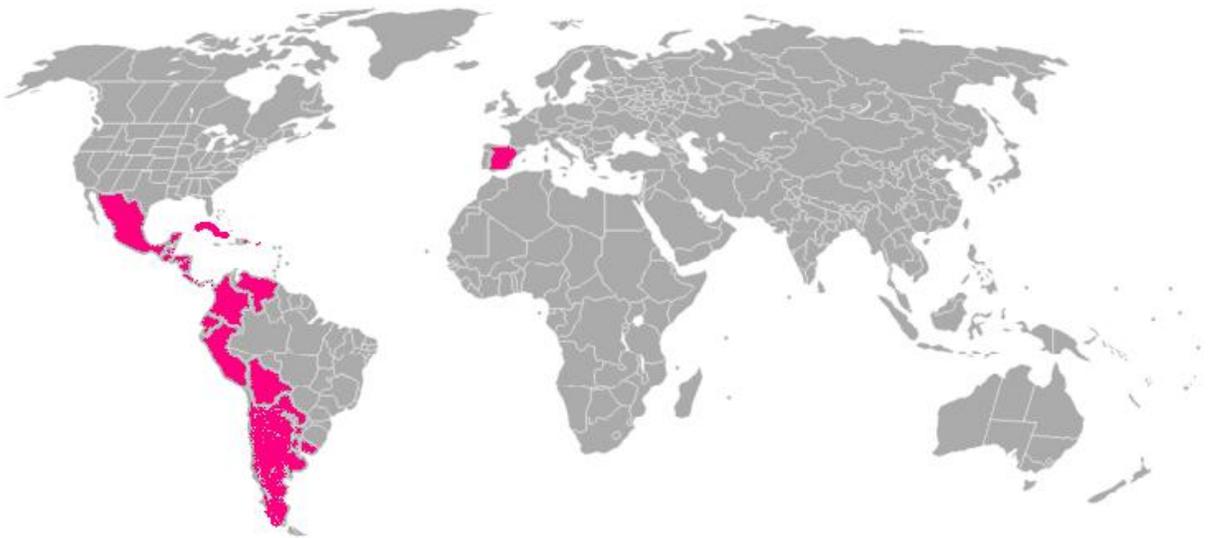


Spanish Native Language Arts Curriculum Guide (SNLACG)



Division of Students with Disabilities and English Language Learners
Office of English Language Learners
Spring 2013

Letter from Angelica Infante

Dear Colleagues,

The Office of ELLs is pleased to release our Spanish Native Language Arts Curriculum Guide (SNLACG). We first conceptualized this guide a few years ago and what follows is a result of years of collaboration with Native Language Arts (NLA) educators citywide.

This resource will offer users clear guidance on planning and delivering Native Language Arts instruction as is required by CR Part 154. NLA is an integral element of any bilingual program - either TBE or DL - and it is imperative that we ensure that NLA instruction is of the highest caliber and aligned to ELA instruction. Thus, in an effort to further support your bilingual programs, we wanted to provide you with resources that will prove invaluable as you design and implement Native Language Arts instruction.

This curriculum guide will lead students to access grade level standards in the Native Language which can then be transferred to attainment of academic English. The SNLACG can be used as both a programming and an instructional tool. The theme- based curriculum guide explores different themes from the lowest level of literacy in Spanish to Advanced Placement Native Language attainment. It recommends that students be placed according to the language proficiency level identified by the student's profile. Additionally, it offers information about both language and thematic development and it includes suggested activities, readings, and resources.

The Spring 2013 SNLACG offers curriculum that is in adherence with the Common Core Learning Standards. This guide will assist teachers to more fully understand and communicate to students the connections amongst CCSS, classroom instruction, and high stakes assessments. It will certainly be exciting to see the amazing strides our ELLs make when we strengthen and validate their Native Languages.

Cordially,



Angelica Infante
Chief Executive Officer
Office of English Language Learners

SPANISH NATIVE LANGUAGE ARTS CURRICULUM GUIDE (SNLACG)

TABLE OF CONTENTS

I. Introduction	7
II. Rationale	9
III. Philosophy, Goals, and Objectives	13
IV. Guiding Components	17
Student Profile	18
Students Will Be Able To (SWBAT)	20
Language Strategies	27
Linguistic Skills	30
V. Thematic Overview	33
VI. Scope and Sequence	35
SINLA 1 – <i>Students with Interrupted Native Language Education Level 1</i>	36
SINLA 2 – <i>Students with Interrupted Native Language Education Level 2</i>	40
NLA 1 – <i>Native Language Arts Level 1</i>	44
NLA 2 – <i>Native Language Arts Level 2</i>	48
NLA3/AP Lang – <i>Native Language Arts Level 3 or Advanced Placement</i>	
Spanish Language	52
NLA4/AP Lit – <i>Native Language Arts Level 4 or Advanced Placement</i>	
Spanish Literature	57
VII. Instructional Resources	63
Grammar Matrix	64
Printed Resources	68
Media	
• Suggested Websites	80
• Suggested Songs	90
VIII. Appendices	94
Appendix A – New York State Common Core Learning Standards	95
Appendix B – New York State Standards	102
B-1: Native Language Arts	
B-2: English as a Second Language	
B-3: English Language Arts	
B-4: Languages Other Than English	
Appendix C – Regulations	106
C-1: CR Part 154	
C-2: CR Part 100	
C-3: NYSED Regulations: Graduation Requirements	
Appendix D – Glossary of Terms	107



Spanish Native Language Arts Curriculum Guide (SNLACG)

I. INTRODUCTION

Division of Students with Disabilities and English Language Learners
Office of English Language Learners
Spring 2013

I. Introduction

The ***Spanish Native Language Arts Curriculum Guide (SNLACG)*** was developed as an initiative of the New York City Department of Education's Office of English Language Learners (OELL). It represents a consensus among a Native Language Arts (NLA) core group of Spanish-language educators and administrators, and is the first integration of its kind of all four New York State Language Learning Standards: Native Language Arts (NLA), English Language Arts (ELA), English as a Second Language (ESL), and Languages Other Than English (LOTE).

The *SNLACG* comprises an application of standards, benchmarks, performance indicators, language objectives, content objectives, linguistic skills, suggested methodologies, assessments, and the Common Core State Standards. It is intended to be a high school-level (grades 9–12) curriculum guide that will be adapted and utilized by individual schools based on each school's specific instructional needs for promoting student achievement, and to give teachers and administrators a user-friendly reference from which effective Spanish native language learning activities can be designed. The *SNLACG* does not follow any one particular methodology, yet it is specifically geared toward leading Spanish Native Language Learners to academic native language proficiency.

The guide—which adheres to the traditional language modalities of listening, speaking, reading, and writing—is organized by language levels rather than grade levels. This allows it to address different school configurations. It also addresses English Language Learner (ELL) students' needs for Native Language Arts support at each possible point of entry to the New York City high school English-speaking education system. It encompasses instruction at different proficiency levels (*strands*)—from Students with Interrupted Native Language Arts (SINLA) instruction through Advanced Placement Spanish Language and Culture (AP Lang) and Advanced Placement Literature and Culture (AP Lit), which has been updated to reflect the changes appearing in the 2013 AP Literature exam and the 2014 AP Language exam. The guide gives educators an established instructional sequence that addresses specific proficiencies at particular levels, thus facilitating academic placement in any New York City high school Spanish NLA program.

The *Spanish Native Language Arts Curriculum Guide* is designed to support student progress through the various levels of NLA into Advanced Placement Spanish courses. One of its goals is to further develop student college readiness by integrating the Common Core Shifts in Literacy. Students in Advanced Placement courses take these post-secondary-level courses in order to obtain college credit while still in high school. By offering Advanced Placement courses in Spanish language and literature, students have the opportunity to develop and utilize a variety of higher order skills that will enable them to achieve a greater proficiency in their native language and across all content areas.

The *SNLACG* will serve as a unifying force for Spanish Native Language Arts instruction in New York City high schools. Its format offers language instruction recommendations to administrators and teachers that will result in successful student Native Language Arts progress, maintenance, and learning. Administrators should use this guide as a key reference for the implementation of effective Spanish Native Language Arts programs and instruction, and to inform supervisors on how to support and assess instruction that improves teaching and learning. Teachers should use the *SNLACG* as a tool for ensuring appropriate, standards-based Spanish Native Language Arts instruction while students are becoming proficient in learning English, and for inspiring and motivating them to provide students with a creative and enjoyable learning environment. Consequently, students develop academic language and cultural literacy in both Spanish and English, and they go on to become successful global citizens.

Spanish Native Language Arts Curriculum Guide (SNLACG)

II. RATIONALE

Division of Students with Disabilities and English Language Learners
Office of English Language Learners
Spring 2013

II. Rationale

“When schools provide children quality education in their primary language, they give them two things: knowledge and literacy. The knowledge that children get through their first language helps make the English they hear and read more comprehensible. Literacy developed in the primary language transfers to the second language. The reason is simple: Because we learn to read by reading, that is, by making sense of what is on the page (Smith, 1994), it is easier to learn to read in a language we understand. Once we can read in one language, we can read in general.” (English First, 2000)

In the United States, the education of speakers of other languages has been a national priority since the mid-20th century. In New York, the education of Limited English Proficient Students (LEP) has been a major initiative of the State Education Department since the 1970s. As stipulated in Commissioner’s Regulation (CR) Part 154, parents of entitled English Language Learners (ELLs) may choose Transitional Bilingual Education (TBE), freestanding English as a Second Language (ESL), or dual language instruction for their children. CR Part 154 requires that Native Language Arts (NLA) instruction be a component of TBE.

