

## Spanish Language Arts (SLA) 7 Curriculum Overview

### Transfer goals:

Upon graduation, SLA scholars at East will:

- Be tenacious by recognizing and taking advantage of opportunities to discover passion and interests in their native language & use feedback to refine thinking and actions.
- Think purposefully to seek to understand the role of culture in shaping an individual within their own culture and the culture of others.
- Advocate for self and others in order to accept differences, embrace change and assert themselves in their own culture.

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Personal Id (5 weeks)	Values & Belief (12 week)			Interaction w/people (8-10 weeks)		Interaction w/environment (6-7 weeks)		Transition (4-5 weeks)	

<b>NYS Native Language Arts Standards</b>	<ul style="list-style-type: none"> <li>• Students will listen, speak, read, and write in their native languages for information and understanding</li> <li>• Students will listen, speak, read, and write in their native languages for literary response and expression.</li> <li>• Students will listen, speak, read, and write in their native languages for critical analysis and evaluation.</li> <li>• Students will listen, speak, read, and write in their native languages for social interaction.</li> </ul>
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Unit 1	Understanding	Essential Question
<b>Personal ID</b>	Students will understand that <ul style="list-style-type: none"> <li>○ Legends and myths teach us life lessons that give meaning and purpose to our everyday lives at home, school and work.</li> <li>○ Legends and myths are tools that our ancestors can use to transfer their life-knowledge to us and that gives it credibility. Their family life impacts who they are and how they view themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• Why do legends and myths exist? Why are they so important that after thousands and thousands of years they continue to exist?</li> <li>• What is the difference between legends and myths?</li> <li>• How do legends and myths compare and differentiate between 2 culturally different countries.</li> </ul>
Performance Tasks: Myth project		
Common Formative Assessment <ul style="list-style-type: none"> <li>• Essay</li> <li>• Quizzes &amp; tests</li> </ul>		

Unit 2	Understanding	Essential Question
<b>Values/Beliefs</b>	<p>Students will understand that</p> <ul style="list-style-type: none"> <li>○ All families generate experiences and feelings, some positive and some negative based on cultural values.</li> <li>○ Sometimes these experiences and feelings generated within the family can be sharpened by living in a foreign country.</li> <li>○ There are conflicts within the dynamic of a Latin American family that are a direct result of immigration.</li> <li>○ Understanding these experiences and feelings will help them to better resolve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>• What are values?</li> <li>• What values are promoted within society?</li> <li>• How have values preserved as individuals moved within a given society?</li> <li>• What barriers do Latino adolescents share while living in the U.S.?</li> </ul>
Performance Task: Family Interview project		
Common Formative Assessment <ul style="list-style-type: none"> <li>• Essay</li> <li>• Quizzes &amp; tests</li> </ul>		

Unit 3	Understanding	Essential Question
<b>Interaction w/People</b>	<p>Students will understand that</p> <ul style="list-style-type: none"> <li>○ Narrative literature from Hispanic authors can help us understand who we are as Hispanics and that there are similarities in our life views because of our cultures and shared experiences.</li> <li>○ One of the avenues in overcoming hardships is to share those hardships, understand them, and learn from those who have had similar hardships and then pass down to others what we have learned. This can happen through literature and composition.</li> </ul>	<ul style="list-style-type: none"> <li>• How does our community and surrounding neighborhood affect who we are and who we will become?</li> <li>• How does our community and surroundings affect the relationships that we have with others?</li> <li>• What might be some racial and discrimination issues that we might face because of our community and/or where we live?</li> <li>• How might our community affect our writing or the literature that we choose to read?</li> <li>• Why is it important to voice our opinions verbally and in writing against social injustices?</li> <li>• Why is narrative writing, more than any other kind of writing, used when talking about community?</li> </ul>
Performance Task: 1. Poetry collection		

2. Research Project – Devalued members of society
Common Formative Assessment <ul style="list-style-type: none"> <li>Quizzes &amp; tests</li> </ul>

Unit 4	Understanding	Essential Question
<b>Interaction w/Environment</b>	Students will understand that <ul style="list-style-type: none"> <li>Societies are affected by climate changes.</li> <li>Societies/individuals must take responsibility for his/her “world” by expressing themselves through writing.</li> </ul>	<ul style="list-style-type: none"> <li>In what ways do people interact with their environment?</li> <li>Why should people recycle?</li> <li>How are societies affected by environmental changes?</li> <li>Whose problem is it when climatic changes affect a society?</li> <li>What programs can be/should be implemented to preserve the earth?</li> <li>Why should your environment be important to you?</li> </ul>
Performance Task: Journaling Project		
Common Formative Assessment <ul style="list-style-type: none"> <li>Persuasive essay</li> <li>Quizzes &amp; tests</li> </ul>		

Unit 5	Understanding	Essential Question
<b>Transitions</b>	Students will understand that <ul style="list-style-type: none"> <li>After examining literary topics, characters, and situations, we develop deeper understandings of ourselves and those around us.</li> <li>The way we communicate and our appearance affects the way others perceive us.</li> </ul>	<ul style="list-style-type: none"> <li>Why does our point of view change as we get older?</li> <li>How can the people we choose to spend our time with effect the people we become?</li> <li>How can our teachers, parents, and bosses affect the people we become?</li> <li>What are the things we can do to impact the impression that we leave on others?</li> </ul>
Performance Task: Portfolio project		
Common Formative Assessment <ul style="list-style-type: none"> <li>Analytical essay</li> <li>Quizzes &amp; tests</li> </ul>		