

RHS 2020-2021 SYLLABUS -- Heritage I

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Days/Times of Class: Monday through Friday 5th period

Google Classroom info:

Office Hours: Monday 1st and 6th period. Student may make arrangements with teacher to meet during any of these periods

Course Overview:

Students will have the opportunity to participate in a series of projects and create real life situations while using the target language.

Grading

Summative assessments 40%

Formative assessments 60%

Inclusion Practices

- Students will choose from a variety of technological presentation modes to work in the target language.
- Students will work collaboratively to practice the target language
- Students can choose from a variety of material and excerpts in the target language

Technology Use Guidelines & Procedures

[netiquette policy/rules, technology usage, devices or systems (ie- Google Meet, digital tools or extensions, Dreambox, etc.), expectations, etc.

Expectations for Students Use of Google Meet: <ul style="list-style-type: none">• Intended for educational use only• Try to use in common areas (e.g. no bedrooms, bathrooms, etc)	Courtesy goes a long way in any setting, including virtual classrooms. Your good manners should carry over to	It's important that you are prepared before class! <p>Make sure you download any necessary software and connect and test devices like</p>	While in a virtual Class <ul style="list-style-type: none">• Focus on the classroom conversation and activities.	Assume good intentions with your fellow students if you engage in discussion posts <ul style="list-style-type: none">• Without seeing their facial
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<ul style="list-style-type: none"> • Wear school appropriate clothing • Use school appropriate language <p>Sign in the Google meet that is assigned for your class per your schedule.</p> <ul style="list-style-type: none"> • Mute microphone when not speaking • Use chat for learning specific questions and comments only • Turn on audio, however live video is optional 	<p>online meetings, too.</p> <ul style="list-style-type: none"> • Students should use their real names. • Please address the teacher and other virtual school students in a respectful manner, even when disagreeing. • When chatting, avoid using all uppercase letters; this is considered the equivalent of shouting. • Before a virtual classroom session begins, eliminate distractions that may divert their attention away from learning. • Minimize background noise by turning off the TV and radio. • Turn off cell phones. (No multitasking during class!) • Mute your microphone unless they are asked to speak. 	<p>microphones or video cameras before the lesson begins.</p> <p>Please exit other applications on your computer prior to launching the classroom software.</p>	<ul style="list-style-type: none"> • Take notes on the information presented. • Ask relevant questions to clarify the material covered or assignments given. • Not join sideline chats with classmates when the teacher is speaking, 	<p>expressions, other people may not know when they are kidding or being sarcastic.</p> <ul style="list-style-type: none"> • Please reread your own messages for friendliness and respect before sending. • What seems like a short or abrupt answer from a classmate (or teacher) probably doesn't mean anger—the other person might just be busy.
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ACTFL Standards and MPS World Language Standards

ACTFL National Standards	MPS World Languages Standards
<p>Communication</p> <p>Interpersonal</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>a. Exchange information on familiar tasks and topics, i.e., express basic needs/courtesies,</p>

<p style="text-align: center;">Interpretive</p> <p style="text-align: center;">Presentational</p>	<p>activities, likes/dislikes, agreement/disagreement, feelings, places.</p> <p>b. Use phrases and sentences in short social interactions, i.e. one on one, simple questions and request.</p> <hr/> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>a. Understand ideas on familiar topics expressed through phrases, short sentences, and frequently used expressions.</p> <p>b. Understand the main idea of oral communications, i.e., short stories, short informative narratives, messages, and announcements.</p> <p>c. Understand the main idea of written communications, i.e., short stories, short informative narratives, personal notes, letters, and invitations.</p> <p>d. Use visual and context clues to aid understanding. i.e., props, charts, graphic organizers, gestures, visual clues.</p> <hr/> <p>1.3 Students convey information, concepts and ideas to listeners and readers for a variety of purposes.</p> <p>a. Use a series of phrases and sentences to provide basic information about familiar topics, i.e., present prepared material orally and in writing to audience; retell a simple story orally or in writing; write a short informal text such as, personal note, letter, invitation, poem, blog entry, facebook post, email message, diary, and journal; summarize main idea of a short text.</p> <p>b. Use short messages to request or provide information orally or in writing, i.e., commands, give directions, instructions.</p>
<p>Culture</p>	<p>2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.</p> <p>a. Identify some commonly held generalizations/misconceptions about the culture studied.</p> <p>b. Recognize and interpret language and behaviors that are appropriate in the target culture.</p>