In the New York City public school student population of more than one million students, Hispanic/Latino students make up almost 40 percent of the population, with more than 86 percent born in the United States. Despite gains of the last several years among all ethnic groups, Hispanic/Latino students continue to experience graduation rates lower than other ethnic groups. Although this data is based on indicators of ethnicity, we know that the vast Hispanic/Latino student population holds a diverse range of linguistic backgrounds. These students may or may not be ELLs, but many are certainly Heritage Speakers. A Heritage Speaker is one who is exposed to a language other than the dominant language of the community (English in the United States). Within this group of Heritage Speakers, there are three subgroups:

- Students who have full oral fluency and literacy in the home language
- Students who have full oral fluency in their home language, but their written literacy is not developed
- Students who can speak their home language to a limited degree (e.g., second- and third-generation immigrants) but who may not be able to express themselves fully, either orally or in writing (Annenberg Media Learner.org)

Also, based on annual surveys measuring the size and attributes of the ELL population in New York City, more than 100,000 students are Spanish-speaking ELLs, constituting the largest language group among the 149,000 ELLs (67.4%). Almost 37 percent are foreign born, mainly from the Dominican Republic, Mexico, and Ecuador. Many Spanish-speaking ELLs in New York City face academic and social challenges, like varying levels of schooling and language proficiency, diverse family and work situations, and immigrant status. For instance, of the more than 4,000 new Students with Interrupted Formal Education (SIFE) in 2011-12, more than half spoke Spanish at home. A majority of Spanish-speaking SIFE are from the Dominican Republic or Mexico. Eighty-four percent of long-term ELLs—students who have completed six years of ELL services but continue to require them—are Spanish speakers. Both SIFE and long-term ELLs share a common challenge: they must accelerate academic language development while acquiring the content needed to meet State graduation requirements.

To address the linguistic diversity among New York City’s Spanish-speaking students, the Office of English Language Learners (OELL) has developed a comprehensive *Spanish Native Language Arts Curriculum Guide (SNLACG)* under a group of talented educators.

As research has shown (Cummins, 2001), a second language is more easily acquired when the learner possesses a solid and progressively more academically grounded native language foundation. A meta-analysis of 17 studies over the past 35 years conducted by the National Literacy Panel (NLP) showed that “teaching students to read in their first language promotes higher levels of reading achievement in English and a substantial body of research suggests that literacy, skills, and knowledge transfer across languages” (Goldenberg, 2008). Language transfer is a cognitive process that involves the strategic use of the native language in the acquisition of the second language. Second-language learners rely on their first language to produce and comprehend their second language by drawing on their background knowledge, their first-language learning strategies, and/or the universal properties of language. Once a child develops an understanding of the function and mechanics of text and gains some proficiency with decoding in one language, then transferring those skills to a second language is fairly easy. At that point, text can actually facilitate second-language acquisition, and bi-literate children actually have considerable advantages over children who only read in one language (Durgunoglu, Arino-Marti, and Mir, 1993). When language learners have a strong linguistic and communicative foundation in their native language, then the process of second-language acquisition involves language transfer and students acquire the second language with greater ease. Thus, by creating a *Spanish Native Arts Language Guide (SNLAG)* that will help to strengthen students’ native language, we are ensuring college readiness for our Spanish-speaking ELLs.

The study of the native language is an essential part of cultural maintenance, identity, and second-language acquisition. Continued study of the first language while learning a second one, affords students the knowledge of a wide range of cultural values that help generate self-confidence and cognitive benefits. Native language arts instruction provides the foundation for respect and acceptance of the new culture. It further develops the ability to make connections across the disciplines. Additionally, it cultivates critical thinking, problem solving, and higher-order skills paramount for academic achievement and growth beyond secondary education. Language acquisition researchers (such as Snow, Burne, and Griffin, 1998) recommend that bilingualism and bi-literacy should be promoted, as Native Language Literacy promotes literacy in second-language acquisition.

The New York City Department of Education, in its deep commitment to educating all students, has led the development of a curriculum guide that drives instruction, provides continuity, and gives uniformity to Spanish NLA instruction across the city.



Spanish Native Language Arts Curriculum Guide (SNLACG)

III. PHILOSOPHY, GOALS, AND OBJECTIVES

Division of Students with Disabilities and English Language Learners
Office of English Language Learners
Spring 2013

III. Philosophy, Goals, and Objectives

Philosophy

The curriculum was created for the purpose of addressing native language instruction as a bridge to develop **language and cultural literacy** in both the native language and English. Consequently, this will create an environment in which students' background knowledge and personal experiences are valued and utilized, leading to a **differentiated quality instruction** based on students' needs.

Quality instruction should:

- Promote academic rigor through the use of higher-order thinking skills, active reasoning, and challenging tasks
- Be meaningful and challenging to students and connected to real-life situations, their lives, personal experiences) and at the appropriate level
- Incorporate all four language skills/modalities (listening, speaking, reading, and writing)
- Teach grammar in context
- Focus on academic language and interpreting text
- Address students' needs
- Incorporate project-based learning and extended projects
- Use scaffolding techniques by allowing students to activate their prior knowledge and build on it. This, in turn, will allow students to make connections between past learning and new concepts
- Be student-centered, with the teacher as a facilitator

Language literacy should enable the reader to:

- Develop academic language that will permit the student to excel across the disciplines
- Use language for social and cultural interaction
- Acquire an extensive vocabulary
- Express ideas both orally and in writing as well as comprehend language in all of its aspects
- Expand and improve the quality of language by being consistent and constant
- Distinguish the use of language according to the setting of the situation

Cultural literacy should promote:

- Appropriate cultural elements that reflect diversity
- Activities that develop respect for the different cultural backgrounds
- A representation of a variety of elements that focus on both the similarities and differences of all Hispanic/Latino cultures
- Use of oral communication that is culturally appropriate to each situation
- Sensitivity to the different cultural backgrounds of the student in the classroom
- The development of the necessary skills to reorganize and respond to different cultural situations and experiences

Meeting student's needs through:

- Making available a wide variety of resources from all Spanish-speaking countries as well as from the United States' Spanish-speaking population
- Providing the students with the opportunity to learn different genres
- Promoting reading and writing
- Promoting oracy
- Infusing technology into daily lessons
- Teaching grammar in context
- Addressing all different styles and multiple intelligences
- Creating interdisciplinary lessons
- Personalizing instruction
- Delivering student-centered instruction
- Using flexible grouping
- Using Bloom's *Taxonomy of Educational Objectives* as a resource to guide instruction

Goals

In a proficiency-based NLA program, students will be able to:

- Utilize language to strengthen interdisciplinary knowledge
- Become lifelong learners of languages and cultures
- Listen, speak, read, and write in social, academic, and career-oriented situations
- Appreciate and understand one's native/heritage culture and build a foundation to understand other world cultures
- Understand, analyze, and evaluate:
 - information
 - all types of media
 - literary and informational texts
- Respond and express oneself critically in relation to:
 - information
 - all types of media
 - literary and informational texts
- Increase the stages of text complexity through the study of the various native languages
- Increase college readiness through:
 - writing argumentative essays
 - researching different media types
 - citing sources
 - reading literature and informational texts

Objectives

In a proficiency-based NLA program, the students will be able to:

- Distinguish between appropriate modes of speech in varying social settings (e.g., formal/informal interactions, business relationships, interpersonal relationships)

- Read for textual analysis, interpretation, understanding of information, and to develop sensitivity to a variety of informational texts and literary genres
- Write with a range of compositional effectiveness in consideration of Academic, Formal, and Informal audiences
- Use evidence to support their own ideas in all four language modalities
- Listen for meaning, spoken cues for specific information, conceptual understanding, and interpretation
- Use technology and digital media strategically and capably to enhance reading, speaking, listening, writing, and language use
- Identify traits of their own culture and other Hispanic/Latino and world cultures
- Develop a desire a lifelong interest in exploring world cultures
- Develop pride in their own culture and the study of their own language



Spanish Native Language Arts Curriculum Guide (SNLACG)

IV. GUIDING COMPONENTS

Division of Students with Disabilities and English Language Learners
Office of English Language Learners
Spring 2013

IV. Guiding Components – Student Profile

Although the general definition of Spanish proficient English language learners states that these students are academically proficient in their native language, there is a more specific definition that describes the subgroups that exist within this group. English language learners (ELLs) who study Spanish as a native language are a highly heterogeneous and complex group of students with diverse abilities, academic needs, and life goals. Examples of subgroups include: native language Spanish learners, heritage Spanish learners, and Spanish foreign language learners.

In order to be prepared to meet the needs of every Spanish student, it is necessary to know who these students are, as well as what skills they bring to the classroom. The teaching of the native language is necessary for the maintenance of cultural identity, and it also serves as a foundation for learning a second language. Research shows that native language skills assist in learning a second language, as the skills mastered in the native language can be transferred to the second language.

Some native language Spanish students may have had the benefit of prior education, including literacy development in their native language, while others may have had little or no prior formal educational experiences.

