

GRADE LEVEL: 9 - 12

SUBJECT: Heritage Language Learners

DATE: 2017-2018

GRADING PERIOD: Q1

**MASTER 6-28-18**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 1: INTERPERSONAL COMMUNICATION:</b> Learners understand and analyze heritage culture and apply culturally informed and appropriate speaking and writing strategies and elements of language, structure, and mechanics to interpersonal communication.					
<ul style="list-style-type: none"> <li>• Familiar topics <ul style="list-style-type: none"> <li>- Information</li> <li>- Opinions</li> </ul> </li> </ul>	<b>1.1.1 Exchange information and opinions on familiar topics with guidance.</b>	<ul style="list-style-type: none"> <li>• Respond to questions about oneself.</li> <li>• Express opinions about topics.</li> <li>• Describe experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	<b>CRITICAL</b>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Culture</li> <li>• Non-verbal cues               <ul style="list-style-type: none"> <li>– Gestures</li> <li>– Personal space</li> <li>– Eye contact</li> </ul> </li> </ul>	<p><b>1.1.2 Recognize non-verbal cues specific to culture (ex. gestures, personal space, eye contact) that enhance understanding of oral presentation with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Listen to oral presentation containing cultural, non-verbal cues.</li> <li>• Evaluate meaning of cultural, non-verbal cues.</li> <li>• Incorporate cultural, non-verbal cues in conversation with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Presentational vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Format               <ul style="list-style-type: none"> <li>– Formal</li> <li>– Informal</li> </ul> </li> <li>• Purpose</li> <li>• Audience</li> </ul>	<p><b>1.1.3 Identify a format appropriate to purpose and audience with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Determine format to use in response.</li> <li>• Respond appropriately to formal and informal conversations with others.</li> <li>• Make conversation with others for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Think-pair-share discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> <li>• Presentational vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Language usage</li> <li>• Influences               <ul style="list-style-type: none"> <li>– Community</li> <li>– Daily life</li> </ul> </li> </ul>	<p><b>1.1.4 Recognize and describe the influences of heritage language usage manifested in the learner's community or daily life.</b></p>	<ul style="list-style-type: none"> <li>• Determine the proper vocabulary usage for conversational speech.</li> <li>• Identify the reason for a particular word's use.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p><b>STANDARD 2: INTERPRETIVE COMMUNICATION - READING</b> Learners read literary and nonfiction communications for comprehension, analysis, and synthesis and identify word relationships, origins, and functions unique to the heritage language.</p>					
<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Vocabulary <ul style="list-style-type: none"> <li>– Word families</li> <li>– Cognates</li> <li>– Synonyms</li> <li>– Antonyms</li> </ul> </li> </ul>	<p><b>1.2.1 Recognize word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning.</b></p>	<ul style="list-style-type: none"> <li>• Apply meanings of new vocabulary to familiar words.</li> <li>• Interpret meaning of vocabulary based on context.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Spanglish</li> <li>• Code switching</li> </ul>	<p><b>IMPORTANT</b></p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Expressions               <ul style="list-style-type: none"> <li>– Register</li> <li>– Origin</li> <li>– Social implications</li> </ul> </li> </ul>	<p><b>1.2.2 Identify the register, origin, and social implications of idiomatic, colloquial, and proverbial expressions.</b></p>	<ul style="list-style-type: none"> <li>• Evaluate idiomatic, colloquial and proverbial expressions used by others.</li> <li>• Infer meaning of expressions.</li> <li>• Respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Idiomatic expressions</li> <li>• Colloquial expressions</li> <li>• Proverbial expressions</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Register</li> <li>• Conventions</li> </ul>	<p><b>1.2.3 Recognize specialized vocabulary, appropriate register, and genre-specific conventions with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Distinguish words in a set of vocabulary.</li> <li>• Classify vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary elements related to short stories <ul style="list-style-type: none"> <li>• Character</li> <li>• Protagonist</li> <li>• Antagonist</li> <li>• Setting</li> <li>• Atmosphere</li> <li>• Narrator</li> <li>• Point of view</li> <li>• Plot</li> <li>• Conflict</li> <li>• Style</li> <li>• Theme</li> <li>• Tone</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Context</li> <li>• Language               <ul style="list-style-type: none"> <li>– Literal</li> <li>– Figurative</li> <li>– Connotation</li> </ul> </li> </ul>	<p><b>1.2.4 Identify literal and figurative language in fiction and determine figurative connotation of words in context.</b></p>	<ul style="list-style-type: none"> <li>• Classify language as being literal or figurative.</li> <li>• Interpret meaning of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary elements related to short stories <ul style="list-style-type: none"> <li>• Literal language</li> <li>• Figurative language</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Literary devices               <ul style="list-style-type: none"> <li>– Simile</li> <li>– Metaphor</li> <li>– Imagery</li> </ul> </li> </ul>	<p><b>1.2.5 Recognize similes, metaphors, imagery, and other literary devices.</b></p>	<ul style="list-style-type: none"> <li>• Identify and explain the meaning of similes, metaphors and imagery and other literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary elements related to short stories <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Imagery</li> <li>• Foreshadowing</li> <li>• Symbolism</li> <li>• Personification</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Structural elements</li> <li>• Purpose</li> <li>• Genres               <ul style="list-style-type: none"> <li>– Fiction</li> <li>– Non-fiction</li> </ul> </li> </ul>	<p><b>1.2.6 Identify the structural elements of text and their purpose in a variety of genres and forms of fiction and nonfiction.</b></p>	<ul style="list-style-type: none"> <li>• Classify the text structure of a text.</li> <li>• Explain its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary elements related to short stories <ul style="list-style-type: none"> <li>• Text structure</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Argument</li> <li>• Point of view</li> <li>• Purpose</li> </ul>	<p><b>1.2.7 Identify argument, point of view, or purpose in fiction and nonfiction.</b></p>	<ul style="list-style-type: none"> <li>• Restate the argument in a text.</li> <li>• Determine the point of view of a text.</li> <li>• State a text’s purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary elements related to short stories <ul style="list-style-type: none"> <li>• Argument</li> <li>• Point of view</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting points</li> </ul>	<p><b>1.2.8 Identify main idea and supporting points in fiction and nonfiction.</b></p>	<ul style="list-style-type: none"> <li>• Restate the main idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary elements related to short stories <ul style="list-style-type: none"> <li>• Main idea</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Language variation</li> <li>• National</li> <li>• Regional</li> </ul>	<b>1.2.9 Recognize national and regional language variation within the heritage language.</b>	<ul style="list-style-type: none"> <li>• Identify variation in language.</li> <li>• Interpret meaning of words and phrases despite variations in language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Heritage cultures               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.2.11 Identify practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b>	<ul style="list-style-type: none"> <li>• Examine texts and how they are a reflection of a culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Conversational vocabulary</li> </ul>	IMPORANT
<b>STANDARD 3: INTERPRETIVE COMMUNICATION - LISTENING</b> Learners listen to literary and nonfiction communications for comprehension, analysis, and synthesis and identify word relationships, origins, and functions unique to the heritage language.					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Vocabulary               <ul style="list-style-type: none"> <li>– Word families</li> <li>– Cognates</li> <li>– Synonyms</li> <li>– Antonyms</li> </ul> </li> </ul>	<b>1.3.1 Recognize word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning.</b>	<ul style="list-style-type: none"> <li>• Interpret words based on their word families, synonyms or antonyms.</li> <li>• Identify words as being borrowed or shared with another language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Context</li> <li>• Language               <ul style="list-style-type: none"> <li>– Literal</li> <li>– Figurative</li> <li>– Connotation</li> </ul> </li> </ul>	<b>1.3.2 Identify literal and figurative connotation of words in context.</b>	<ul style="list-style-type: none"> <li>• Explain the terms literal and figurative.</li> <li>• Describe the implications of figurative words or parts of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-fiction               <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Structure</li> <li>– Format</li> </ul> </li> </ul>	<b>1.3.3 Identify the purpose, structure, and format of different types of fiction and nonfiction.</b>	<ul style="list-style-type: none"> <li>• Observe the format and structure of a text.</li> <li>• Explain why it has that format and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary elements related to short stories <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Structure</li> <li>• Format</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Expressions</li> <li>• Register</li> </ul>	<b>1.3.6 Recognize the use of idiomatic, colloquial, and proverbial expressions as well as register.</b>	<ul style="list-style-type: none"> <li>• Identify the idiomatic, colloquial and proverbial expressions in a text.</li> <li>• Identify the formality with which a text is written.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 4: PRESENTATIONAL COMMUNICATION - WRITING</b> Learners use effective and appropriate strategies in preparation of written communications and apply effective writing strategies and elements of language, structure, and mechanics to written communication.					
<ul style="list-style-type: none"> <li>• Elements of language</li> </ul>	<b>1.4.1 Correctly place elements of language with guidance.</b>	<ul style="list-style-type: none"> <li>• Demonstrate correct word usage in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of speech</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> <li>• Language-specific markings</li> </ul>	<b>1.4.2 Identify correct usage of conventions of punctuation, capitalization, and language-specific markings.</b>	<ul style="list-style-type: none"> <li>• Demonstrate correct punctuation, capitalization and accent marks in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Diphthongs</li> <li>• Triphthongs</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Phonetics</li> </ul>	<b>1.4.3 Identify phonetics of the language to spell with guidance.</b>	<ul style="list-style-type: none"> <li>• Distinguish among letter sounds to aid in spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Ideas               <ul style="list-style-type: none"> <li>Transitions</li> </ul> </li> </ul>	<b>1.4.4 Recognize appropriate transitions to connect ideas.</b>	<ul style="list-style-type: none"> <li>Apply appropriate transitional phrases</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Transitional phrase</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Feedback</li> </ul>	<b>1.4.5 Revise or rewrite in response to feedback with guidance.</b>	<ul style="list-style-type: none"> <li>Revise text based on feedback.</li> <li>Restate using different or more specific words.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading marks</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Thesis</li> </ul>	<b>1.4.6 Outline a coherent thesis with guidance.</b>	<ul style="list-style-type: none"> <li>Develop a thesis.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Thesis</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Format               <ul style="list-style-type: none"> <li>Purpose</li> <li>Audience</li> </ul> </li> </ul>	<b>1.4.7 Identify a format appropriate to purpose and audience.</b>	<ul style="list-style-type: none"> <li>Recognize the formality necessary for a text.</li> <li>State its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Written communications</li> <li>Message</li> <li>Purpose               <ul style="list-style-type: none"> <li>Citations</li> <li>Anecdotes</li> <li>Quotes</li> <li>Details</li> </ul> </li> </ul>	<b>1.4.9 Identify citations, anecdotes, quotes, and details to support the message and purpose of written communications with guidance.</b>	<ul style="list-style-type: none"> <li>Support the purpose and message in a text with anecdotes, quotes or other details.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Culture               <ul style="list-style-type: none"> <li>Practices</li> <li>Products</li> <li>Perspectives</li> </ul> </li> </ul>	<b>1.4.13 Identify in writing practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b>	<ul style="list-style-type: none"> <li>Write about how a culture is reflected in its products, practices and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 5: PRESENTATIONAL COMMUNICATION - SPEAKING</b> Learners use effective and appropriate strategies in preparation for oral communications and apply culturally informed and appropriate speaking strategies and elements of language, structure, and mechanics to oral communication.					
<ul style="list-style-type: none"> <li>• Verb tense</li> </ul>	<b>1.5.1 Use consistent verb tense(s) with guidance.</b>	<ul style="list-style-type: none"> <li>• Speak with appropriate verb tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	<b>CRITICAL</b>
<ul style="list-style-type: none"> <li>• Grammatical agreement</li> </ul>	<b>1.5.2 Use appropriate grammatical agreement with guidance.</b>	<ul style="list-style-type: none"> <li>• Speak with appropriate grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	<b>CRITICAL</b>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Comprehension               <ul style="list-style-type: none"> <li>– Expressions</li> <li>– Register</li> </ul> </li> </ul>	<b>1.5.3 Employ idiomatic, colloquial, and proverbial expressions as well as register with guidance to enhance audience comprehension.</b>	<ul style="list-style-type: none"> <li>• Appropriately use idiomatic, colloquial and proverbial expressions in oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Format               <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Audience</li> </ul> </li> </ul>	<b>1.5.4 Identify/Recognize a format appropriate to purpose and audience.</b>	<ul style="list-style-type: none"> <li>• Speak with appropriate formality in an oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Techniques               <ul style="list-style-type: none"> <li>– Nonverbal</li> </ul> </li> </ul>	<b>1.5.5 Identify/Recognize appropriate non-verbal public speaking techniques that enhance meaning of oral presentation.</b>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate use of non-verbal cues in an oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Oral communication</li> <li>• Visual prompts</li> </ul>	<b>1.5.6 Select visual prompts appropriately to support the delivery of oral communications with guidance.</b>	<ul style="list-style-type: none"> <li>• Develop visual aids that support oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Thesis</li> </ul>	<b>1.5.7 Outline a coherent thesis with guidance.</b>	<ul style="list-style-type: none"> <li>• Develop a thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 6: CULTURE</b> Learners understand and analyze heritage culture as well as establish and cultivate a personal cultural identification.					
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Events</li> </ul>	<b>1.6.1 Identify significant events unique to the heritage culture.</b>	<ul style="list-style-type: none"> <li>• Identify events that influence one's culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Interrelations <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Symbols</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.6.2 Recognize the interrelations among the practices, products, symbols, and perspectives of the heritage culture.</b>	<ul style="list-style-type: none"> <li>• Demonstrate the relationship between products, practices and perspectives that exist in one's culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Values <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.6.3 Identify cultural values through the study of practices, products, and perspectives of the heritage culture.</b>	<ul style="list-style-type: none"> <li>• Explain how the products, practices and perspectives reflect the values of one's culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Cultural identification</li> <li>• Language</li> <li>• Authentic resources</li> </ul>	<b>1.6.7 Develop cultural identification by accessing authentic resources in the heritage language with guidance.</b>	<ul style="list-style-type: none"> <li>• Identify with cultural experiences presented in authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