	<ul style="list-style-type: none"> c. Identify social and geographical factors that affect cultural practices. d. Identify common words, phrases, and idioms that reflect the culture. <p>2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the culture studied.</p> <ul style="list-style-type: none"> a. Identify the products of the target country/countries. b. Recognize the contributions of the target culture. c. Identify expressive forms of the target culture. d. Identify the relationship between cultural perspectives and products/contributions as represented in expressive forms of the culture studied, i.e., stories and literature, music and songs, visual arts, dance. e. Identify and explain how the needs, behaviors, and beliefs of the cultures are reflected in the products/contributions of the culture studied.
<p>Connections</p>	<p>3.1 Students reinforce and further knowledge of other disciplines through foreign languages.</p> <ul style="list-style-type: none"> a. Identify through foreign language resources, information for use in other disciplines. b. Identify and apply, within a familiar context, information and skills common to the foreign language classrooms and other disciplines. <p>3.2 Students acquire information and perspectives through authentic materials in the foreign language and written cultures.</p> <ul style="list-style-type: none"> a. Use authentic sources to identify the perspectives of the target culture. b. Extract information from sources intended for native speakers of the language.
<p>Comparisons</p>	<p>4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.</p> <ul style="list-style-type: none"> a. Identify the sound patterns of the target language and compare them to the student's own language. b. Identify the structural patterns of the target language and compare them to the student's own language. c. Identify the idiomatic expressions of the target language and compare them to the student's own language.

	<p>d. Identify connections among languages, i.e., cognates and borrowed words.</p> <p>4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.</p> <p>a. Identify the similarities and differences between the target culture(s) and the student’s own culture using evidence from authentic sources.</p> <p>b. Identify similar and different behavior patterns between the target culture(s) and the student’s own culture.</p> <p>c. Identify the contributions of the target culture(s) to the student’s own culture.</p> <p>d. Identify forms of expression and object used in daily life in the target culture(s).</p>
<p>Community</p>	<p>5.1 Students use the language both within and beyond the school setting for a variety of purposes.</p> <p>a. Identify the use of target language in daily life in students’ environments.</p> <p>b. Share knowledge of target language with others.</p> <p>c. Locate connections with the target culture through the use of technology, media, and authentic sources.</p> <p>d. Locate resources in the community to research the target culture(s).</p>



Units of Study

First Semester	Second Semester
<p>Unit 1: Statement of inquiry: <u>Mis experiencias en tiempo de pandemia</u> Global context and area of exploration: Students explore their personal experiences from the viewpoint of a Latinex person. Identity Summative assessment Students will choose to work on a project presentation. Video/ slides/ story writing Inquiry question: Are my personal experiences different or similar before and after the pandemic? Nuts and Bolts</p> <ul style="list-style-type: none"> ● Preferencia de uso de pronombres ● Uso de mayúscula. <p>ATL skills : Thinking skills, critical thinking, creativity and innovation, transfer, Communication skills, Social Skills Self-management skills organisation, effective, reflection Research skills. information literacy, Media literacy</p> <p>1.1 I can identify the main ideas of a simple text about everyday life. 1.2 I can present basic information about myself. 1.3 I can exchange information on a topic related to everyday life in 2020.</p> <p>Unit 2: Statement of inquiry: <u>Día de los muertos</u> Global context and area of exploration: Virtual Community Altar. Exploration of racial, social and emotional situation of</p>	<p>Unit 4: Statement of Inquiry: <u>Aportes de los inmigrantes a USA</u> Global context and area of exploration: Contributions from Latinex immigration to USA. What is the American Dream for us Latinex? How is my present situation compared to the one before pandemic? How is my families and friends present situation compared to the one before pandemic. Summative assessment Students will choose to work on a project presentation. Video/ slides/ story writing Inquiry question: Has the pandemic impact my social and financial life? Nuts and Bolts</p> <ul style="list-style-type: none"> ● Palabras esdrújulas ● Palabras sobresdrújulas ● Revisión de reglas de puntuación <p>ATL skills : Thinking skills, critical thinking, creativity and innovation, transfer, Communication skills, Social Skills Self-management skills organisation, effective, reflection Research skills. information literacy, media literacy</p> <p>4.1 I can bargain respectfully in the target language. 4.2 I can understand the main ideas of a text about a city or region in the target culture. 4.3 I can write a short narrative about a place someone has visited in the target culture.</p>

immigrants in the USA. How to survive in the stream of biases.

Summative assessment Students will choose to work on a project presentation. Video/ slides/ story writing. The mode of the project has to be different from the one chosen in Unit 1.

Inquiry question: Can I be mentally, physically, emotionally and socially healthy during pandemic?