Heritage Spanish learners make up another subgroup of Spanish proficient ELLs. These are students who are proficient in English, but speak Spanish at home. They may have been born in the United States to immigrant Spanish-speaking parents – and often these students have received most of their formal education in English. The heritage Spanish learner may be at a functional level of proficiency in the spoken Spanish language, but the student may not have had any formal instruction on the written aspects of the language. These learners may be unfamiliar with the mechanics of the formal language, and therefore not able to read and/or write it. They may, however, possess a level of competence of the Spanish language that exceeds the foreign language student.

There are also Spanish foreign language learners who have had no previous background or formal education in Spanish language. For them, the skills of listening, speaking, reading, and writing must be integrated into instruction.

To provide Spanish learners with the best language learning environment possible, they must be placed in classes according to their level of proficiency in the language and not by grade level. The student profile chart that follows is to be used as a guide to program students into Spanish native language classes in order to move students along a continuum that will lead to their achieving in AP Language and AP Literature courses, and ultimately to mastery of the language, at a college level.

IV. Guiding Component – Student Profile

STUDENT PROFILE	SINLA I-SIFE 1	SINLA II- SIFE 2	NLA1	NLA2	NLA3/AP LANG.	NLA4/AP LIT.
	<p>Student may exhibit a range of listening and speaking skills.</p> <hr/> <p>Student may exhibit pre-emergent or emergent literacy in his/her native language.</p> <hr/> <p>Student may demonstrate limited decoding skills or phonemic awareness.</p> <hr/> <p>Student may possess minimal reading comprehension and writing ability.</p> <hr/> <p>Student may demonstrate rudimentary or no academic language proficiency.</p> <hr/> <p>Student may exhibit a range of cultural knowledge and understanding.</p>	<p>Student exhibits a higher level of listening and speaking skills than reading and writing skills in his/her native language.</p> <hr/> <p>Student exhibits emergent or basic reading and writing skills in his/her native language.</p> <hr/> <p>Student exhibits basic decoding skills and phonemic awareness.</p> <hr/> <p>Student possesses minimal-to-limited reading comprehension and writing ability.</p> <hr/> <p>Student demonstrates limited academic language proficiency.</p> <hr/> <p>Student exhibits a range of cultural knowledge and understanding.</p>	<p>Student exhibits basic-to-intermediate level listening, speaking, reading, writing, viewing, and presentation skills in his/her native language.</p> <hr/> <p>Student is developing content-specific academic language proficiency in his/her native language.</p> <hr/> <p>Student is able to understand authentic language when it is spoken and read, and produce authentic language when given appropriate scaffolds.</p> <hr/> <p>Student exhibits a basic understanding of native language literature.</p> <hr/> <p>Student exhibits an understanding of his/her own culture.</p>	<p>Student exhibits intermediate-to-advanced listening, speaking, reading, writing, viewing, and presentation skills in his/her native language.</p> <hr/> <p>Student exhibits average-to-high content-specific academic language proficiency in his/her native language.</p> <hr/> <p>Student is able to understand and produce authentic language in all four modalities.</p> <hr/> <p>Student exhibits an intermediate level of understanding of native language literature.</p> <hr/> <p>Student demonstrates an extensive understanding of his/her own culture.</p>	<p>Student has already developed language proficiency (listening, speaking, reading, writing, viewing, and presentation) in his/her native language.</p> <hr/> <p>Student is able to understand and produce content-specific academic language in all four modalities.</p> <hr/> <p>Student is able to understand and produce authentic language of relative complexity in all four modalities.</p> <hr/> <p>Student is able to experience a variety of genres in native language literature.</p> <hr/> <p>Student demonstrates an understanding between and among different Spanish-speaking cultures.</p>	<p>Student has fully acquired and developed language proficiency (listening, speaking, reading, writing, viewing, and presentation) in his/her native language.</p> <hr/> <p>Student is able to view, understand and produce content-specific academic language in all four modalities.</p> <hr/> <p>Student is able to evaluate, analyze, and synthesize (critique and compare) authentic (non-translated) works in all four modalities.</p> <hr/> <p>Student is able to analyze and synthesize a variety of genres in native language literature.</p> <hr/> <p>Student demonstrates an understanding of intercultural and historical variables in the Spanish-speaking world.</p>

IV. Guiding Components – Students Will Be Able To (SWBAT)

	SINLA I-SIFE 1	SINLA II- SIFE 2	NLA1	NLA2	NLA3/AP LANG.	NLA4/AP LIT.
O V E R V I E W S W A B T	Student engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led).	Student demonstrates fluency in word recognition in the native language; identifies a purpose for listening.	Student initiates and participates effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners. 9.SL.1, 9.SL.2, 9.SL.3, 9.SL.5	Student initiates and engages in conversation effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) that demonstrate understanding of information with diverse partners. 10.SL.1, 10.SL.2, 10.SL.3, 10.SL.4, 10.SL.5, 10.SL.6	Student adapts speech to a variety of contexts and tasks, demonstrating a command of formal and informal Spanish when indicated or appropriate. 11.SL.1, 11.SL.4, 11.SL.6	Student evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choices, points of emphasis, and tone used. 12.SL.1, 12.SL.3, 12.SL.4, 12.SL.6
	Student may decode letters and recognize words in written and oral form.	Student reads letters and other short and simple documents.	Student uses oral language to acquire, interpret, and transmit information. 9.SL.1, 9.SL.2, 9.SL.3, 9.SL.5, 9.SL.6	Student uses oral language to acquire, interpret, and transmit information. 10.SL.1, 10.SL.2, 10.SL.3, 10.SL.5, 10.SL.6	Student engages in extensive conversations to exchange information and opinions and present arguments. 11.SL.1, 11.SL.2, 11.SL.3, 11.SL.4, 11.SL.6	Student engages in critical response to literary works in varied oral settings. 12.SL.1, 12.SL.2, 12.SL.3, 12.SL.4, 12.SL.6, 12.RL.5, 12.RL.6, 12.RIT.9, 12.W.9
	Student interprets and integrates multimedia and	Student initiates oral and written communication appropriate to	Student identifies and establishes differences between	Student identifies and establishes differences	Student identifies and establishes differences within	Student recognizes and responds to variations within or

<p>visual displays into presentations to clarify information and strengthen claims.</p>	<p>purpose and audience with minimal guidance and structure.</p>	<p>two or more types of genres (fiction and nonfiction; or poetry, short story, and essay). 9.RL.10, 9.RIT.4, 9.RIT.10, 9.W.1, 9.W.2, 9.W.4</p>	<p>between two or more types of genres (fiction and non-fiction; or poetry, short story, and essay). 10.RL.10, 10.RIT.4, 10.RIT.10, 10.W.1, 10.W.2, 10.W.4</p>	<p>specific variations of a genre (e.g., sonnet and ode as poetry; or memoir and biography as nonfiction). 11.RL.2, 11.RL.7, 11.RL.9, 11.RL.11, 11.W.10, 11.W.11</p>	<p>among genres. 12.RL.2, 12.RL.7, 12.RL.9, 12.RL.11, 12.W.10, 12.W.11</p>
<p>Student may initiate or participate effectively in a range of collaborative discussions with appropriate scaffolding (guidance and structure).</p>	<p>Student demonstrates correct orthography, punctuation, and basic syntax.</p>	<p>Student identifies and establishes differences between two different types of informational texts, such as newspaper and magazine articles. 9.RIT.2, 9.RIT.4, 9.RIT.10, 9.W.1, 9.W.2, 9.W.4, 9.RL.10</p>	<p>Student identifies and establishes differences between two different types of informational texts, such as newspaper and magazine articles. 10.RIT.2, 10.RIT.4, 10.RIT.10, 10.W.1, 10.W.2, 10.W.4, 10.RL.10</p>	<p>Student interprets and responds to literary texts on a variety of themes by different authors and in different genres. 11.RL.2, 11.RL.3, 11.RL.4, 11.RL.5, 11.RL.6, 11.RL.7, 11.RL.9, 11.RL.11, 11.SL.3</p>	<p>Student interprets and responds to literary texts on a variety of themes by different authors and in different genres. 12.RL.2, 12.RL.3, 12.RL.4, 12.RL.5, 12.RL.6, 12.RL.7, 12.RL.9, 12.RL.11, 12.SL.3</p>
<p>Student may develop the necessary writing skills to improve his/her calligraphy, orthography, punctuation, and syntax.</p>	<p>Student writes a coherent three-paragraph essay with an introduction, body, and conclusion.</p>	<p>Student demonstrates moderate language proficiency by interpreting and responding to a variety of literary genres and informational texts. 9.RIT.1, 9.RIT.2,</p>	<p>Student demonstrates advanced language proficiency by interpreting and responding to examples of longer genres and informational texts. 10.RIT.1, 10.RIT.2,</p>	<p>Student reads and responds critically to a variety of genres. 11.RL.2, 11.RL.3, 11.RL.4, 11.RL.6, 11.RL.7, 11.RL.9, 11.RL.11</p>	<p>Student reads to critique, extend, and expand ideas while making connections. 12.RIT.1, 12.RIT.2, 12.RIT.5, 12.RL.1, 12.RL.6, 12.SL.4, 12.W.2, 12.W.4, 12.W.5, 12.W.6</p>