<b>LITERACY IN SCIENCE AND TECHNICAL SUBJECTS</b>		
<b>CONTENT</b>	<b>STANDARD INDICATORS</b>	<b>SKILLS</b>
<b>LST.6: THE WRITING PROCESS (WRITING)</b> Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
<ul style="list-style-type: none"> <li>• Materials</li> <li>• Approach               <ul style="list-style-type: none"> <li>– Purpose</li> </ul> </li> <li>• Audience</li> </ul>	<b>LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</b>	<ul style="list-style-type: none"> <li>• Plan to write on a particular topic.</li> <li>• Develop a framework for writing.</li> <li>• Adapt writing for a specific audience and purpose.</li> <li>• Edit writing based on peer and teacher evaluation.</li> <li>• Improve writing mechanics and written language.</li> </ul>
<ul style="list-style-type: none"> <li>• Technology               <ul style="list-style-type: none"> <li>– Information</li> <li>– Capacity</li> </ul> </li> <li>• Products</li> </ul>	<b>LST.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</b>	<ul style="list-style-type: none"> <li>• Plan, organize and compose writing using a variety of technology.</li> <li>• Collaborate with peers using technology.</li> </ul>

GRADE LEVEL: 9 - 12

SUBJECT: Heritage Language Learners

DATE: 2017-2018

GRADING PERIOD: Q2

**MASTER 6-28-18**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 1: INTERPERSONAL COMMUNICATION:</b> Learners understand and analyze heritage culture and apply culturally informed and appropriate speaking and writing strategies and elements of language, structure, and mechanics to interpersonal communication.					
<ul style="list-style-type: none"> <li>• Familiar topics <ul style="list-style-type: none"> <li>– Information</li> <li>– Opinions</li> </ul> </li> </ul>	<b>1.1.1 Exchange information and opinions on familiar topics with guidance.</b>	<ul style="list-style-type: none"> <li>• Express opinions about topics.</li> <li>• Describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Literary terms related to novels</li> <li>• Conversational vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Culture</li> <li>• Non-verbal cues               <ul style="list-style-type: none"> <li>– Gestures</li> <li>– Personal space</li> <li>– Eye contact</li> </ul> </li> </ul>	<p><b>1.1.2 Recognize non-verbal cues specific to culture (ex. gestures, personal space, eye contact) that enhance understanding of oral presentation with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Listen to oral presentation containing cultural, non-verbal cues.</li> <li>• Evaluate meaning of cultural, non-verbal cues.</li> <li>• Incorporate cultural, non-verbal cues in conversation with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Presentational vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Format               <ul style="list-style-type: none"> <li>– Formal</li> <li>– Informal</li> </ul> </li> <li>• Purpose</li> <li>• Audience</li> </ul>	<p><b>1.1.3 Identify a format appropriate to purpose and audience with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Determine format to use in response.</li> <li>• Respond appropriately to formal and informal conversations with others.</li> <li>• Make conversation with others for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Think-pair-share discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> <li>• Presentational vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Language usage</li> <li>• Influences               <ul style="list-style-type: none"> <li>– Community</li> <li>– Daily life</li> </ul> </li> </ul>	<p><b>1.1.4 Recognize and describe the influences of heritage language usage manifested in the learner's community or daily life.</b></p>	<ul style="list-style-type: none"> <li>• Determine the proper vocabulary usage for conversational speech.</li> <li>• Identify the reason for a particular word's use.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 2: INTERPRETIVE COMMUNICATION - READING</b> Learners read literary and nonfiction communications for comprehension, analysis, and synthesis and identify word relationships, origins, and functions unique to the heritage language.					
<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Vocabulary <ul style="list-style-type: none"> <li>– Word families</li> <li>– Cognates</li> <li>– Synonyms</li> <li>– Antonyms</li> </ul> </li> </ul>	<b>1.2.1 Recognize word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning.</b>	<ul style="list-style-type: none"> <li>• Apply meanings of new vocabulary to familiar words.</li> <li>• Interpret meaning of vocabulary based on context.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Literary terms related to novels</li> </ul>	<b>IMPORTANT</b>
<ul style="list-style-type: none"> <li>• Expressions <ul style="list-style-type: none"> <li>– Register</li> <li>– Origin</li> <li>– Social implications</li> </ul> </li> </ul>	<b>1.2.2 Identify the register, origin, and social implications of idiomatic, colloquial, and proverbial expressions.</b>	<ul style="list-style-type: none"> <li>• Evaluate idiomatic, colloquial and proverbial expressions used by others.</li> <li>• Infer meaning of expressions.</li> <li>• Respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Idiomatic expressions</li> <li>• Colloquial expressions</li> <li>• Proverbial expressions</li> </ul>	<b>IMPORTANT</b>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Register</li> <li>• Conventions</li> </ul>	<p><b>1.2.3 Recognize specialized vocabulary, appropriate register, and genre-specific conventions with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Distinguish words in a set of vocabulary.</li> <li>• Classify vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<p>Literary terms related to novels</p> <ul style="list-style-type: none"> <li>• Bildungsroman</li> <li>• Autobiography</li> <li>• Character</li> <li>• Protagonist</li> <li>• Antagonist</li> <li>• Setting</li> <li>• Atmosphere</li> <li>• Narrator</li> <li>• Point of view</li> <li>• Plot</li> <li>• Conflict</li> <li>• Style</li> <li>• Theme</li> <li>• Tone</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Context</li> <li>• Language <ul style="list-style-type: none"> <li>– Literal</li> <li>– Figurative</li> <li>– Connotation</li> </ul> </li> </ul>	<p><b>1.2.4 Identify literal and figurative language in fiction and determine figurative connotation of words in context.</b></p>	<ul style="list-style-type: none"> <li>• Classify language as being literal or figurative.</li> <li>• Interpret meaning of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<p>Literary terms related to novels</p> <ul style="list-style-type: none"> <li>• Literal language</li> <li>• Figurative language</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Literary devices               <ul style="list-style-type: none"> <li>– Simile</li> <li>– Metaphor</li> <li>– Imagery</li> </ul> </li> </ul>	<b>1.2.5 Recognize similes, metaphors, imagery, and other literary devices.</b>	<ul style="list-style-type: none"> <li>• Identify and explain the meaning of similes, metaphors and imagery and other literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary terms related to novels <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Imagery</li> <li>• Foreshadowing</li> <li>• Symbolism</li> <li>• Personification</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Structural elements</li> <li>• Purpose</li> <li>• Genres               <ul style="list-style-type: none"> <li>– Fiction</li> <li>– Non-fiction</li> </ul> </li> </ul>	<b>1.2.6 Identify the structural elements of text and their purpose in a variety of genres and forms of fiction and nonfiction.</b>	<ul style="list-style-type: none"> <li>• Classify the text structure of a text.</li> <li>• Explain its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary terms related to novels <ul style="list-style-type: none"> <li>• Text structure</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Argument</li> <li>• Point of view</li> <li>• Purpose</li> </ul>	<b>1.2.7 Identify argument, point of view, or purpose in fiction and nonfiction.</b>	<ul style="list-style-type: none"> <li>• Restate the argument in a text.</li> <li>• Determine the point of view of a text.</li> <li>• State a text’s purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary terms related to novels <ul style="list-style-type: none"> <li>• Argument</li> <li>• Point of view</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting points</li> </ul>	<b>1.2.8 Identify main idea and supporting points in fiction and nonfiction.</b>	<ul style="list-style-type: none"> <li>• Restate the main idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary terms related to novels <ul style="list-style-type: none"> <li>• Main idea</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Language variation</li> <li>• National</li> <li>• Regional</li> </ul>	<p><b>1.2.9 Recognize national and regional language variation within the heritage language.</b></p>	<ul style="list-style-type: none"> <li>• Identify variation in language.</li> <li>• Interpret meaning of words and phrases despite variations in language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	<p>IMPORTANT</p>
<ul style="list-style-type: none"> <li>• Heritage cultures <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<p><b>1.2.11 Identify practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b></p>	<ul style="list-style-type: none"> <li>• Examine texts and how they are a reflection of a culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Conversational vocabulary</li> </ul>	<p>IMPORANT</p>
