 Interpretive Communication; 1.3 Presentational Communication</td>
</tr>
<tr>
<td>2.1 Cultural Practices</td>
</tr>
<tr>
<td>4.1 Language Comparisons; 4.2 Cultural Comparisons</td>
</tr>
<tr>
<td>5.1 Language Beyond School</td>
</tr>
</tbody>
</table>

*Entre Mundos* Strand

Content for the first semester provides students with opportunities to explore the nature and potential of being between worlds and moves them beyond themselves by highlighting the interpersonal world of family in which they function with facility.

Major Structures include: present tense of regular and irregular verbs (indicative/subjunctive); past tense of regular and irregular verbs (preterit/imperfect); gender and number of nouns and adjectives; written accents

### Course Outcomes:

Learners will:
- function in informal and some formal settings;
- understand the main ideas and most supporting details in informal, factual and some abstract texts (oral/written);
- produce paragraph level discourse: narration, description, explanation and discussion;
- deal with topics related to the external environment;
- comprehend and produce oral/written paragraphs;
- comprehend and be understood by non-sympathetic natives when using formal language.

### Summative Assessment:

Students will listen to/read informal/factual/some abstract texts related to the external environment. They will identify the main ideas and most supporting details. Students will produce paragraphs orally and strings of paragraphs in writing dealing with topics related to the external environment in informal and some formal settings.

### Design Assessment

**Performance Task(s):**

Students write a response to the letter, “Between Worlds” in which they discuss the experiences of being a Spanish speaker in the United States. They use the letter of the listening/reading (Charlie’s letter) as a model and respond to the topics he includes. They write about (a) their name (what others call them, the circumstances in which different names are used, whether others change their name/pronounce it poorly), (b) their use of Spanish and English, (when they speak Spanish, when they speak English, if they mix languages, the reasons for their language use), (c) what they like about being a Spanish speaker in the United States, (d) what they do not like about being a Spanish speaker in the United States, (e) a personal experience related to the theme of the letter.

### Identify Knowledge and Skills

**Students will know:**

Students will be able to explain the nature of being “Between Worlds” (knowledge).

Students will be able to list the rules governing irregularities in the present indicative (structure).

**Students will be able to:**

Students will be able to describe their feelings, explain their ideas and narrate a personal experience related to the theme of Charlie’s letter, “Between Worlds” (communication, vocabulary).
## Plan and Design Learning Activities

### Objectives
1. Students complete a cloze activity where they identify objectives for knowledge, for communication and for control of vocabulary and structure.

### Exploratory Activities
2. Students complete reflections on why they consider themselves to be Hispanic. They select a number from 0-100% to indicate how Hispanic they believe they are. They are asked to write this number on four sections of the board (0-24%; 25-49%; 50-74%; 75-100%). Students make note of the class responses and are told that they will complete a survey that will help them determine whether the percentage they selected is in fact correct.

3. Students complete a survey where they are asked to rate from (0-5) the importance of core values of the Hispanic and Anglo-American worlds. Students identify the five values that received the highest scores/the five values that received the lowest scores and explain why these values are important/unimportant to them. The instructor helps students to interpret the data by identifying that values are Hispanic and which are Anglo-American. Students add the scores of these values in order to determine the ratio of Hispanic to Anglo-American values. Most students discover that they are less Hispanic than they first thought. Students are asked to discuss the survey with their parents and to produce an explanation of why their estimation and values-generated ratio are different.

### Listening/Reading
4. Students are provided with a listening guide on the content of a reading, “Between Worlds”. They listen to the letter on tape and work in groups to respond to the prompts. Students use different colored ink to make corrections/add missing information/change their responses/make notes based on class discussion of the selection.

5. Students read the letter and work in groups to respond to higher order prompts. Students use different colored ink to make corrections/add missing information/change their responses/make notes based on class discussion of the selection.

### Analysis/Discovery of Grammar/ Meaningful and Personalized Guided Practice
6. Students are guided by the instructor as they examine the present-tense forms that are found in the letter. Students learn to identify regular and irregular verbs and derive rules that can be used to generate the forms of regular and irregular verbs that are not contained in the letter.