		9.RIT.5, 9.RIT.10, 9.RL.2, 9.RL.7, 9.RL.9, 9.RL.11, 9.W.10, 9.W.11	10.RIT.5, 10.RIT.10, 10.RL.2, 10.RL.7, 10.RL.9, 10.RL.11, 10.W.10, 10.W.11		
Student initiates and demonstrates command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.	Student writes personal notes, simple social letters, and other formats for specific information purposes.	Student uses informational texts as evidence to support discussions. 9.RIT.1, 9.RIT.2, 9.RIT.5, 9.RIT.10, 9.W.1, 9.W.2, 9.W.5, 9.SL.1, 9.SL.2, 9.SL.4, 9.SL.5, 9.L.1, 9.L.2	Student uses informational texts as evidence to support discussions. 10.RIT.1, 10.RIT.2, 10.RIT.5, 10.RIT.10, 9.W.1, 10.W.2, 10.W.5, 10.SL.1, 10.SL.2, 10.SL.4, 10.SL.5, 10.L.1, 10.L.2	Student compares and contrasts different authors' purpose, use of tone, and point of view. 11.L.6, 11.RL.6, 11.RL.7, 11.RL.9, 11.RL.11	Student demonstrates facility with Tiers 1, 2, & 3 vocabulary. 12.RL.10, 12.RIT.4, 12.RIT.5, 12.RIT.6, 12.RIT.10, 12.W.4
		Student displays facility with Tier 1 and recognition of some Tier 2 vocabulary. 9.RIT.2, 9.RIT.3, 9.RIT.4, 9.RIT.10	Student displays facility with Tier 1 and recognition of Tier 2 and Tier 3 vocabulary. 10.RIT.2, 10.RIT.3, 10.RIT.4, 10.RIT.10	Student demonstrates facility with Tier 1 and Tier 3 vocabulary, and makes distinctions among Tier 2 vocabulary. 11.RL.10, 11.RIT.4, 11.RIT.6, 11.RIT.10, 11.W.4	Student analyzes and synthesizes different authors' purposes, use of tone, and points of view. 12.L.6, 12.RL.6, 12.RL.7, 12.RL.9, 12.RL.11, 12.SL.3, 12.RIT.1, 12.RIT.2, 12.RIT.9
Student uses knowledge of language and its conventions when	Student utilizes content academic vocabulary in all four modalities with minimal guidance	Student recognizes and identifies figurative language. Student recognizes	Student recognizes and analyzes author's purpose, use of tone, point	Student recognizes ambiguities, subtleties, nuances, contradictions, and ironies in texts.	Student interprets and analyzes ambiguities, subtleties, nuances, contradictions, and

writing, speaking, reading or listening.	and structure.	and identifies a range of literary elements (character, setting, tone, symbolism, irony, etc.) and author's purpose, use of tone, and point of view. 9.RL.2, 9.RL.4, 9.RIT.4, 9.RIT.6, 9.RIT.10, 9.W.4, 9.W.9, 9.SL.3, 9.L.2	of view, figurative language, and a range of literary elements. 10.RL.2, 10.RL.4, 10.RIT.4, 10.RIT.6, 10.RIT.10, 10.W.4, 10.W.9, 10.SL.3, 10.L.2	11.RIT.4, 11.RL.3, 11.RL.4, 11.L.3, 11.L.5, 11.W.8	ironies in texts. 12. RIT.4, 12.RIT.5, 12.RIT.6, 12.RL.3, 12.RL.4, 12.RL.5, 12.L.3, 12.L.5, 12.W.8, 12.W.10
Student will determine or clarify the meaning of unknown and polysemous words and phrases.	Student uses and adapts language strategies in order to transfer learning from one language modality to another.	Student reads and integrates multiple sources of information presented in diverse media or formats for understanding and literary response and expression, evaluating the credibility and accuracy of each source. 9.RIT.1, 9.RIT.2, 9.RIT.5, 9.RIT.7, 9.RIT.8, 9.RIT.10	Student reads multiple sources of information, critical analysis, evaluation, and understanding for literary response and expression, evaluating the credibility and accuracy of each source. 10.RIT.1, 10.RIT.2, 10.RIT.5, 10.RIT.7, 10.RIT.8, 10.RIT.10	Student integrates, reads, and makes thematic connection among multiple sources of information presented in informational texts and digital media. 11.SL.2, 11.SL.5, 11.RL.2, 11.RL.11, 11.RIT.6, 11.RIT.7, 11.W.1, 11.W.2, 11.W.6	Student integrates, reads, and makes thematic connection among multiple sources of information presented in literary genres, historical documents, and digital media. 12.SL.2, 12.SL.5, 12.RL.2, 12.RL.9, 12.RL.11, 12.RIT.6, 12.RIT.7, 12.RIT.9, 12.W.1, 12.W.2, 12.W.3, 12.W.6
Student analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text	Student uses and adapts language strategies appropriate for the setting, purpose, and audience.	Student demonstrates awareness of the conventions of basic written Spanish, and correctly uses them for specific purposes	Student correctly uses the conventions of intermediate written Spanish for specific purposes in	Student habitually correctly uses the conventions of advanced written Spanish for specific purposes in a variety	Student habitually and correctly uses the conventions of advanced written Spanish for specific purposes in a variety

	and contributes to the development of the ideas.		in a variety of contexts. 9.RL.2, 9.RL.4, 9.RL.5, 9.RL.6, 9.W.1, 9.W.2, 9.W.4, 9.W.5, 9.W.6	a variety of contexts. 10.RL.2, 10.RL.4, 10.RL.5, 10.RL.6, 10.W.1, 10.W.2, 10.W.4, 10.W.5, 10.W.6	of contexts. 11.W.1, 11.W.2, 11.W.4, 11.W.5, 11.W.6	of contexts. 12.W.1, 12.W.2, 12.W.4, 12.W.5, 12.W.6
	Student may write a clear and concise idea in a complete sentence.	Student presents information based on the interpretation of graphics.	Student engages in varied levels of linguistic formality and in different registers in an academic setting. 9.SL.6, 9.L.1, 9.L.3, 9.L.6	Student engages in varied levels of linguistic formality and in different registers in an academic setting. 10.SL.6, 10.L.1, 10.L.3, 10.L.6	Student engages in varied levels of linguistic formality and in different registers in an academic setting. 11.SL.6, 11.L.1, 11.L.3, 11.L.6	Student engages in linguistic formality and in different registers in an academic setting. 12.SL.6, 12.L.1, 12.L.3, 12.L.6
	Student determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	Student develops and demonstrates pride in his/her own culture and language.	Student produces a response to literature, a report of information, a memoir, and/or a procedural narrative. 9.W.1, 9.SL.1, 9.SL.4, 9.RIT.1, 9.RIT.2, 9.RIT.6	Student produces a fictional narrative account, a persuasive essay, and/or a reflective essay. 10.W.1, 10.SL.1, 10.SL.4, 10.RIT.1, 10.RIT.2, 10.RIT.6	Student produces a point-of-view and/or persuasive essays in response to a prompt. 11.W.1, 11.SL.1, 11.SL.4, 11.RIT.1, 11.RIT.2, 11.RIT.6	Student produces analytical essays and critiques in response to literature. 12.W.1, 12.SL.1, 12.SL.4, 12.RIT.1, 12.RIT.2, 12.RIT.6
	Student determines how words and sentences are used in a text.		Student demonstrates a basic level of content-specific (math, science, social studies) academic language proficiency. 9.SL.6, 9.RIT.4, 9.W.2, 9.W.6, 9.W.7, 9.L.3, 9.L.4, 9.L.6	Student demonstrates a more complex content-specific (math, science, social studies) academic language proficiency in all	Student comprehends and is able to use content-specific academic language. 11.SL.6, 11.RIT.4, 11.W.2, 11.W.6, 11.L.3, 11.L.4, 11.L.6, 11.W.6, 11.W.7	Student synthesizes complex context specific academic text by making connections to background knowledge. 12.SL.6, 12.RIT.4, 12.W.2, 12.W.6,

			four modalities. 10.SL.6, 10.RIT.4, 10.W.2, 10.W.6, 10.W.7, 10.L.3, 10.L.4, 10.L.6		12.L.3, 12.L.4, 12.L.6, 12.W.6, 12.W.7
Student analyzes how a particular sentence or chapter fits into the overall structure of a text and contributes to the development of the theme or setting.		Student demonstrates pride in his/her culture and language, and develops intercultural and intracultural understanding. 9.W.7, 9.W.8, 9.RL.11, 9.RIT.9	Student demonstrates pride in his/her culture and language, and develops the ability to recognize cultural differences. 10.W.7, 10.W.8, 10.RL.11, 10.RIT.9	Student demonstrates pride in his/her culture and language, and develops an understanding of intercultural and historical variables in the Spanish-speaking world. 11.W.7, 11.W.8, 11.RL.11, 11.RIT.9	Student appreciates cultural differences and analyzes the impact of cultural and historical movement in literature. 12.W.7, 12.W.8, 12.RL.11, 12.RIT.9
Student may develop a topic through writing a coherent paragraph.					
Student may recognize content-area academic vocabulary with guidance and structure.					
Student may use language strategies in order to transfer learning from one language modality to					

another.					
Student may recognize language strategies appropriate for the setting, purpose, and audience.					
Student may view and interpret basic graphs and maps.					
Student may develop and demonstrate pride in his/her own culture and language.					