<p><b>STANDARD 3: INTERPRETIVE COMMUNICATION - LISTENING</b>  Learners listen to literary and nonfiction communications for comprehension, analysis, and synthesis and identify word relationships, origins, and functions unique to the heritage language.</p>					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Vocabulary               <ul style="list-style-type: none"> <li>– Word families</li> <li>– Cognates</li> <li>– Synonyms</li> <li>– Antonyms</li> </ul> </li> </ul>	<b>1.3.1 Recognize word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning.</b>	<ul style="list-style-type: none"> <li>• Interpret words based on their word families, synonyms or antonyms.</li> <li>• Identify words as being borrowed or shared with another language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Context</li> <li>• Language               <ul style="list-style-type: none"> <li>– Literal</li> <li>– Figurative</li> <li>– Connotation</li> </ul> </li> </ul>	<b>1.3.2 Identify literal and figurative connotation of words in context.</b>	<ul style="list-style-type: none"> <li>• Explain the terms literal and figurative.</li> <li>• Describe the implications of figurative words or parts of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-fiction               <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Structure</li> <li>– Format</li> </ul> </li> </ul>	<b>1.3.3 Identify the purpose, structure, and format of different types of fiction and nonfiction.</b>	<ul style="list-style-type: none"> <li>• Observe the format and structure of a text.</li> <li>• Explain why it has that format and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Literary terms related to novels</li> <li>• Purpose</li> <li>• Structure</li> <li>• Format</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Expressions</li> <li>• Register</li> </ul>	<b>1.3.6 Recognize the use of idiomatic, colloquial, and proverbial expressions as well as register.</b>	<ul style="list-style-type: none"> <li>• Identify the idiomatic, colloquial and proverbial expressions in a text.</li> <li>• Identify the formality with which a text is written.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p><b>STANDARD 4: PRESENTATIONAL COMMUNICATION - WRITING</b></p> <p>Learners use effective and appropriate strategies in preparation of written communications and apply effective writing strategies and elements of language, structure, and mechanics to written communication.</p>					
<ul style="list-style-type: none"> <li>• Elements of language</li> </ul>	<p><b>1.4.1 Correctly place elements of language with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate correct word usage in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of speech</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> <li>• Language-specific markings</li> </ul>	<p><b>1.4.2 Identify correct usage of conventions of punctuation, capitalization, and language-specific markings.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate correct punctuation, capitalization and accent marks in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Diphthongs</li> <li>• Triphthongs</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Phonetics</li> </ul>	<p><b>1.4.3 Identify phonetics of the language to spell with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Distinguish among letter sounds to aid in spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Ideas               <ul style="list-style-type: none"> <li>Transitions</li> </ul> </li> </ul>	<b>1.4.4 Recognize appropriate transitions to connect ideas.</b>	<ul style="list-style-type: none"> <li>Apply appropriate transitional phrases</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Transitional phrase</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Feedback</li> </ul>	<b>1.4.5 Revise or rewrite in response to feedback with guidance.</b>	<ul style="list-style-type: none"> <li>Revise text based on feedback.</li> <li>Restate using different or more specific words.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading marks</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Thesis</li> </ul>	<b>1.4.6 Outline a coherent thesis with guidance.</b>	<ul style="list-style-type: none"> <li>Develop a thesis.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Thesis</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Format               <ul style="list-style-type: none"> <li>Purpose</li> <li>Audience</li> </ul> </li> </ul>	<b>1.4.7 Identify a format appropriate to purpose and audience.</b>	<ul style="list-style-type: none"> <li>Recognize the formality necessary for a text.</li> <li>State its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Written communications</li> <li>Message</li> <li>Purpose               <ul style="list-style-type: none"> <li>Citations</li> <li>Anecdotes</li> <li>Quotes</li> <li>Details</li> </ul> </li> </ul>	<b>1.4.9 Identify citations, anecdotes, quotes, and details to support the message and purpose of written communications with guidance.</b>	<ul style="list-style-type: none"> <li>Support the purpose and message in a text with anecdotes, quotes or other details.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Culture               <ul style="list-style-type: none"> <li>Practices</li> <li>Products</li> <li>Perspectives</li> </ul> </li> </ul>	<b>1.4.13 Identify in writing practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b>	<ul style="list-style-type: none"> <li>Write about how a culture is reflected in its products, practices and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 5: PRESENTATIONAL COMMUNICATION - SPEAKING</b> Learners use effective and appropriate strategies in preparation for oral communications and apply culturally informed and appropriate speaking strategies and elements of language, structure, and mechanics to oral communication.					
<ul style="list-style-type: none"> <li>• Verb tense</li> </ul>	<b>1.5.1 Use consistent verb tense(s) with guidance.</b>	<ul style="list-style-type: none"> <li>• Speak with appropriate verb tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Grammatical agreement</li> </ul>	<b>1.5.2 Use appropriate grammatical agreement with guidance.</b>	<ul style="list-style-type: none"> <li>• Speak with appropriate grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Comprehension               <ul style="list-style-type: none"> <li>– Expressions</li> <li>– Register</li> </ul> </li> </ul>	<b>1.5.3 Employ idiomatic, colloquial, and proverbial expressions as well as register with guidance to enhance audience comprehension.</b>	<ul style="list-style-type: none"> <li>• Appropriately use idiomatic, colloquial and proverbial expressions in oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<b>STANDARD 6:</b> <b>CULTURE</b> <b>Learners understand and analyze heritage culture as well as establish and cultivate a personal cultural identification.</b>					
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Events</li> </ul>	<b>1.6.1 Identify significant events unique to the heritage culture.</b>	<ul style="list-style-type: none"> <li>• Identify events that influence one’s culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Interrelations               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Symbols</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.6.2 Recognize the interrelations among the practices, products, symbols, and perspectives of the heritage culture.</b>	<ul style="list-style-type: none"> <li>• Demonstrate the relationship between products, practices and perspectives that exist in one’s culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Values               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.6.3 Identify cultural values through the study of practices, products, and perspectives of the heritage culture.</b>	<ul style="list-style-type: none"> <li>• Explain how the products, practices and perspectives reflect the values of one’s culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cultural identification</li> <li>• Language</li> <li>• Authentic resources</li> </ul>	<b>1.6.7 Develop cultural identification by accessing authentic resources in the heritage language with guidance.</b>	<ul style="list-style-type: none"> <li>• Compare one's cultural experience with the culture presented in authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
CONTENT	STANDARD INDICATORS	SKILLS
<b>LST.6: THE WRITING PROCESS (WRITING)</b> Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
<ul style="list-style-type: none"> <li>• Materials</li> <li>• Approach – Purpose</li> <li>• Audience</li> </ul>	<b>LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</b>	<ul style="list-style-type: none"> <li>• Plan to write on a particular topic.</li> <li>• Develop a framework for writing.</li> <li>• Adapt writing for a specific audience and purpose.</li> <li>• Edit writing based on peer and teacher evaluation.</li> <li>• Improve writing mechanics and written language.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<ul style="list-style-type: none"><li>• Technology<ul style="list-style-type: none"><li>– Information</li><li>– Capacity</li></ul></li><li>• Products</li></ul>	<b>LST.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</b>	<ul style="list-style-type: none"><li>• Plan, organize and compose writing using a variety of technology.</li><li>• Collaborate with peers using technology.</li></ul>