7. Students complete a conversation entitled, “Two Old Friends” that presents the concept of language loss in the United States and provides practice in the forms of irregular verbs in the present tense.

### Integrative Application and Extension
8. Students write a response to the letter, “Between Worlds” in which they discuss the experiences of being a Spanish speaker in the United States. They use the letter of the listening/reading (Charlie’s letter) as a model and respond to the topics he includes. They write about (a) their name (what others call them, the circumstances in which different names are used, whether others change their name/pronounce it poorly), (b) their use of Spanish and English, (when they speak Spanish, when they speak English, if they mix languages, the reasons for their language use), (c) what they like about being a Spanish speaker in the United States, (d) what they do not like about being a Spanish speaker in the United States, (e) a personal experience related to the theme of the letter.

### Evaluation
1. Students complete cloze activity.
2-3. Students complete exploratory activities.
4. Student groups are able to identify the factual information contained in the listening selection. Individual students are able to attend to group discussion and use that discussion to verify/modify their responses.
5. Student groups are able to link their ideas together in a plan in order to describe/explain their responses. Individual students are able to attend to group discussion and use that discussion to verify/modify their responses.
6-7. Students complete a grammar quiz in which they demonstrate knowledge of the rules that govern irregular verbs in the present tense and generate examples based on prompts.
8. Students write a response to the letter, “Between Worlds” in which they respond to the topics discussed. Students link their ideas into a plan in order to describe their feelings, explain their ideas and narrate personal experience.
### Select and Analyze Standards

**STANDARDS**

1.1 Interpersonal Communication; 1.2 Interpretive Communication; 1.3 Presentational Communication

2.1 Cultural Practices

4.1 Language Comparisons; 4.2 Cultural Comparisons

5.1 Language Beyond School

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**Entre Mundos Strand**

Content for the first semester provides students with opportunities to explore the nature and potential of being between worlds and moves them beyond themselves by highlighting the interpersonal world of family in which they function with facility.

**Course Outcomes:**

Learners will:

- function in informal and some formal settings;
- understand the main ideas and most supporting details in informal, factual and some abstract texts (oral/written);
- produce paragraph level discourse: narration, description, explanation and discussion;
- deal with topics related to the external environment;
- comprehend and produce oral/written paragraphs;
- comprehend and be understood by non-sympathetic natives when using formal language.

**Summative Assessment:**

Students will listen to/read informal/factual/some abstract texts related to the external environment. They will identify the main ideas and most supporting details. Students will produce paragraphs or strings of paragraphs in writing dealing with topics related to the external environment in informal and some formal settings.

### Design Assessment

**Performance Task(s):**

Students write a response to the letter, “Between Worlds” in which they discuss the experiences of being a Spanish speaker in the United States. They use the letter of the listening/reading (Charlie’s letter) as a model and respond to the topics he includes. They write about:

1. Their name (what others call them, the circumstances in which different names are used, whether others change their name/pronounce it poorly),
2. Their use of Spanish and English (when they speak Spanish, when they speak English, if they mix languages, the reasons for their language use),
3. What they like about being a Spanish speaker in the United States,
4. What they do not like about being a Spanish speaker in the United States,
5. A personal experience related to the theme of the letter.

### Identify Knowledge and Skills

Students will know:

Students will be able to explain the nature of being “Between Worlds” (knowledge).

Students will be able to list the rules governing irregularities in the present indicative (structure).

Students will be able to:

- describe their feelings,
- explain their ideas and

Students will be able to:

- narrate a personal experience related to the theme of Charlie’s letter, “Between Worlds” (communication, vocabulary).