IV. Guiding Components – Language Strategies

LANGUAGE STRATEGIES

Throughout this document the emphasis is not only developing Spanish language literacy, but also strengthening English language skills through academic content knowledge. For the purpose of this guide, we have defined language strategies as the tools and methodology used to help students access the content necessary to develop native language literacy. These tools include strategies for listening, speaking, reading, and writing.

In order to achieve college readiness, it is recommended that the following language strategies, concepts, and skills be prevalent in all strands:

- Using the native language as the exclusive mode of instruction in the classroom
- Establishing cultural connections through exposure to authentic (not translated) language
- Reading and writing level-appropriate material
- Using persuasive and argumentative writing
- Developing and increasing level of text complexity
- Organizing essays in a concise, and comprehensible format
- Using grammar in proper context
- Using authentic literary works that promote linguistics accessibility and meaningful conversations
- Using rubrics to assess all oral and written work
- Using the writing process in all writing assignments
- Increasing the volume of informational texts
- Providing multiple opportunities to publish student work
- Providing ample opportunities to develop oral proficiency through discussions, presentations, and debates
- Using technology and digital media in all four language modalities
- Citing texts from a variety of sources
- Using research as a supporting tool for all four language modalities
- Increasing the level of text and writing complexity throughout the strands in order to develop career and college readiness
- Writing argumentative essays by deconstructing opposing views, provide reasons and elaboration

	SINLA I – SIFE 1	SINLA II – SIFE 2	NLA 1	NLA 2	NLA 3/AP LANG	NLA 4/AP LIT
L A N G U A G E S T R A T E G I E S	Role play	Listen to recorded media for comprehension	Group discussions in response to a variety of stimuli	Note-taking from a speech or video	Interpret and draw conclusions from a recorded source	Listen to poetry for intonation, rhyme, and meter
	Paired discussions	Guided small-group discussions	Graphic organizers	Written response to an oral presentation	Summarize and synthesize information from a recorded sample	Listen to pre-recorded author's interview to gain insight.
	Read aloud	Note-taking from texts	Read and respond to literature	Written response to an oral or written prompt	Oral and written responses after listening for information	Analyze differences between and among genres to support a point of view
	Recite and/or memorize poetry for language fluency	Use of visual stimuli to make inferences	Formulate questions to seek clarification	Exposure to cultural diversity and authentic language through community resources	Self- and peer evaluation of oral presentations using rubrics	Identify and apply literary elements
	Determine main idea and give examples	Draw and interpret maps and graphs	Apply vocabulary and comprehension strategies to answer multiple-choice questions	Increase reading passage lengths to develop stamina	Make inferences and predictions from spoken, written, and auditory sources using authentic materials	Analyze poetry for verse, meter, and theme
	Read and view traditional folklore	Make language and cultural connections through music	Interpret idioms and idiomatic expressions	Infer the purpose and intention of the speaker/writer	Differentiate between formal and informal narration/conversation, and respond accordingly	Compare and contrast literary works, periods, genres, themes, and literary elements
	Dictation	Classify information	Identify and summarize main points and significant details	Note-taking across different content areas	Defend ideas and points of view through presentations	Evaluate historical, philosophical, religious, social, and political context of literary works
	List making	Graphic organizers	Draw conclusions from maps and graphs	Apply vocabulary, comprehension, and analytical skills to answer multiple-choice questions	Establish differences of literary movements	Critical reading and literary analysis
	Student creates a family tree.	Completion of forms	Sentence starters	Respond to a variety of genres using the writing process	Analyze language structure to determine correct expressions in oral and written forms	Apply complex and sophisticated vocabulary, comprehension, and analytical skills to answer
	Ask and/or respond to oral and written questions	Informational list development	Identify literary elements and techniques (e.g., tone, characterization, point of view, conflict, poetic structures)	Narratives or descriptive writing of established length (200 words)		
	Peer interviews with guided questions	Rhyme and meter in poetry	Recognize literary genres			
	Guided note-taking	Use of research tools for written reports (e.g., dictionaries, libraries, Internet searches)	Writing frames			
	Graphic organizers (e.g., Venn diagram, KWL chart)	Main idea of a passage				
	Read and interpret maps and graphs	Sequence within paragraphs				
Describe a process						

<p>Ask and follow directions (e.g., baking a cake)</p> <p>Time-related exercises with schedules, agendas, and timelines</p> <p>Personal messages</p> <p>Summarize text</p> <p>Deconstruct a poem in order to write an original poem</p> <p>Compare and contrast</p> <p>Cause and effect</p> <p>Essential elements of an autobiography</p> <p>Activate prior knowledge activation</p> <p>Schema building</p>	<p>Summarize short fiction and non-fiction texts</p> <p>Narratives</p> <p>Biographies</p> <p>Three-paragraph essays</p>	<p>Writing process</p> <p>Personal journal entry</p> <p>Cause and effect essays</p> <p>Compare and contrast essays</p> <p>Voice and point of view</p> <p>Interpret oral and written dialectical/regional registers.</p> <p>Thematic essays</p> <p>Autobiographical narratives</p> <p>Fable, myth, and/or legend writing</p> <p>Argumentative essay</p> <p>Note-taking from text or listening passage</p> <p>Determine main idea</p> <p>Research opposing view</p> <p>Give examples and cite evidence</p> <p>Venn diagram</p> <p>Cite evidence</p>	<p>Interpret proverbs and quotations length (200 words)</p> <p>Thesis statement construction</p> <p>Creative writing</p> <p>Critical analysis essay</p> <p>Compare and contrast different genres essay</p> <p>Chronological essay</p> <p>Controversial topic debates</p> <p>Argumentative essay</p> <p>Critical lens essay</p> <p>Differences of and techniques for quoting, paraphrasing, and making references</p> <p>Research paper</p> <p>Literary journal</p> <p>Deconstruct opposing arguments</p> <p>Citing statistics</p>	<p>Respond to a listening passage</p> <p>Apply complex vocabulary, comprehension, and analytical skills to answer multiple-choice questions</p> <p>Respond to critical commentary about a given work</p> <p>Expository essays using compound tenses and/or primary and subordinate clauses</p> <p>Analytical or persuasive compositions in response to given themes</p> <p>Provide reasons and elaborate</p>	<p>multiple-choice questions,</p> <p>Respond to literary criticism of a given work</p>
---	---	---	---	--	--

IV. Guiding Components – Linguistic Skills

Linguistics is the study of the way in which language works—the way in which each word is structured and how it functions or is altered in a given context. For the purpose of this guide, we have defined linguistic skills as the grammatical structures necessary to be introduced and be taught at each different level. When we teach grammar, we are not only addressing morphology but also syntax and semantics. Linguistics skills are suggested to be introduced at a particular strand, but it is understood that language learning is cyclical and these skills will be repeated and reinforced at each level to allow the student to master each one. Through the ongoing study of these structures and the integration of context, students will be able to master their use by the end of NLA 4.

The chart below lists the essential grammatical structures and breaks down skills into two main defining moments in the study of the Spanish language in high school.

ESSENTIAL GRAMMATICAL STRUCTURES

MUST BE COMPLETED BY: SIFE 2 AND NLA 1	MUST BE COMPLETED BY: NLA 2
Puntuación y ortografía	La oración compuesta
Oración simple: sujeto y predicado	El adverbio y la función adverbial
El sujeto: El sustantivo, los artículos, el pronombre	Las palabras sustantivadas
El sustantivo: prefijos y sufijos y palabras compuestas	Las frases adverbiales, preposicionales, y conjuntivas
Los adjetivos: el adjetivo, los grados del adjetivo: los grados comparativos (igualdad, inferioridad y superioridad), el grado superlativo	Las oraciones reflexivas
La concordancia: el género y el número	Las oraciones impersonales
El predicado: el verbo y sus complementos	El participio y las oraciones pasivas
El verbo: el infinitivo, el gerundio, los verbos regulares e irregulares, la conjugación, los tiempos del verbo	El presente perfecto y el pluscuamperfecto
El adverbio	El pretérito y el imperfecto del indicativo
Los tiempos simples del verbo en presente, pasado, y futuro del modo indicativo.	El condicional
Los complementos del verbo: directo, indirecto y circunstanciales (modo, tiempo, lugar, causa, finalidad, etc.)	Los verbos regulares e irregulares complejos
Los enlaces: palabras y frases de enlace	El presente del subjuntivo
La preposición	El subjuntivo en las cláusulas adjetivas y adverbiales
La conjunción	El imperativo
Las oraciones afirmativas, interrogativas y exclamativas	
La interjección	