GRADE LEVEL: 9 - 12

SUBJECT: Heritage Language Learners

DATE: 2017-2018

GRADING PERIOD: Q3

**MASTER 6-28-18**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 1: INTERPERSONAL COMMUNICATION:</b> Learners understand and analyze heritage culture and apply culturally informed and appropriate speaking and writing strategies and elements of language, structure, and mechanics to interpersonal communication.					
<ul style="list-style-type: none"> <li>• Familiar topics <ul style="list-style-type: none"> <li>– Information</li> <li>– Opinions</li> </ul> </li> </ul>	<b>1.1.1 Exchange information and opinions on familiar topics with guidance.</b>	<ul style="list-style-type: none"> <li>• Explain a topic presented in a reading</li> <li>• Express opinions about topics.</li> <li>• Summarize topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Literary terms related to poetry</li> <li>• Debate vocabulary</li> <li>• Conversational vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Culture</li> <li>• Non-verbal cues               <ul style="list-style-type: none"> <li>– Gestures</li> <li>– Personal space</li> <li>– Eye contact</li> </ul> </li> </ul>	<p><b>1.1.2 Recognize non-verbal cues specific to culture (ex. gestures, personal space, eye contact) that enhance understanding of oral presentation with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Interpret oral presentations containing cultural, non-verbal cues.</li> <li>• Evaluate meaning of cultural, non-verbal cues.</li> <li>• Incorporate cultural, non-verbal cues in conversation with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Presentational vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Format               <ul style="list-style-type: none"> <li>– Formal</li> <li>– Informal</li> </ul> </li> <li>• Purpose</li> <li>• Audience</li> </ul>	<p><b>1.1.3 Identify a format appropriate to purpose and audience with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Determine format to use in response.</li> <li>• Respond appropriately to formal and informal conversations with others.</li> <li>• Make conversation with others for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Think-pair-share discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> <li>• Presentational vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Language usage</li> <li>• Influences               <ul style="list-style-type: none"> <li>– Community</li> <li>– Daily life</li> </ul> </li> </ul>	<p><b>1.1.4 Recognize and describe the influences of heritage language usage manifested in the learner's community or daily life.</b></p>	<ul style="list-style-type: none"> <li>• Determine the proper vocabulary usage for conversational speech.</li> <li>• Identify the reason for a particular word's use.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p><b>STANDARD 2: INTERPRETIVE COMMUNICATION - READING</b></p> <p>Learners read literary and nonfiction communications for comprehension, analysis, and synthesis and identify word relationships, origins, and functions unique to the heritage language.</p>					
<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Vocabulary <ul style="list-style-type: none"> <li>– Word families</li> <li>– Cognates</li> <li>– Synonyms</li> <li>– Antonyms</li> </ul> </li> </ul>	<p><b>1.2.1 Recognize word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning.</b></p>	<ul style="list-style-type: none"> <li>• Analyze meanings of new vocabulary</li> <li>• Infer meaning of vocabulary based on context.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Comprehension questions</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Literary terms related to poetry</li> <li>• Debate vocabulary</li> </ul>	<p>IMPORTANT</p>
<ul style="list-style-type: none"> <li>• Expressions <ul style="list-style-type: none"> <li>– Register</li> <li>– Origin</li> <li>– Social implications</li> </ul> </li> </ul>	<p><b>1.2.2 Identify the register, origin, and social implications of idiomatic, colloquial, and proverbial expressions.</b></p>	<ul style="list-style-type: none"> <li>• Interpret idiomatic, colloquial and proverbial expressions used by others.</li> <li>• Infer meaning of expressions.</li> <li>• Respond appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Idiomatic expressions</li> <li>• Colloquial expressions</li> <li>• Proverbial expressions</li> </ul>	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Register</li> <li>• Conventions</li> </ul>	<p><b>1.2.3 Recognize specialized vocabulary, appropriate register, and genre-specific conventions with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Distinguish words in a set of vocabulary.</li> <li>• Classify vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Literary terms related to poetry</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Context</li> <li>• Language <ul style="list-style-type: none"> <li>– Literal</li> <li>– Figurative</li> <li>– Connotation</li> </ul> </li> </ul>	<p><b>1.2.4 Identify literal and figurative language in fiction and determine figurative connotation of words in context.</b></p>	<ul style="list-style-type: none"> <li>• Classify language as being literal or figurative.</li> <li>• Interpret meaning of figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary terms related to poetry <ul style="list-style-type: none"> <li>• Literal language</li> <li>• Figurative language</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Literary devices <ul style="list-style-type: none"> <li>– Simile</li> <li>– Metaphor</li> <li>– Imagery</li> </ul> </li> </ul>	<p><b>1.2.5 Recognize similes, metaphors, imagery, and other literary devices.</b></p>	<ul style="list-style-type: none"> <li>• Identify and explain the meaning of similes, metaphors and imagery and other literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	Literary terms related to poetry <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• Rhythm</li> <li>• Verse</li> <li>• Stanza</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> <li>• Imagery</li> <li>• Foreshadowing</li> <li>• Symbolism</li> <li>• Personification</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Structural elements</li> <li>• Purpose</li> <li>• Genres               <ul style="list-style-type: none"> <li>– Fiction</li> <li>– Non-fiction</li> </ul> </li> </ul>	<b>1.2.6 Identify the structural elements of text and their purpose in a variety of genres and forms of fiction and nonfiction.</b>	<ul style="list-style-type: none"> <li>• Classify the text structure of a text.</li> <li>• Explain its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Text structure</li> <li>• Literary terms related to poetry</li> <li>• Debate vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Argument</li> <li>• Point of view</li> <li>• Purpose</li> </ul>	<b>1.2.7 Identify argument, point of view, or purpose in fiction and nonfiction.</b>	<ul style="list-style-type: none"> <li>• Summarize the argument in a text.</li> <li>• Determine the point of view of a text.</li> <li>• State a text’s purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Supporting points</li> </ul>	<b>1.2.8 Identify main idea and supporting points in fiction and nonfiction.</b>	<ul style="list-style-type: none"> <li>• Summarize the main idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Language variation               <ul style="list-style-type: none"> <li>– National</li> <li>– Regional</li> </ul> </li> </ul>	<b>1.2.9 Recognize national and regional language variation within the heritage language.</b>	<ul style="list-style-type: none"> <li>• Identify variation in language.</li> <li>• Interpret meaning of words and phrases despite variations in language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Heritage cultures               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.2.11 Identify practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b>	<ul style="list-style-type: none"> <li>• Examine texts.</li> <li>• Explain how texts are a reflection of a culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Practices</li> <li>• Products</li> <li>• Perspectives</li> <li>• Conversational vocabulary</li> </ul>	IMPORANT
<b>STANDARD 3: INTERPRETIVE COMMUNICATION - LISTENING</b> <b>Learners listen to literary and nonfiction communications for comprehension, analysis, and synthesis and identify word relationships, origins, and functions unique to the heritage language.</b>					
<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Vocabulary               <ul style="list-style-type: none"> <li>– Word families</li> <li>– Cognates</li> <li>– Synonyms</li> <li>– Antonyms</li> </ul> </li> </ul>	<b>1.3.1 Recognize word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning.</b>	<ul style="list-style-type: none"> <li>• Interpret words based on their word families, synonyms or antonyms.</li> <li>• Identify words as being borrowed or shared with another language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Context</li> <li>• Language               <ul style="list-style-type: none"> <li>– Literal</li> <li>– Figurative</li> <li>– Connotation</li> </ul> </li> </ul>	<p><b>1.3.2 Identify literal and figurative connotation of words in context.</b></p>	<ul style="list-style-type: none"> <li>• Explain the terms literal and figurative.</li> <li>• Describe the implications of figurative words or parts of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-fiction               <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Structure</li> <li>– Format</li> </ul> </li> </ul>	<p><b>1.3.3 Identify the purpose, structure, and format of different types of fiction and nonfiction.</b></p>	<ul style="list-style-type: none"> <li>• Recognize the format and structure of a text.</li> <li>• Explain why it has that format and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Literary terms related to poetry</li> <li>• Debate vocabulary</li> <li>• Purpose</li> <li>• Structure</li> <li>• Format</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Expressions</li> <li>• Register</li> </ul>	<p><b>1.3.6 Recognize the use of idiomatic, colloquial, and proverbial expressions as well as register.</b></p>	<ul style="list-style-type: none"> <li>• Identify the idiomatic, colloquial and proverbial expressions in a text.</li> <li>• Identify the formality with which a text is written.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 4: PRESENTATIONAL COMMUNICATION - WRITING</b> Learners use effective and appropriate strategies in preparation of written communications and apply effective writing strategies and elements of language, structure, and mechanics to written communication.					