Nuts and Bolts

- **Conectores del lenguaje**
- **Escribir poemas simples.**
- **Escribir narración.**
- **Palabras graves**

ATL skills : ATL skills : Thinking skills, critical thinking, creativity and innovation,transfer,

Communication skills,

Social Skills

Self-management skills organisation, effective, reflection

Research skills. information literacy, Media literacy

- 2.1** I can identify the main ideas of a text about a public health issue related.
- 2.2** I can create a brochure that lists information about a public health issue in the target culture.
- 2.3** I can present basic information about a public health issue in the target culture.
- 2.4** I can understand the cause and effect of a public health issue in the target culture.

Unit 3:

Statement of Inquiry: Justicia Social

Global context and area of exploration: Social justice. Racial bias . Assimilation vs Integration. Comparison among Latinex, and other cultures in the USA.

Summative assessment Students will choose to work on a project presentation. Video/ slides/ story writing

Inquiry question: Are resources available to all in the target culture compared to our culture?

Nuts and Bolts

- **Palabras agudas**
- **Reglas ortográficas**

ATL skills : Thinking skills, critical thinking, creativity and innovation,transfer,

Communication skills,

Social Skills

Self-management skills organisation, effective, reflection

Unit 5 Sentimientos

Statement of Inquiry: Sentimientos sociales de la comunidad Latinex

Global context and area of exploration:

Feelings of Latinex during and after the social unrest. How does it affect my self-esteem? Integration vs assimilation.

Summative assessment Students will choose to work on a project presentation. Video/ slides/ story writing

Inquiry question: Has the pandemic impact my social and financial life?

Nuts and Bolts

- **Revisión de reglas de puntuación**

ATL skills : Thinking skills, critical thinking, creativity and innovation,transfer,

Communication skills,

Social Skills

Self-management skills organisation, effective, reflection

Research skills. information literacy, media literacy

- 5.1** I can speak about my feelings as a person from immigrant descent.
- 5.2** I can explain who, what, when, where, why, and how my feelings are affected by the social situation today in the USA and in Minneapolis. .
- 5.3** I can compare and contrast my feelings to the feelings expressed by other people.

Literature read during this course:

- Variety of excerpts from different websites on the internet.
- Cajas de Cartón (Francisco Jimenez)
- 100 Latinos- 100 Historias (Ontiveros)
- Senderos Fronterizos (Francisco Jimenez)

Research skills. information literacy, Media literacy

- 3.1** I can understand the main ideas of a text related to a social justice issue.
- 3.2** I can write about a social justice issue I have learned about using pictures or photos.
- 3.3** I can exchange information about a social justice issue

- Economic inequality
- Racial inequality
- Gender/Sexual inequality
- Health inequality
- Indigenous peoples issues
- Peace & Justice

RHS Academic Honesty Policy

What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people's ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format.

Student's Responsibility:

- Read and understand the Academic Honesty Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
- Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.

Violation Procedures: First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.

Assessment

Students performance will be evaluated in the following way:

Formative assessments 60%

Summative assessments 40%

The following 8-point Grade Scale will be used to determine grading:

RHS 8-point Grade Scale for 2020-2021 (Gen Ed)

Scale	Letter Grade*	Descriptor Key Words**	Description Explanation***
7-8	A	Work consistently is... Extended Innovative	<i>Produces high-quality, frequently innovative work. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations; contexts can be familiar or unfamiliar.</i>
5-6	B	Work consistently is... Accurate Proficient	<p><i>6- Produces high-quality, occasionally innovative work. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in challenging familiar and unfamiliar classroom and real-world situations, often with independence.</i></p> <p>-----</p> <p>-----</p> <p><i>5- Produces generally good to high-quality work. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in challenging familiar classroom</i></p>

			<i>and real-world situations and, with support, some unfamiliar real-world situations.</i>
3-4	C	Work mostly is... Adequate Inconsistent	<p><i>4- Produces acceptable to good quality work. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations; sometimes inconsistent</i></p> <p>-----</p> <p><i>3- Produces work of an acceptable quality. Begins to demonstrate basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations; often inconsistent</i></p>
1-2	D	Work is... Developing Limited partial	<p><i>2-Produces work of limited quality. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills; infrequently applies knowledge and skills.</i></p> <p><i>-Limited application and success using foundational skills, with scaffolding and/or teacher support</i></p> <p>-----</p> <p><i>1- Produces work of very limited quality. Very rarely demonstrates critical or creative thinking. Very inflexible; rarely uses knowledge or skills.</i></p>
0	F	Work is.. Incomplete Unacceptable Inaccurate Insufficient evidence	<p><i>-No Evidence of understanding</i></p> <p><i>-Did not attempt or no correct understanding was shown</i></p> <p><i>-Did not meet criteria</i></p>