	SINLA I – SIFE I	SINLA II – SIFE II	NLA I	NLA II	NLA 3/AP Lang	NLA4/AP Lit
L I N G U I S T I C S K I L L S	<p>Recognize the alphabet</p> <p>Study phonemes and graphemes</p> <p>Decode words through sound/sight recognition.</p> <p>Acquire vocabulary through the recognition of cognates, prefixes, suffixes, and root words.</p> <p>Read aloud for proper intonation.</p> <p>Recognize noun/verb agreement.</p> <p>Increase vocabulary through the use of descriptive adjectives and basic adverbs.</p> <p>Differentiate between homophones and homographs in oral and written forms.</p> <p>Practice rules of punctuation, capitalization, and abbreviations used in letters and addresses.</p> <p>Use correct</p>	<p>Study syntax, from simple to compound sentences.</p> <p>Distinguish between the different types of sentence forms (declarative, interrogative, imperative, exclamatory).</p> <p>Increase vocabulary by building on prefixes, suffixes, root words, and compound forms.</p> <p>Comprehend statements by listening to intonations and pronunciation of different types of sentences (declarative, interrogative, imperative, exclamatory).</p> <p>Study targeted orthography.</p> <p>Study regular and selected irregular verbs.</p> <p>Use idiomatic expressions, cognates, synonyms, antonyms, and transitional phrases.</p>	<p>Use appropriate punctuation</p> <p>Use appropriate syntax.</p> <p>Study the analysis of word structure</p> <p>Study the relationship between phonemes and graphemes.</p> <p>Acquire vocabulary through the recognition of cognates, prefixes, suffixes, and root words.</p> <p>Study regular and irregular verbs.</p> <p>Distinguish between first-, second-, and third-person usage.</p> <p>Distinguish between simple and compound words and phrases.</p> <p>Use synonyms, antonyms, homonyms, and transitional words.</p> <p>Use comparative and superlative adjectives and adverbs to increase the complexity of sentence structures.</p>	<p>Use appropriate and more sophisticated formal and informal writing and speaking conventions.</p> <p>Adapt oral and written responses to a variety of stimuli.</p> <p>Introduce use of grammatical and syntactic rules in speaking and writing.</p> <p>Enhance speaking, listening, reading, and writing abilities to allow the analysis of a variety of genres.</p> <p>Understand and apply the fundamentals of rhyme and meter.</p> <p>Reinforce accent usage through syllabication.</p> <p>Use thesis statements.</p>	<p>Expand use of idiomatic expressions, cognates, synonyms, antonyms, and transitional phrases to express point of view, opinions, and voice.</p> <p>Enhance explicit use of grammatical and syntactic rules in speaking and writing.</p> <p>Identify various registers.</p> <p>Recognize metric style in poetry.</p> <p>Distinguish between complex verbal modes and tenses.</p> <p>Differentiate appropriate forms of language to address targeted audiences.</p>	<p>Develop a historical understanding of the evolution of the Spanish language, literature, vocabulary, and phonology.</p> <p>Analyze and apply complex metric styles.</p> <p>Develop analytical and literary rhetoric and style for written expression.</p> <p>Use syllabication for rhyme and tone.</p>

<p>punctuation and sentence structure.</p> <p>Utilize orthography, syllabication, and penmanship.</p> <p>Use prepositions and conjunctions effectively.</p> <p>Develop vocabulary through the use of prefixes, suffixes, and compound forms</p> <p>Develop effective Basic Interpersonal Communication Skills (BICS).</p>	<p>Emphasize rules of punctuation, capitalization, and abbreviations, as used in letters and addresses.</p> <p>Use correct punctuation and sentence structure.</p>	<p>Study language conventions to focus on the uses of formal and informal writing.</p> <p>Apply subordinate clauses (adverbial and adjectival phrases).</p> <p>Recognize distinctions in tone, motive, and targeted audience.</p> <p>Recognize regional registers in language usage.</p> <p>Use prepositions and conjunctions.</p> <p>Determine accent use through syllabication.</p> <p>Create and master use of topic sentences.</p> <p>Distinguish between topic and supporting sentence.</p>			
---	--	--	--	--	--



Spanish Native Language Arts Curriculum Guide (SNLACG)

V. THEMATIC OVERVIEW

Division of Students with Disabilities and English Language Learners
Office of English Language Learners
Spring 2013

V. Thematic Overview

HIGH SCHOOL NLA SCOPE AND SEQUENCE								
BIG IDEAS	Identity	Culture/ Immigration	Health	Emotions	Education	Human Thought	External vs. Internal Conflicts	The Environment
SINLA1– SIFE 1	<i>Personal Identity</i>	<i>Our Heritage</i>	<i>Physical Well-Being</i>	<i>Exploring Personal Feelings</i>	<i>School Life</i>	<i>Points of View</i>	<i>Personality</i>	<i>Community</i>
SINLA 2– SIFE 2	<i>Childhood</i>	<i>Linguistic Diversity</i>	<i>Sports and Recreation</i>	<i>Roles of Men and Women</i>	<i>Academic and Technical Studies</i>	<i>Hispanic/Latino Voices</i>	<i>Social Interaction</i>	<i>Modes of Transportation</i>
NLA 1	<i>Adolescence</i>	<i>Social Diversity</i>	<i>Alternative Medicine</i>	<i>Human Experience</i>	<i>Workplace</i>	<i>Modern World</i>	<i>Conflict Resolution</i>	<i>Consumerism</i>
NLA 2	<i>Family</i>	<i>Social Revolution</i>	<i>Emotional Development</i>	<i>Dreams, Fantasy and Reality</i>	<i>Technology</i>	<i>Political and Religious Philosophy</i>	<i>Human Rights</i>	<i>Human Impact on the Environment</i>
NLA 3/ AP Lang	<i>Life Transitions</i>	<i>Contemporary Life</i>	<i>Human Sexuality</i>	<i>State of Mind</i>	<i>21st Century Education</i>	<i>Beauty and Aesthetics</i>	<i>Personal and Public Identities</i>	<i>Global Challenges</i>
NLA 4/ AP Lit	<i>Social and Historical Reality/The Medieval Period</i>	<i>Encounter of Two Cultures/The Renaissance: Poetry and Prose</i>	<i>Contagious Diseases/The Colonial Period</i>	<i>Role of Gender/Baroque: Poetry, Prose, and Comedy</i>	<i>Concept of Perfection/19th Century: Romanticism, Realism, and Naturalism</i>	<i>Existential and Philosophical Dilemmas/Modernism</i>	<i>Encounters with Reality/The Generation of '98 and Post-Spanish Civil War</i>	<i>Natural Disasters/The Spanish Vanguard Period and the Boom in Latin America</i>



Spanish Native Language Arts Curriculum Guide (SNLACG)

VI. SCOPE AND SEQUENCE

Division of Students with Disabilities and English Language Learners
Office of English Language Learners
Spring 2013

VI. Scope and Sequence

SINLA 1

BIG IDEA – IDENTITY	BIG IDEA – CULTURE/ IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Personal Identity	THEME – Our Heritage	THEME – Physical Well-Being	THEME – Exploring Personal Feelings
<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Self • First Names • Last Names • Nicknames • Age • Addresses/Telephone Numbers • Likes and Dislikes • Personal Goals 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Geography of Spanish-speaking World • Place of Origin • Cultural Practices/Artifacts • Culture Through Music • Ethnic Clothing • Cultural Pride • Respect for All Cultures • Immigrant Experience 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Health and Illness • Hygiene • Food Pyramid • Nutritional Habits • Balanced Diet • Traditional Meals 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Types of Personal Feelings • Love and Maturity • Responsible Relationships • Sibling Relationships • Love of Country • Managing Different Emotions
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Describing oneself • Asking for personal information • Introductions, ID cards • Interviewing a classmate • Presentations • Dictating addresses • Organizing student names in alphabetical order (by first and last names) • How to use a dictionary • Creating a dictionary through the use of flashcards 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Drawing and labeling maps • Developing graphs/charts for interpretation • Comparing countries and cultures; reporting selected aspects to class • Creating a list of songs that reflect cultures • Creating a collaborative poster emphasizing cultural respect • Interviewing an adult; reporting on his/her immigrant experience 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Creating a chart listing diseases that most affect society; include symptoms, prevention, treatment and cure • Discussing different aspects of personal hygiene (body, oral, physical setting, etc.); its impact on health and illness • Bringing in traditional recipes to share with class • Writing a paragraph about favorite food and/or meals • Reading, interpreting, and creating food labels • Researching and reporting on the impact of unhealthy diets • Writing an e-mail to a friend in the native country, informing him/her of the importance of a balanced diet • Reading and creating food labels • Preparing a balanced menu • Comparing traditional and nontraditional foods 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Listing different types of personal feelings; sharing with a partner; reporting to class • Writing a reflection: Why should I love myself? • Writing a journal entry about forgiveness • Analyzing the lyrics of a love song • Writing and presenting a skit: the results of mismanagement of inappropriate emotions and feelings • Debating about adolescent relationships • Watching videos on mass behavior at concerts, sporting events, etc.; writing a response • Composing anagrams representing love of country, either the United States or his/her native land • Writing about situations involving sentimental conflicts: love of country