<ul style="list-style-type: none"> <li>• Elements of language</li> </ul>	<b>1.4.1 Correctly place elements of language with guidance.</b>	<ul style="list-style-type: none"> <li>• Demonstrate correct word usage in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of speech</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> <li>• Language-specific markings</li> </ul>	<b>1.4.2 Identify correct usage of conventions of punctuation, capitalization, and language-specific markings.</b>	<ul style="list-style-type: none"> <li>• Demonstrate correct punctuation, capitalization and accent marks in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Diphthongs</li> <li>• Triphthongs</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Phonetics</li> </ul>	<b>1.4.3 Identify phonetics of the language to spell with guidance.</b>	<ul style="list-style-type: none"> <li>• Distinguish among letter sounds to aid in spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Ideas</li> <li>– Transitions</li> </ul>	<b>1.4.4 Recognize appropriate transitions to connect ideas.</b>	<ul style="list-style-type: none"> <li>• Apply appropriate transitional phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Transitional phrase</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Feedback</li> </ul>	<b>1.4.5 Revise or rewrite in response to feedback with guidance.</b>	<ul style="list-style-type: none"> <li>Revise text based on feedback.</li> <li>Restate using different or more specific words.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading marks</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Thesis</li> </ul>	<b>1.4.6 Outline a coherent thesis with guidance.</b>	<ul style="list-style-type: none"> <li>Develop a thesis.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Thesis</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Format <ul style="list-style-type: none"> <li>Purpose</li> <li>Audience</li> </ul> </li> </ul>	<b>1.4.7 Identify a format appropriate to purpose and audience.</b>	<ul style="list-style-type: none"> <li>Recognize the formality necessary for a text.</li> <li>State its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Written communication <ul style="list-style-type: none"> <li>Outline</li> <li>Note-taking skills</li> </ul> </li> </ul>	<b>1.4.8 Utilize an outline and note-taking skills while developing written communication with guidance.</b>	<ul style="list-style-type: none"> <li>Record and organize information in an outline</li> </ul>	<ul style="list-style-type: none"> <li>In-class writing</li> <li>Small-group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Debate vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Written communications</li> <li>Message</li> <li>Purpose <ul style="list-style-type: none"> <li>Citations</li> <li>Anecdotes</li> <li>Quotes</li> <li>Details</li> </ul> </li> </ul>	<b>1.4.9 Identify citations, anecdotes, quotes, and details to support the message and purpose of written communications with guidance.</b>	<ul style="list-style-type: none"> <li>Support the purpose and message in a text with anecdotes, quotes or other details.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions</li> <li>In-class writing</li> <li>Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Research process               <ul style="list-style-type: none"> <li>– Sources</li> <li>– Information</li> <li>– Communication</li> <li>– Format</li> </ul> </li> </ul>	<b>1.4.10 Gather information from multiple sources during the research process and incorporate the information in written communications using standard format with guidance.</b>	<ul style="list-style-type: none"> <li>• Integrate information from multiple sources in research- based writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Community</li> <li>• Classroom               <ul style="list-style-type: none"> <li>– Experiences</li> <li>– Knowledge</li> </ul> </li> </ul>	<b>1.4.11 Describe experiences and knowledge gained in the heritage language classroom in writing to those within the school and/or community.</b>	<ul style="list-style-type: none"> <li>• Discuss experiences with peers.</li> <li>• Compose writing for different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Language usage               <ul style="list-style-type: none"> <li>– Influences</li> </ul> </li> <li>• Community</li> <li>• Communications</li> <li>• Writing</li> </ul>	<b>1.4.12 Recognize in writing the influences of heritage language usage manifested in communications in the learner's community.</b>	<ul style="list-style-type: none"> <li>• Recognize the influences of the heritage language that appear in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Culture               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.4.13 Identify in writing practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b>	<ul style="list-style-type: none"> <li>• Write about how a culture is reflected in its products, actions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• Informal writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Practices</li> <li>• Products</li> <li>• Perspectives</li> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 5: PRESENTATIONAL COMMUNICATION - SPEAKING</b> Learners use effective and appropriate strategies in preparation for oral communications and apply culturally informed and appropriate speaking strategies and elements of language, structure, and mechanics to oral communication.					
<ul style="list-style-type: none"> <li>• Verb tense</li> </ul>	<b>1.5.1 Use consistent verb tense(s) with guidance.</b>	<ul style="list-style-type: none"> <li>• Speak with appropriate verb tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Grammatical agreement</li> </ul>	<b>1.5.2 Use appropriate grammatical agreement with guidance.</b>	<ul style="list-style-type: none"> <li>• Speak with appropriate grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Comprehension               <ul style="list-style-type: none"> <li>– Expressions</li> <li>– Register</li> </ul> </li> </ul>	<b>1.5.3 Employ idiomatic, colloquial, and proverbial expressions as well as register with guidance to enhance audience comprehension.</b>	<ul style="list-style-type: none"> <li>• Appropriately choose idiomatic, colloquial and proverbial expressions in oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Format               <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Audience</li> </ul> </li> </ul>	<b>1.5.4 Identify/Recognize a format appropriate to purpose and audience.</b>	<ul style="list-style-type: none"> <li>Deliver oral presentation to specific purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Individual oral presentations</li> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Oral presentation</li> <li>Techniques               <ul style="list-style-type: none"> <li>– Nonverbal</li> </ul> </li> </ul>	<b>1.5.5 Identify/Recognize appropriate non-verbal public speaking techniques that enhance meaning of oral presentation.</b>	<ul style="list-style-type: none"> <li>Select non-verbal cues in order to improve oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Individual oral presentations</li> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Oral communication</li> <li>Visual prompts</li> </ul>	<b>1.5.6 Select visual prompts appropriately to support the delivery of oral communications with guidance.</b>	<ul style="list-style-type: none"> <li>Employ visual aids that enhance oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Individual oral presentations</li> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Thesis</li> </ul>	<b>1.5.7 Outline a coherent thesis with guidance.</b>	<ul style="list-style-type: none"> <li>Draft an effective thesis statement for oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Individual oral presentations</li> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Language usage               <ul style="list-style-type: none"> <li>– Influences</li> </ul> </li> <li>Community               <ul style="list-style-type: none"> <li>– Communications</li> </ul> </li> </ul>	<b>1.5.8 Describe the influences of heritage language usage manifested in communications in the learner's community.</b>	<ul style="list-style-type: none"> <li>Give examples of how the heritage language is used in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Culture               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.5.9 Describe practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b>	<ul style="list-style-type: none"> <li>Examine the actions, products and beliefs of the heritage culture.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 6: CULTURE</b> Learners understand and analyze heritage culture as well as establish and cultivate a personal cultural identification.					
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Values               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.6.3 Identify cultural values through the study of practices, products, and perspectives of the heritage culture.</b>	<ul style="list-style-type: none"> <li>• Explain how the products, practices and perspectives of a culture reflect the values of that culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Values</li> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Community</li> <li>• Classroom               <ul style="list-style-type: none"> <li>– Experiences</li> <li>– Knowledge</li> </ul> </li> </ul>	<b>1.6.4 Describe experiences and knowledge from the heritage language classroom within the school and/or community.</b>	<ul style="list-style-type: none"> <li>• Discuss a topic.</li> <li>• Compile information.</li> <li>• Revise writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Informal writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Country/Region/ Culture               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.6.5 Investigate the practices, products, and perspectives of the region and country that are directly linked to the individual student's culture.</b>	<ul style="list-style-type: none"> <li>• Explain how the products, practices and perspectives of a culture reflect an individual's values.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Informal writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Connections               <ul style="list-style-type: none"> <li>– Heritage</li> <li>– Country of origin</li> </ul> </li> </ul>	<b>1.6.6 Investigate the learner's personal cultural heritage and connections within the country of origin.</b>	<ul style="list-style-type: none"> <li>• Examine one's heritage, traditions and ways of life.</li> <li>• Find similarities in one's heritage to that of the country of origin.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMOPRTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cultural identification</li> <li>• Language <ul style="list-style-type: none"> <li>– Authentic resources</li> </ul> </li> </ul>	<b>1.6.7 Develop cultural identification by accessing authentic resources in the heritage language with guidance.</b>	<ul style="list-style-type: none"> <li>• Compare one’s cultural experience with the culture presented in authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
