

East EPO Course Overview for Spanish Language Arts 7/8

World Language 7-12 Transfer Goal: Be tenacious by taking opportunities to effectively communicate in the target language with varied audiences and for varied purposes while displaying appropriate cultural understanding.

1A. Interpretive Communication: Learners understand, interpret, and analyze what is **heard, read,** received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

1B. Interpersonal Communication: Learners interact and negotiate meaning in spontaneous, **spoken,** visual, or **written** communication to exchange information and express feelings, preferences, and opinions.

1C. Presentational Communication: Learners present information and ideas on a variety of topics adapted to **various audiences of listeners, readers or viewers*** to describe, inform, narrate, explain, or persuade

Pacing Guide:

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
U1	U1	U1/U2	U2	U2	U3	U3	U4	U4	Review

Unit Overviews

Unit 1:	Understandings:	Essential Questions:
Personal ID “Descubro quien soy”	<i>Students will understand that</i> U1: In their own and other cultures, they can explain how a variety of cultures have contributed to the daily life of society. U2: One interacts and participates in intercultural activities to express one's identity.	<i>Students will consider such questions as...</i> EQ1: How do Spanish Native Speakers compare similarities and differences between various elements of other Spanish Speaking countries? EQ2: What does it mean to be Latino/ Hispanic?

Transfer Goal: #1C Presentational Communication: Learners present information and ideas on a variety of topics adapted to **various audiences of listeners, readers or viewers*** to describe, inform, narrate, explain, or persuade

CEPT/Performance Task:

Goal	Write a poem about myself.
Role	Poet

Audience	Peers, parents and school staff
Situation	Scholars reflect on what it means to be who they are. Based on their reflections through the unit, scholars will create a Poem based on the things that represent them as individuals in Hispanic culture.
Product	Scholars will create the Poem "Yo soy"
Criteria for Success	Recite a Identity Poem - Create a Diamond Poem - Demonstrate belonging to two cultures by the use of comparisons. - Decorate your slide by using four images that represent the descriptions mention in the poem - Add background - Record your poem by reading it in Flipgrid

Unit 2:	Understandings:	Essential Questions:
Values and Beliefs	<i>Students will understand that</i> U1: Values define who you are. U2: Lifestyles & behavior are impacted based on their surroundings. U3: The people we look up to can shape how we see the world.	EQ1: What are values? EQ2: How do my surroundings influence my Values? EQ3: How do our values shape who our heroes are?

Transfer Goal: #1C Presentational Communication: Learners present information and ideas on a variety of topics adapted to **various audiences of listeners, readers or viewers*** to describe, inform, narrate, explain, or persuade

Performance Task

Goal	The goal is for scholars to write a critique essay where they evaluate changes in values and beliefs in the characters' lives when moving from the country to the city.
Role	Book Critique Writer
Audience	Other Spanish Classes / Staff
Situation	After reading Chapter 1 and 2 of "La carreta", students write a critique essay about how the characters of "La carreta" change their values and beliefs when moving from the country to the city.
Product	Critique Essay

Criteria for Success	Presentational Communication: Mid-High Write a critique essay about the challenges the characters in the book face when moving from the countryside to the city by using the OREO Writing Strategy. Include the following: - State your opinion - Write an introductory paragraph - Write the body of the paragraph which includes 3 challenges and 1 example of each challenge quoted from the novel "La carreta" - Use clue phrases to give an opinion - Use sequence words - Write a conclusion
-----------------------------	---

Unit 3:	Understandings:	Essential Questions:
Interaction with Environment	Students will understand that U1: The Latino community faces some challenges when moving to a new environment U2: After examining literary topics, characters, and situations, we develop deeper understandings of our cultural struggles. U3: The importance of voice and the value of their opinion when facing social injustices..	EQ1: What are some challenges that the Latino community faces when moving to a new environment? EQ2: In what ways do people interact with their environment?How does our community and surrounding neighborhood affect who we are and who we will become? EQ3: Why is it important to voice our opinions verbally and in writing against social injustices?

Transfer Goal: 1C. Presentational Communication: Learners present information and ideas on a variety of topics adapted to **various audiences of listeners, readers or viewers*** to describe, inform, narrate, explain, or persuade

Performance Task: Desafios/ Challenges

Goal	The goal is for scholars to interview someone in the latino community and write a magazine article in Spanish that describes how the changes in their environment, from moving to a place to another, and the interactions with . Students will focus on the learning process of those individuals while facing and overcoming those challenges.
Role	Journalist
Audience	Other Spanish Classes / Families and Staff

Situation	Scholars take the role of a journalist to interview a hispanic person in their community. The interview focuses on latinos challenges and how they have responded to these challenges to be able to overcome it. Scholars will do this interview with the purpose of writing an article in Spanish and publishing it in Book Creator.
Product	A newspaper article about a hispanic person in their community and a big challenge this person faced in their life.
Criteria for Success	Step 1: Interview someone in the community (Guided Questions) Step 2: Write Introductions and Lead Step 3: Write Paragraph #1 Step 4: Write Paragraph #2 Step 5: Write Paragraph #3 Step 6: Write Conclusion Step 7: Publish on Book Creator

Unit 4:	Understandings:	Essential Questions:
Interactions with People	U1: Our interaction with other people shapes who we are and who we will become. U2: After examining literary topics, characters, and situations, we develop deeper understandings of ourselves and those around us. U3: The way we communicate and our appearance affects the way others perceive us.	EQ1: How interactions with others shape who we are? EQ2: Why does our point of view change as we get older? How can the people we choose to spend our time affect the people we become? EQ3: What are the things we can do to impact the impression that we leave on others?

Transfer Goal: 1C. Presentational Communication: Learners present information and ideas on a variety of topics adapted to **various audiences of listeners, readers or viewers*** to describe, inform, narrate, explain, or persuade

Performance Task: Portfolio

Goal	<i>Students will create a reflective portfolio while reading "De como la Tia Lola vino de visita a quedarse"</i>
Role	Author / Philosopher
Audience	Other Spanish Classes / Families and Staff

Situation	Students analyze different interactions in the novel and reflect and create solutions.
Product	Portfolio
Criteria for Success	Writing analytical essays in Spanish