<p>SUGGESTED READINGS:</p> <p><u>Novels</u> Selections from: – <i>Me llamo María Isabel</i>, Alma Flor Ada – <i>La casa en Mango Street</i> (“Mi nombre”), Sandra Cisneros</p> <p><u>Nonfiction</u> www.significadodelosnombres.org www.heraldaria.com Daily horoscope Spanish newspaper articles relating to the theme/subthemes, such as “Yo no me llamo Female,” <i>El Diario La Prensa</i>, November 2005. (Sources may include <i>El País</i>, <i>El Diario La Prensa</i>, <i>El Periódico</i>, <i>La Vanguardia</i> ...)</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> Selections from: – <i>Cuando la tía Lola vino de visita a quedarse</i>, Julia Álvarez – <i>Cómo las hermanas García perdieron su acento</i>, Julia Alvarez – <i>La casa en Mango Street</i>, Sandra Cisneros</p> <p><u>Short Stories</u> “Trabajo de campo,” Rose Del Castillo Guilbault</p> <p><u>Nonfiction</u> www.espanol.weather.com/ Interviews of famous Hispanics/Latinos reflecting their immigrant experience/cultural pride. (Sources may include <i>People en Español</i>, <i>Time en Español</i>, <i>Alma</i>...) Spanish newspaper articles relating to the theme/subthemes. (Sources may include <i>El País</i>, <i>El Diario La Prensa</i>, <i>El Periódico</i>, <i>La Vanguardia</i> ...)</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> Selections from <i>Como agua para chocolate</i>, Laura Esquivel</p> <p><u>Nonfiction</u> <i>Prevention en Español</i>: Articles on nutrition and food poisoning <i>Selecciones (Reader’s Digest)</i>: Articles such as “Por qué debes comer vegetales” (August 2012) <i>People en Español</i>: Articles such as “Alto alambre,” Isis Saucedo (September 2012) <i>Buenhogar</i> Spanish newspaper articles relating to the theme/subthemes. (Sources may include <i>El País</i>, <i>El Diario La Prensa</i>, <i>El Periódico</i>, <i>La Vanguardia</i> ...)</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels/Tales</u> <i>Negrata</i>, Onelio Jorge Cardoso <i>Platero y yo</i>, Juan Ramón Jiménez</p> <p><u>Poetry</u> “Al partir,” Gertrude Gómez de Avellaneda “Ojos astrales,” José P. H. Hernández <i>Versos sencillos</i>, José Martí</p> <p><u>Nonfiction</u> <i>Cuba mía, hablan tus hijos</i>, Ninoska Pérez Castellón and Mirta Iglesia Spanish newspaper articles relating to the theme/subthemes. (Sources may include <i>El País</i>, <i>El Diario La Prensa</i>, <i>El Periódico</i>, <i>La Vanguardia</i> ...)</p>
<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Creating a dictionary representing the alphabet (with visuals), and vocabulary; presenting it to class; visiting the library or the school’s computer lab to type it • Developing a picture story along with a family tree: “My Life in a New Culture”; visiting the library or the school’s computer lab to type it 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Designing a poster that represents one’s cultural pride • Celebrating class heritage and diversity through a cultural show-and-tell 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Hosting a cultural food fair • Preparing, compiling, and presenting a balanced diet in a recipe book 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Composing a song or writing a poem on the theme of love • Debating about actual situations involving emotional and/or sentimental conflicts vs. video depictions of them • Analyzing and discussing the impact of reality TV on any of the subthemes; creating a reality show

SINLA 1 (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – School Life	THEME – Points of View	THEME – Personality	THEME – The Community
<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • School Schedule • School Floor Plan • School Personnel • Extracurricular Activities • Value of Education 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Current Events • Controversial Topics • Public Opinion • Art and Literature 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Ethical Behavior • Social Behavior • Making Decisions • Responsibility • Secrets and Gossip • Peer Pressure 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Recycling • Energy Conservation • Waste Reduction • Water Conservation • Disposing Electronics /Clothes
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Drawing a school floor plan • Designing a school directory • Giving and receiving directions around school • Discussing graduation requirements and developing a pacing chart • Writing an educational timeline • Studying readiness • Discussing and developing strategies for note-taking and test-taking study skills • Developing and implementing a student contract • Visiting school library and getting acquainted with the services provided • Learning to cite from text in a cloze format 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Writing a letter to a City Councilmember or a New York State senator on an educational issue • Viewing and discussing a news magazine program • Debating about controversial topics • Writing an opinion on a current event • Writing and performing a skit about a current event • Writing a letter of complaint • Studying works of art and writing a response to them • Critiquing works of art dealing with a controversial topic • Writing a response to a viewing on current events 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Reviewing etiquette and protocol rules • Adapting a conversation according to audience • Developing a scene on behavior in simulated situations • Debating about the ethics of returning a found object • Writing a list of student and daughter/son responsibilities • Completing a personality questionnaire • Role-playing situations on values clarification 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Developing a list of rules for recycling • Creating a map of where recycling is done in New York State • Creating alternatives for recycling plans • Discussing the pros and cons of recycling • Creating a poster on waste reduction • Researching news on breach of water conservation guidelines; writing a report • Panel discussion on ways to reduce energy usage • Compiling a list of locations in the community where clothes can be disposed/donated • Developing a community map of places to dispose of electronics • Creating a collaborative poster under any of the subthemes

<p>SUGGESTED READINGS:</p> <p>Short Stories “Primero de secundaria,” Gary Soto</p> <p>Poetry “El ruego del libro,” Gabriela Mistral</p> <p>Nonfiction Articles from <i>Scholastic en Español</i></p> <p>Nonfiction: Biographies/Memoirs Selections from: – <i>Barrio Boy</i>, Ernesto Galarza – <i>Cuando era puertorriqueña</i>, Esmeralda Santiago</p>	<p>SUGGESTED READINGS:</p> <p>Nonfiction Interviews Debates Book reviews CNN en Español <i>Primer Impacto</i> Spanish newspaper articles relating to the theme/subthemes. (Sources may include <i>El País</i>, <i>El Diario La Prensa</i>, <i>El Periódico</i>, <i>La Vanguardia</i>...)</p>	<p>SUGGESTED READINGS:</p> <p>Novels: Selections from <i>Cajas de cartón</i>, Francisco Jiménez</p> <p>Short Stories: “Los chicos,” Ana María Matute</p> <p>Nonfiction <i>Psicología en Español</i></p>	<p>SUGGESTED READINGS:</p> <p>Novels/Fables Selections from: – <i>La casa on Mango Street</i>, Sandra Cisneros – <i>The Lorax</i> (in Spanish), Dr. Seuss</p> <p>Nonfiction Spanish newspaper articles relating to the theme/subthemes. (Sources may include <i>El País</i>, <i>El Diario La Prensa</i>, <i>El Periódico</i>, <i>La Vanguardia</i>...)</p>
<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Creating for parents an original brochure about graduation requirements • Creating a time capsule • Establishing an Internet pen-pal connection with students from another Spanish-speaking country 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Inviting a community advocate for an interview, and writing an article about him/her • Listening to a podcast and writing an editorial • Creating a collage representing your point of view on any of the subthemes; presenting it to class 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Designing a collage that describes student’s personality and writing an essay • Writing a guided reflection on one of the subthemes • Debating the pros and cons of divulging a secret • Performing a skit on bullying 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Researching online New York City’s recycling laws, and developing a recycling plan for the school • Visiting a recycling plant and writing an editorial for the school newspaper • Organizing a conservation fair for the school community

SINLA 2

BIG IDEA – IDENTITY	BIG IDEA – CULTURE/ IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Childhood	THEME – Linguistic Diversity	THEME – Sports and Recreation	THEME – The Roles of Men and Women
SUBTHEMES: <ul style="list-style-type: none"> • Childhood Stages • Value System • Childhood Experiences • Loss of a Loved One 	SUBTHEMES: <ul style="list-style-type: none"> • Native Language • Standard Language • Regionalisms • Proverbs • Language and Culture 	SUBTHEMES: <ul style="list-style-type: none"> • Favorite Sports • Famous People in Sports • Sports Events • Sports Articles • Family Activities • Fitness 	SUBTHEMES: <ul style="list-style-type: none"> • Men’s and Women’s Role at Home, Past and Present • Sexual Harassment • Domestic Violence • Friendship Between a Man and a Woman
ACTIVITIES: <ul style="list-style-type: none"> • Describing a favorite toy or game • Creating a compare-and-contrast chart: which ideas did you have as a child that have changed drastically, and which ideas have stayed the same? • Writing a guided memoir based on a childhood experience • Creating an anagram in memory of a deceased family member or honoring a lost life 	ACTIVITIES: <ul style="list-style-type: none"> • Listening to conversations and writing comments about the usage of language according to different situations • Preparing a skit portraying situations that take place because of differences of language • Creating a “refranero” (collection of proverbs) with written interpretations • Writing formal letters using standard language • Social interactions: introductions, asking for information, apologies, etc. 	ACTIVITIES: <ul style="list-style-type: none"> • Interviewing a classroom about a favorite sport, and reporting to class • Writing about a favorite athlete or team • Researching, reading, and reporting on a controversial health issue; providing evidence from text • Writing a guided sports article for the school newspaper • Composition writing: “My family has fun by…” • Creating a fitness program for high school students 	ACTIVITIES: <ul style="list-style-type: none"> • Reading biographies and creating timelines about famous men and women • Reading and analyzing literary texts • Creating and presenting a dialogue about sexual harassment • Debating whether men and women can be equal • In an oral presentation, comparing and contrasting the roles of men and women today and in the past