CONTENT	STANDARD INDICATORS	SKILLS
<b>LST.1: LEARNING OUTCOME FOR LITERACY IN SCIENCE/TECHNICAL SUBJECTS</b> Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences		
<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>– Science</li> <li>– Technical</li> </ul> </li> <li>• Range <ul style="list-style-type: none"> <li>– Grades 9-10</li> </ul> </li> </ul>	<b>LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.</b>	<ul style="list-style-type: none"> <li>• Read a variety of texts.</li> <li>• Read and understand texts with varying complexity.</li> <li>• Read independently.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<ul style="list-style-type: none"> <li>• Time frames</li> <li>• Range               <ul style="list-style-type: none"> <li>– Tasks</li> <li>– Purposes</li> <li>– Audiences</li> </ul> </li> </ul>	<p><b>LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</b></p>	<ul style="list-style-type: none"> <li>• Write a variety of products of varying lengths.</li> <li>• Write for a variety of purposes and tasks.</li> <li>• Write for different audiences.</li> </ul>
<p><b>LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING) Extract and construct meaning from science and technical texts using a variety of comprehension skills</b></p>		
<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Analysis</li> <li>• Texts</li> <li>• Details</li> <li>• Explanations</li> <li>• Descriptions</li> </ul>	<p><b>LST.2.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</b></p>	<ul style="list-style-type: none"> <li>• Identify specific textual evidence.</li> <li>• Interpret details in evidence.</li> <li>• Apply details to explanations and descriptions.</li> </ul>
<ul style="list-style-type: none"> <li>• Text               <ul style="list-style-type: none"> <li>– Ideas</li> <li>– Conclusions</li> <li>– Explanation</li> <li>– Depiction</li> <li>– Process</li> <li>– Phenomenon</li> <li>– Concept</li> <li>– Summary</li> </ul> </li> </ul>	<p><b>LST.2.2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.</b></p>	<ul style="list-style-type: none"> <li>• Identify the central idea of a text.</li> <li>• Restate conclusions of a text.</li> <li>• Summarize or paraphrase text.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<ul style="list-style-type: none"> <li>• Text</li> <li>• Procedure               <ul style="list-style-type: none"> <li>– Experiments</li> <li>– Measurements</li> <li>– Tasks</li> <li>– Cases</li> <li>– Exceptions</li> </ul> </li> </ul>	<p><b>LST.2.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</b></p>	<ul style="list-style-type: none"> <li>• Follow steps in a multi-step process.</li> <li>• Practice precision in following directions and performing tasks.</li> </ul>
<p><b>LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b>  <b>Build understanding of science and technical texts, using knowledge of structural organization and author’s purpose and message</b></p>		
<ul style="list-style-type: none"> <li>• Context               <ul style="list-style-type: none"> <li>– Texts</li> <li>– Topics</li> </ul> </li> <li>• Meaning               <ul style="list-style-type: none"> <li>– Symbols</li> <li>– Terms</li> <li>– Words</li> <li>– Phrases</li> </ul> </li> </ul>	<p><b>LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</b></p>	<ul style="list-style-type: none"> <li>• Infer meaning of words from context.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<ul style="list-style-type: none"> <li>• Structure               <ul style="list-style-type: none"> <li>– Relationships</li> <li>– Concepts</li> <li>– Key Terms</li> </ul> </li> </ul>	<p><b>LST.3.2: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</b></p>	<ul style="list-style-type: none"> <li>• Identify the concepts or questions presented in a text.</li> <li>• State how concepts are related to one another.</li> </ul>
<ul style="list-style-type: none"> <li>• Purpose               <ul style="list-style-type: none"> <li>– Explanation</li> <li>– Procedure</li> <li>– Experiment</li> <li>– Question</li> </ul> </li> </ul>	<p><b>LST.3.3: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</b></p>	<ul style="list-style-type: none"> <li>• Identify the purpose for a text.</li> <li>• Restate the details presented in a text.</li> </ul>
<p><b>LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b>  <b>Build understanding of science and technical texts by synthesizing and connecting ideas and evaluating specific claims.</b></p>		
<ul style="list-style-type: none"> <li>• Form               <ul style="list-style-type: none"> <li>– Visual</li> <li>– Words</li> <li>– Text</li> </ul> </li> <li>• Information               <ul style="list-style-type: none"> <li>– Quantitative</li> <li>– Technical</li> </ul> </li> </ul>	<p><b>LST.4.1: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</b></p>	<ul style="list-style-type: none"> <li>• Create visual representations of information.</li> <li>• Explain the information presented in charts or graphs.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<ul style="list-style-type: none"> <li>• Text               <ul style="list-style-type: none"> <li>– Reasoning</li> <li>– Evidence</li> </ul> </li> <li>• Problem               <ul style="list-style-type: none"> <li>– Claim</li> <li>– Recommendation</li> </ul> </li> </ul>	<p><b>LST.4.2: Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</b></p>	<ul style="list-style-type: none"> <li>• Explain how a piece of evidence does or does not support an idea.</li> </ul>
<ul style="list-style-type: none"> <li>• Text               <ul style="list-style-type: none"> <li>– Findings</li> </ul> </li> <li>• Sources               <ul style="list-style-type: none"> <li>– Explanations</li> <li>– Accounts</li> </ul> </li> </ul>	<p><b>LST.4.3: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</b></p>	<ul style="list-style-type: none"> <li>• Research information from several sources.</li> <li>• Choose evidence that supports an argument.</li> <li>• Choose evidence that contradicts an argument.</li> </ul>
<p><b>LST.5: WRITING GENRES (WRITING)</b>  <b>Write for different purposes and to specific audiences or people.</b></p>		
<ul style="list-style-type: none"> <li>• Content</li> <li>• Arguments</li> </ul>	<p><b>LST.5.1: Write arguments focused on discipline-specific content.</b></p>	<ul style="list-style-type: none"> <li>• Write a persuasive text for or against a point</li> </ul>
<ul style="list-style-type: none"> <li>• Texts               <ul style="list-style-type: none"> <li>– Procedures</li> <li>– Experiments</li> <li>– Processes</li> <li>– Descriptions</li> <li>– Conclusions</li> <li>– Data</li> <li>– Research</li> </ul> </li> </ul>	<p><b>LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.</b></p>	<ul style="list-style-type: none"> <li>• Organize information to provide in written form.</li> <li>• Describe procedures or processes logically.</li> <li>• State a conclusion based on facts.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<p><b>LST.6: THE WRITING PROCESS (WRITING)</b>  <b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b></p>		
<ul style="list-style-type: none"> <li>• Materials</li> <li>• Approach <ul style="list-style-type: none"> <li>– Purpose</li> </ul> </li> <li>• Audience</li> </ul>	<p><b>LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</b></p>	<ul style="list-style-type: none"> <li>• Plan to write on a particular topic.</li> <li>• Develop a framework for writing.</li> <li>• Adapt writing for a specific audience and purpose.</li> <li>• Edit writing based on peer and teacher evaluation.</li> <li>• Improve writing mechanics and written language.</li> </ul>
<ul style="list-style-type: none"> <li>• Technology <ul style="list-style-type: none"> <li>– Information</li> <li>– Capacity</li> </ul> </li> <li>• Products</li> </ul>	<p><b>LST.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</b></p>	<ul style="list-style-type: none"> <li>• Plan, organize and compose writing using a variety of technology.</li> <li>• Collaborate with peers using technology.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<p><b>LST.7: THE RESEARCH PROCESS (WRITING)</b>  <b>Build knowledge about the research process and the topic under study by conducting short or more sustained research</b></p>		
<ul style="list-style-type: none"> <li>• Assignments <ul style="list-style-type: none"> <li>– Research</li> <li>– Tasks</li> </ul> </li> <li>• Inquiry <ul style="list-style-type: none"> <li>– Question</li> <li>– Hypothesis</li> <li>– Problem</li> </ul> </li> <li>• Sources</li> <li>• Subject</li> <li>• Investigation</li> </ul>	<p><b>LST.7.1: Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question), test a hypothesis, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b></p>	<ul style="list-style-type: none"> <li>• Restate a question or problem.</li> <li>• Perform research.</li> <li>• Interpret information.</li> <li>• Evaluate information.</li> <li>• Consider multiple sources.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<ul style="list-style-type: none"> <li>• Information               <ul style="list-style-type: none"> <li>– Sources</li> <li>– Searches</li> <li>– Tasks</li> <li>– Flow of ideas</li> <li>– Plagiarism</li> <li>– Format</li> <li>– Citation</li> </ul> </li> <li>• Question               <ul style="list-style-type: none"> <li>– Source</li> <li>– Usefulness</li> <li>– Problem</li> </ul> </li> </ul>	<p><b>LST.7.2: Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., APA or CSE).</b></p>	<ul style="list-style-type: none"> <li>• Search for information.</li> <li>• Evaluate information.</li> <li>• Restate information accurately.</li> <li>• Organize information effectively.</li> <li>• Cite sources.</li> </ul>
<ul style="list-style-type: none"> <li>• Evidence               <ul style="list-style-type: none"> <li>– Analysis</li> <li>– Reflection</li> <li>– Research</li> </ul> </li> </ul>	<p><b>LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.</b></p>	<ul style="list-style-type: none"> <li>• Identify evidence that support an idea.</li> <li>• Consider evidence and its other applications or uses.</li> </ul>