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### Plan and Design Learning Activities

<table>
<thead>
<tr>
<th>Plan and Design Learning Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
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</tbody>
</table>

**Exploratory Activities**

**Listening/Reading**

**Analysis/Discovery of Grammar/ Meaningful and Personalized Guided Practice**

**Integrative Application and Extension**

**Evaluation**
### CONSIDERATIONS FOR INSTRUCTIONAL PLANNING (CHECKLIST)

<table>
<thead>
<tr>
<th>STAGES OF PROFICIENCY</th>
<th>CALIFORNIA STANDARDS</th>
<th>ACTIVITY STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE I: Novice</td>
<td>CONTENT</td>
<td>Meaningful and Personalized Guided Practice</td>
</tr>
<tr>
<td>(Formulaic Language)</td>
<td>Knowledged</td>
<td>Integrative Application and Extension</td>
</tr>
<tr>
<td>STAGE II: Intermediate</td>
<td></td>
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<tr>
<td>(Created Language)</td>
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<tr>
<td>STAGE III: Advanced</td>
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<tr>
<td>(Planned Language)</td>
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<td>STAGE IV: Superior</td>
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<tr>
<td>(Extended Language)</td>
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</tbody>
</table>

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<thead>
<tr>
<th>COMPONENTS OF PROFICIENCY</th>
<th>Text-Types</th>
<th>STUDENT VARIABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions</td>
<td>Interpersonal Communication</td>
<td>Content (What we teach)</td>
</tr>
<tr>
<td>(Comprehension/Production)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contexts</td>
<td>Interpretive Communication</td>
<td>Process (How we teach)</td>
</tr>
<tr>
<td>(Settings)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Presentational Communication</td>
<td>Context (What students bring to the classroom)</td>
</tr>
<tr>
<td>(Topics)</td>
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</table>

<table>
<thead>
<tr>
<th>Text-Type</th>
<th>CULTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Formulas, Sentences, Paragraphs, Cohesive and Coherent Multi-Paragraph Texts)</td>
<td>Cultural Products, Practices and Perspectives</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Cultural Comparisons</td>
</tr>
<tr>
<td>(Quality of Comprehension/Production)</td>
<td>Cultural Comparisons</td>
</tr>
<tr>
<td></td>
<td>Cultures in Contact</td>
</tr>
</tbody>
</table>

### NOTES

- **STRUCTURES**
  - Language
  - Language Comparisons

- **SETTINGS**
  - Language Beyond the Classroom
  - Lifelong Learning

### CATEGORY OF LANGUAGE

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I Languages include</td>
<td>Dutch, French, Italian, Norwegian, Portuguese, Romanian, Spanish, Swedish</td>
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<tr>
<td>Category II Languages include</td>
<td>Bulgarian, Dari, Farsi, German, Greek, Hindi, Indonesian, Malay, Urdu</td>
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<tr>
<td>Category III Languages include</td>
<td>Armenian, Bengali, Burmese, Czech, Finnish, Filipino, Hebrew, Hungarian, Khmer, Pashto, Polish, Russian, Thai, Tamil, Turkish, Vietnamese, Xosa, Zulu</td>
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<tr>
<td>Category IV Languages include</td>
<td>Arabic, Mandarin, Japanese, Korean</td>
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</tbody>
</table>

### CONSIDERATIONS FOR INSTRUCTIONAL DELIVERY (CHECKLIST)

| Objectives | for knowledge, for communication (focus on meaning + form/culturally-valid real-world), and for control of vocabulary, structure and culturally appropriate behavior (focus on form + meaning) |
| Exploratory Activities | spark student interest in the unit's theme, tap into background knowledge; prepare students to interact with oral and written texts-- acquire the vocabulary, structure, cultural and academic knowledge necessary for the comprehension and production of messages |
| Listening/Reading | develops students’ receptive proficiency, particularly their independent academic capacity through a variety of personalized, analytic and synthetic tasks |
| Analysis/Discovery of Grammar | develops student ability to use critical thinking skills to induce grammar |
| Meaningful/Personalized Guided Practice | provides for practice of elements of form in controlled situations: vocabulary, structure, culturally appropriate behavior (focus on form + meaning) |
| Integrative Application and Extension | provides opportunities for students to reflect on the meanings of the unit and to use language to apply its lessons in culturally-valid real-world situations (focus on meaning + form) |
| Evaluation | of knowledge, of communication (focus on meaning + form/culturally-valid real-world), and of control of vocabulary, structure, and culturally appropriate behavior (focus on form + meaning) |