GRADE LEVEL: 9 - 12

SUBJECT: Heritage Language Learners

DATE: 2017-2018

GRADING PERIOD: Q4

**MASTER 6-28-18**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 1: INTERPERSONAL COMMUNICATION:</b> Learners understand and analyze heritage culture and apply culturally informed and appropriate speaking and writing strategies and elements of language, structure, and mechanics to interpersonal communication.					
<ul style="list-style-type: none"> <li>Familiar topics <ul style="list-style-type: none"> <li>Information</li> <li>Opinions</li> </ul> </li> </ul>	<b>1.1.1 Exchange information and opinions on familiar topics with guidance.</b>	<ul style="list-style-type: none"> <li>Explain a topic presented in a reading.</li> <li>Express opinions about topics.</li> <li>Summarize topics.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>Literary terms related to drama</li> <li>Conversational vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Oral presentation</li> <li>Culture</li> <li>Non-verbal cues <ul style="list-style-type: none"> <li>Gestures</li> <li>Personal space</li> <li>Eye contact</li> </ul> </li> </ul>	<b>1.1.2 Recognize non-verbal cues specific to culture (ex. gestures, personal space, eye contact) that enhance understanding of oral presentation with guidance.</b>	<ul style="list-style-type: none"> <li>Interpret cultural, non-verbal cues.</li> <li>Evaluate meaning of cultural, non-verbal cues.</li> <li>Incorporate cultural, non-verbal cues in conversation with others.</li> </ul>	<ul style="list-style-type: none"> <li>Individual oral presentations</li> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Drama vocabulary</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Format               <ul style="list-style-type: none"> <li>– Formal</li> <li>– Informal</li> </ul> </li> <li>• Purpose</li> <li>• Audience</li> </ul>	<p><b>1.1.3 Identify a format appropriate to purpose and audience with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Determine format to use in response.</li> <li>• Respond appropriately to formal and informal conversations with others.</li> <li>• Make conversation with others for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> <li>• Think-pair-share discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> <li>• Presentational vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Language usage</li> <li>• Influences               <ul style="list-style-type: none"> <li>– Community</li> <li>– Daily life</li> </ul> </li> </ul>	<p><b>1.1.4 Recognize and describe the influences of heritage language usage manifested in the learner's community or daily life.</b></p>	<ul style="list-style-type: none"> <li>• Determine the proper vocabulary usage for conversational speech.</li> <li>• Distinguish between words with similar meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	IMPORTANT
<p><b>STANDARD 2: INTERPRETIVE COMMUNICATION - READING</b> Learners read literary and nonfiction communications for comprehension, analysis, and synthesis and identify word relationships, origins, and functions unique to the heritage language.</p>					

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Vocabulary <ul style="list-style-type: none"> <li>– Word families</li> <li>– Cognates</li> <li>– Synonyms</li> <li>– Antonyms</li> </ul> </li> </ul>	<b>1.2.1 Recognize word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning.</b>	<ul style="list-style-type: none"> <li>• Analyze meanings of new vocabulary.</li> <li>• Infer meaning of vocabulary based on context.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> <li>• Literary terms related to drama</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Language variation <ul style="list-style-type: none"> <li>– National</li> <li>– Regional</li> </ul> </li> </ul>	<b>1.2.9 Recognize national and regional language variation within the heritage language.</b>	<ul style="list-style-type: none"> <li>• Identify variation in language.</li> <li>• Interpret meaning of words and phrases despite variations in language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Community <ul style="list-style-type: none"> <li>– Influences</li> <li>– Language</li> <li>– Communications</li> </ul> </li> </ul>	<b>1.2.10 Recognize the influences of heritage language usage manifested in communications in the learner's community.</b>	<ul style="list-style-type: none"> <li>• Interpret literature found in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Conversational vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Heritage cultures <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.2.11 Identify practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b>	<ul style="list-style-type: none"> <li>• Analyze texts.</li> <li>• Explain how different texts are a reflection of a culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Practices</li> <li>• Products</li> <li>• Perspectives</li> <li>• Presentational vocabulary</li> </ul>	IMPORANT
<ul style="list-style-type: none"> <li>• Heritage cultures <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> <li>• Social Implications</li> <li>• Historical significance</li> </ul>	<b>1.2.12 Identify social implications and/or historical significance of practices, products, and perspectives unique to the heritage cultures.</b>	<ul style="list-style-type: none"> <li>• Analyze texts.</li> <li>• Discover how texts are significant to a culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Practices</li> <li>• Products</li> <li>• Perspectives</li> <li>• Presentational vocabulary</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p><b>STANDARD 3: INTERPRETIVE COMMUNICATION - LISTENING</b></p> <p>Learners listen to literary and nonfiction communications for comprehension, analysis, and synthesis and identify word relationships, origins, and functions unique to the heritage language.</p>					
<ul style="list-style-type: none"> <li>• Meaning</li> <li>• Vocabulary <ul style="list-style-type: none"> <li>– Word families</li> <li>– Cognates</li> <li>– Synonyms</li> <li>– Antonyms</li> </ul> </li> </ul>	<p><b>1.3.1 Recognize word families, cognates, borrowed and shared words, and synonyms and antonyms to expand vocabulary and derive meaning.</b></p>	<ul style="list-style-type: none"> <li>• Investigate word families, synonyms or antonyms.</li> <li>• Identify words as being borrowed or shared with another language.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	<p>IMPORTANT</p>
<ul style="list-style-type: none"> <li>• Context</li> <li>• Language <ul style="list-style-type: none"> <li>– Literal</li> <li>– Figurative connotation</li> </ul> </li> </ul>	<p><b>1.3.2 Identify literal and figurative connotation of words in context.</b></p>	<ul style="list-style-type: none"> <li>• Differentiate between literal and figurative language.</li> <li>• Describe the implications of figurative words or parts of text.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension question</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Fiction</li> <li>• Non-fiction               <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Structure</li> </ul> </li> <li>• Format</li> </ul>	<p><b>1.3.3 Identify the purpose, structure, and format of different types of fiction and nonfiction.</b></p>	<ul style="list-style-type: none"> <li>• Recognize the format and structure of a text.</li> <li>• Explain why it has that format and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Literary terms related to theater</li> <li>• Prior Vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Expressions</li> <li>• Register</li> </ul>	<p><b>1.3.6 Recognize the use of idiomatic, colloquial, and proverbial expressions as well as register.</b></p>	<ul style="list-style-type: none"> <li>• Identify the idiomatic, colloquial and proverbial expressions in a text.</li> <li>• Identify the formality with which a text is written.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Community               <ul style="list-style-type: none"> <li>– Influences</li> <li>– Language</li> <li>– Communications</li> </ul> </li> </ul>	<p><b>1.3.7 Recognize the influences of heritage language usage manifested in communications in the learner's community.</b></p>	<ul style="list-style-type: none"> <li>• Analyze discourse.</li> <li>• Explain how discourse and lectures are a reflection of a culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Heritage cultures               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<p><b>1.3.8 Identify practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b></p>	<ul style="list-style-type: none"> <li>• Analyze discourse.</li> <li>• Explain how discourse and lectures are a reflection of a culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 4: PRESENTATIONAL COMMUNICATION - WRITING</b> Learners use effective and appropriate strategies in preparation of written communications and apply effective writing strategies and elements of language, structure, and mechanics to written communication.					
<ul style="list-style-type: none"> <li>• Elements of language</li> </ul>	<b>1.4.1 Correctly place elements of language with guidance.</b>	<ul style="list-style-type: none"> <li>• Demonstrate correct word usage in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of speech</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> <li>• Language-specific markings</li> </ul>	<b>1.4.2 Identify correct usage of conventions of punctuation, capitalization, and language-specific markings.</b>	<ul style="list-style-type: none"> <li>• Demonstrate correct punctuation, capitalization and accent marks in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Diphthongs</li> <li>• Triphthongs</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Phonetics</li> </ul>	<b>1.4.3 Identify phonetics of the language to spell with guidance.</b>	<ul style="list-style-type: none"> <li>• Distinguish among letter sounds to aid in spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Ideas</li> <li>– Transitions</li> </ul>	<b>1.4.4 Recognize appropriate transitions to connect ideas.</b>	<ul style="list-style-type: none"> <li>• Apply appropriate transitional phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Transitional phrases</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Feedback</li> </ul>	<p><b>1.4.5 Revise or rewrite in response to feedback with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Revise text based on feedback.</li> <li>• Restate using different or more specific words.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Proofreading marks</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Thesis</li> </ul>	<p><b>1.4.6 Outline a coherent thesis with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Develop a thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Format <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Audience</li> </ul> </li> </ul>	<p><b>1.4.7 Identify a format appropriate to purpose and audience.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate proper formality necessary for a text.</li> <li>• State its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Written communication <ul style="list-style-type: none"> <li>– Outline</li> <li>– Note-taking skills</li> </ul> </li> </ul>	<p><b>1.4.8 Utilize an outline and note-taking skills while developing written communication with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Record and organize information in an outline</li> </ul>	<ul style="list-style-type: none"> <li>• In-class writing</li> <li>• Small-group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Written communications</li> <li>• Message</li> <li>• Purpose <ul style="list-style-type: none"> <li>– Citations</li> <li>– Anecdotes</li> <li>– Quotes</li> <li>– Details</li> </ul> </li> </ul>	<p><b>1.4.9 Identify citations, anecdotes, quotes, and details to support the message and purpose of written communications with guidance.</b></p>	<ul style="list-style-type: none"> <li>• Support the purpose and message in a text with anecdotes, quotes or other details.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• In-class writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Research process               <ul style="list-style-type: none"> <li>– Sources</li> <li>– Information</li> <li>– Communication</li> </ul> </li> <li>• Format</li> </ul>	<b>1.4.10 Gather information from multiple sources during the research process and incorporate the information in written communications using standard format with guidance.</b>	<ul style="list-style-type: none"> <li>• Integrate information from multiple sources in research- based writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Community</li> <li>• Classroom               <ul style="list-style-type: none"> <li>– Experiences</li> <li>– Knowledge</li> </ul> </li> </ul>	<b>1.4.11 Describe experiences and knowledge gained in the heritage language classroom in writing to those within the school and/or community.</b>	<ul style="list-style-type: none"> <li>• Discuss experiences with peers.</li> <li>• Compose writing for different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Language usage               <ul style="list-style-type: none"> <li>– Influences</li> </ul> </li> <li>• Community</li> <li>• Communications</li> <li>• Writing</li> </ul>	<b>1.4.12 Recognize in writing the influences of heritage language usage manifested in communications in the learner's community.</b>	<ul style="list-style-type: none"> <li>• Give examples of the influences of the heritage language that appear in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	ADDITIONAL
<ul style="list-style-type: none"> <li>• Culture               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.4.13 Identify in writing practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b>	<ul style="list-style-type: none"> <li>• Write about how a culture is reflected in its products, actions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension questions</li> <li>• Informal writing</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Practices</li> <li>• Products</li> <li>• Perspectives</li> <li>• Prior vocabulary</li> </ul>	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 5: PRESENTATIONAL COMMUNICATION - SPEAKING</b> <b>Learners use effective and appropriate strategies in preparation for oral communications and apply culturally informed and appropriate speaking strategies and elements of language, structure, and mechanics to oral communication.</b>					
<ul style="list-style-type: none"> <li>• Verb tense</li> </ul>	<b>1.5.1 Use consistent verb tense(s) with guidance.</b>	<ul style="list-style-type: none"> <li>• Speak with appropriate verb tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Grammatical agreement</li> </ul>	<b>1.5.2 Use appropriate grammatical agreement with guidance.</b>	<ul style="list-style-type: none"> <li>• Speak with appropriate grammar.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>• Comprehension <ul style="list-style-type: none"> <li>– Expressions</li> <li>– Register</li> </ul> </li> </ul>	<b>1.5.3 Employ idiomatic, colloquial, and proverbial expressions as well as register with guidance to enhance audience comprehension.</b>	<ul style="list-style-type: none"> <li>• Appropriately choose idiomatic, colloquial and proverbial expressions in oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual oral presentations</li> <li>• Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>Format               <ul style="list-style-type: none"> <li>– Purpose</li> <li>– Audience</li> </ul> </li> </ul>	<b>1.5.4 Identify/Recognize a format appropriate to purpose and audience.</b>	<ul style="list-style-type: none"> <li>Deliver oral presentation to specific purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Individual oral presentations</li> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Oral presentation</li> <li>Techniques</li> <li>Nonverbal</li> </ul>	<b>1.5.5 Identify/Recognize appropriate non-verbal public speaking techniques that enhance meaning of oral presentation.</b>	<ul style="list-style-type: none"> <li>Select non-verbal cues in order to improve oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Individual oral presentations</li> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Oral communication</li> <li>Visual prompts</li> </ul>	<b>1.5.6 Select visual prompts appropriately to support the delivery of oral communications with guidance.</b>	<ul style="list-style-type: none"> <li>Employ visual aids that enhance oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Individual oral presentations</li> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Thesis</li> </ul>	<b>1.5.7 Outline a coherent thesis with guidance.</b>	<ul style="list-style-type: none"> <li>Draft an effective thesis statement for oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Individual oral presentations</li> <li>Group oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	CRITICAL
<ul style="list-style-type: none"> <li>Language usage               <ul style="list-style-type: none"> <li>– Influences</li> </ul> </li> <li>Community</li> <li>Communications</li> </ul>	<b>1.5.8 Describe the influences of heritage language usage manifested in communications in the learner's community.</b>	<ul style="list-style-type: none"> <li>Give examples of how the heritage language is used in the community.</li> </ul>	Class discussion	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>Culture               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> </ul> </li> <li>Perspectives</li> </ul>	<b>1.5.9 Describe practices, products, and perspectives of the heritage cultures (ex. geography, religion, politics, economics, history, fine arts).</b>	<ul style="list-style-type: none"> <li>Examine the actions, products and beliefs of the heritage culture.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<b>STANDARD 6: CULTURE</b> Learners understand and analyze heritage culture as well as establish and cultivate a personal cultural identification.					
<ul style="list-style-type: none"> <li>• Culture</li> <li>• Values               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.6.3 Identify cultural values through the study of practices, products, and perspectives of the heritage culture.</b>	<ul style="list-style-type: none"> <li>• Explain how the products, practices and perspectives of a culture reflect the values of that culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>• Values</li> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Community</li> <li>• Classroom               <ul style="list-style-type: none"> <li>– Experiences</li> <li>– Knowledge</li> </ul> </li> </ul>	<b>1.6.4 Describe experiences and knowledge from the heritage language classroom within the school and/or community.</b>	<ul style="list-style-type: none"> <li>• Discuss a topic.</li> <li>• Compile information.</li> <li>• Revise writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Formal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Country/Region/ Culture               <ul style="list-style-type: none"> <li>– Practices</li> <li>– Products</li> <li>– Perspectives</li> </ul> </li> </ul>	<b>1.6.5 Investigate the practices, products, and perspectives of the region and country that are directly linked to the individual student's culture.</b>	<ul style="list-style-type: none"> <li>• Explain how the products, practices and perspectives of a culture reflect an individual's values.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT
<ul style="list-style-type: none"> <li>• Connections               <ul style="list-style-type: none"> <li>– Heritage</li> </ul> </li> <li>• Country of origin</li> </ul>	<b>1.6.6 Investigate the learner's personal cultural heritage and connections within the country of origin.</b>	<ul style="list-style-type: none"> <li>• Examine one's heritage, traditions and ways of life.</li> <li>• Find similarities in one's heritage to that of the country of origin.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> <li>• Cultural identification</li> <li>• Language <ul style="list-style-type: none"> <li>– Authentic resources</li> </ul> </li> </ul>	<b>1.6.7 Develop cultural identification by accessing authentic resources in the heritage language with guidance.</b>	<ul style="list-style-type: none"> <li>• Compare one’s cultural experience with the culture presented in authentic resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Informal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Prior vocabulary</li> </ul>	IMPORTANT

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS		
CONTENT	STANDARD INDICATORS	SKILLS
<b>LST.6: THE WRITING PROCESS (WRITING)</b> Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
<ul style="list-style-type: none"> <li>• Materials</li> <li>• Approach <ul style="list-style-type: none"> <li>– Purpose</li> </ul> </li> <li>• Audience</li> </ul>	<b>LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</b>	<ul style="list-style-type: none"> <li>• Plan to write on a particular topic.</li> <li>• Develop a framework for writing.</li> <li>• Adapt writing for a specific audience and purpose.</li> <li>• Edit writing based on peer and teacher evaluation.</li> <li>• Improve writing mechanics and written language.</li> </ul>

CONTENT	STANDARD INDICATORS	SKILLS
<ul style="list-style-type: none"><li>• Technology<ul style="list-style-type: none"><li>– Information</li><li>– Capacity</li></ul></li><li>• Products</li></ul>	<b>LST.6.2: Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</b>	<ul style="list-style-type: none"><li>• Plan, organize and compose writing using a variety of technology.</li><li>• Collaborate with peers using technology.</li></ul>