<p>SUGGESTED READINGS:</p> <p><u>Novels</u> Selections from: – <i>Antes de ser libres</i>, Julia Alvarez – <i>Cajas de cartón</i>, Francisco Jiménez – <i>¡Adiós cordera!</i>, Leopoldo Alas</p> <p><u>Short Stories</u> “Once,” Sandra Cisneros “Niña,” Margarita M. Engle “Los chicos,” Ana María Matute “El árbol de oro,” Ana María Matute</p> <p><u>Poetry</u> “Los dos príncipes,” José Martí “Los zapaticos de Rosa,” José Martí</p> <p><u>Nonfiction</u> Selections from <i>A Summer Life</i>, Gary Soto</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> Selections from: – <i>En busca de milagros</i>, Julia Alvarez – <i>El sueño de América</i>, Esmeralda Santiago</p> <p><u>Poetry</u> “Los ratones,” Lope de Vega Selections from <i>El exiliado</i>, Cristina Peri Rossi</p> <p><u>Nonfiction: Biographies/Memoirs</u> Selections from <i>Casi una mujer</i>, Esmeralda Santiago</p>	<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u> Articles in magazines like <i>Sports Illustrated Latino</i>, <i>People Magazine en Español</i></p> <p><u>Nonfiction: Biographies/Memoirs</u> Biographies of Hispanic/Latino athletes in a variety of sports</p>	<p>SUGGESTED READINGS:</p> <p><u>Plays</u> <i>Novio Boy</i>, Gary Soto</p> <p><u>Short Stories</u> “Primer amor,” Cristina Peri Rossi</p> <p><u>Nonfiction</u> “La maternidad como negocio,” <i>Mujeres de hoy: Textos, voces e imágenes</i>, Miryam Criado and José Manuel Reyes “Violencia de género,” Isabel Gutiérrez</p>
<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Writing a memoir of a particular time in their lives 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Writing a persuasive essay about an encounter with linguistic differences and their consequences • Writing a story in which language is the main focus • Publishing a “refranero” • Creating a regional thesaurus 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Designing an ideal sports complex, and giving an oral explanation of how its components integrate health, fitness, sports, and recreation, and how it relates to being healthy • Viewing a sporting event and writing a commentary to be presented orally 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Developing a social and/or moral conduct code • Developing a community directory of services for violence prevention services

SINLA 2 (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – Academic and Technical Studies	THEME – Hispanic/Latino Voices	THEME – Social Interaction	THEME – Modes of Transportation
SUBTHEMES: <ul style="list-style-type: none"> • High School Graduation Requirements • Career Requirements • Universities • Technical Colleges • Future Plans 	SUBTHEMES: <ul style="list-style-type: none"> • Literature • Art • Music • Media 	SUBTHEMES: <ul style="list-style-type: none"> • Celebrations • Weddings and Funerals • Social Status 	SUBTHEMES: <ul style="list-style-type: none"> • Modes of Transportation • Public Transit Routes • Driver's Permit • Local Trips • Tourist Trips • Environmental Conservation • Eco-Tourism
ACTIVITIES: <ul style="list-style-type: none"> • Discussing graduation requirements • Researching enrollment requirements for different universities and colleges; creating a chart and/or graph • Analyzing university, college, and technical college catalogs • Completing a university/college application • Writing a guided informative essay to accompany a college application • Interviewing various professionals and technicians • Visiting a technical shop in the community and writing a report • Creating a timeline: "Looking Toward the Future" • 	ACTIVITIES: <ul style="list-style-type: none"> • Reading, interpreting, and analyzing suggested texts and/or authors • Designing a book cover in the style of one of the studied Hispanic/Latino artists • Listening and identifying different Hispanic/Latino music genre • Debating about music trends • Analyzing song lyrics • Analyzing a TV commercial • Reporting on the impact of the Hispanic/Latino voices on TV commercials • Presenting a newscast in Spanish • Recording an interview for a class radio hour 	ACTIVITIES: <ul style="list-style-type: none"> • Comparing the celebrations of native country and the United States • Creating a budget for a celebration • Writing invitations for different types of parties • Discussing and comparing wedding traditions • Deciding pros and cons of a traditional and a nontraditional wedding • Discussing and comparing funeral traditions: mourning, flowers, burials, etc. • Writing a point-of-view essay on the importance of social status 	ACTIVITIES: <ul style="list-style-type: none"> • Reading and interpreting a mass transit map • Studying traffic signals • Researching requirements for provisional driver's license • Writing directions to get to a place • Reading and interpreting road maps • Identifying destination points • Researching tourist attractions and creating a travel brochure • Visiting or doing a virtual tour of a natural reserve

<p>SUGGESTED READINGS: <u>Nonfiction</u> University/college catalogs Articles pertaining to education and careers</p>	<p>SUGGESTED READINGS/VIEWINGS/MUSIC: <u>Poetry</u> <i>Versos sencillos</i>, Jose Martí “Yo voy soñando caminos” (from <i>Campos de Castilla</i>), Antonio Machado <u>Works of Art</u> Francisco de Goya, Diego Velázquez, Pablo Picasso, Salvador Dalí, Frida Kahlo, Diego Rivera <u>Music/Songs</u> Selections from different Hispanic/Latino musical genres, such as salsa, merengue, cumbia, tango “Guantanamo” (various artists) “Yo voy soñando caminos” (Joan Manuel Serrat)</p>	<p>SUGGESTED READINGS: <u>Novels</u> <i>Quinceañera</i>, Elizabeth King <u>Short Stories</u> “Los funerales de la mamá grande,” Gabriel García Márquez “El regalo de Navidad,” Francisco Jiménez “Navidad para Carnavalito,” Ana María Matute <u>Nonfiction: Biographies/Memoirs</u> <i>Había una vez una quinceañera: De niña a mujer en Estados Unidos</i>, Julia Álvarez</p>	<p>SUGGESTED READINGS: <u>Nonfiction</u> Travel brochures Travel guides Driver’s manual Subway maps Airline carrier magazines Newspaper articles about natural reserves</p>
<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Researching and producing a scholarship directory for Hispanic/Latino students • Writing an informative essay on a researched occupation 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Choosing an author, painter, or musician studied in class, conducting further research and writing a biography; selecting a work (not one studied in class) by the same artist and writing a reflection on his/her theme • Researching material and then writing an original legend about one’s native country • Writing a song using one of the genres discussed in class 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Group work: Planning a <i>quinceañera</i>, sweet sixteen party, or wedding, including formulating different budgets for each party; presenting the plan • Writing and presenting a short play about keeping up appearances to impress others 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Designing a travel brochure based on a visit to a natural reserve or a virtual tour • Designing a travel brochure for the top ten destinations in New York City • Writing an environmental conservation brochure • Planning a trip within New York City using the subway map

NATIVE LANGUAGE ARTS 1

BIG IDEA – IDENTITY	BIG IDEA – CULTURE/ IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Adolescence	THEME – Social Diversity	THEME – Alternative Medicine	THEME – Human Experience
<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Personal Traits • Ethnicity • Family Culture • Traditions • Generational Conflicts • Self-Acceptance 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Geography • Spain • America (pre-Columbian) • Africa • Roots of Hispanic/Latin-American Culture 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Traditional Medicine • Household and Herbal Remedies • Traditional vs. Organic Foods • Homeopathic Remedies • Herbal Medicine • Preventive Measures 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Rites of Passage • Social Relations • Gender Expectations • Breaking with Traditions
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Interviewing relatives and friends to investigate their contemporary unforgettable generational differences and report on it • Discussing a generational conflict, how it was resolved, and the lesson learned • Researching traditional music or dance from a country other than their own to be presented to the class; providing evidence from research • Selecting a country, researching its typical food, and creating a collaborative poster • Writing journal entries on feelings as adolescents and on changes experienced as adolescents • Completing a close reading on an article or excerpt about adolescence • Writing an expository essay on how adolescences’ needs, changes and risk factors impact their daily life • Creating monologue and presenting to the class 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Drawing a map of pre-Columbian civilizations • Reading and analyzing a traditional legend of the pre-Columbian era • Reading and responding to primary source documents on the conquest • Completing a close reading on an article or excerpt on social diversity • Drawing maps/graphs that show migration patterns and population shifts; writing an interpretation • Investigating the African Diaspora to create a timeline and write a historical fiction piece • Writing an essay about someone impacted by the conquest • Discussing the impact of non-native cultures in the Hispanic/Latino world today for written and oral presentation • Listening to music and songs related to subthemes; writing a response analyzing and interpreting them 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Listing ingredients found in Latin American foods; then writing a recipe substituting more healthful and more nutritious ingredients • Researching the history and origin of Latin American food and food as medicine; then writing a report • Researching home or natural remedies to heal illnesses; creating a collaborative poster for presentation • Completing a close reading on an article or excerpt related to the theme • Debating about the healing impact of meditation, yoga, Pilates, tai chi, etc. • Researching and discussing midwifery and “sobadoras” as alternatives in pre-natal, partum, and post-partum care • Writing an argumentative essay on the benefits of organic vs. traditional foods; citing evidence from text 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Identifying and discussing different cultural rites of passage • Conducting a survey on rites of passage and interviewing peers for a written report • Creating a dialogue that pertains to social relations • Creating an advice column; replying to a given gender expectation • Completing a close reading on an article or excerpt related to the theme • Investigating and reporting an incident where a break in tradition created a conflict • Writing an argumentative essay on the equality of man and woman in the workforce; citing evidence from text

<p>SUGGESTED READINGS:</p> <p>Novels Selections from <i>Senderos fronterizos</i>, Francisco Jiménez</p> <p>Short Stories “Once,” Sandra Cisneros “Tres generaciones,” Rosaura Sánchez “Mi abuela fumaba puros,” Sabine Ulibarri</p> <p>Nonfiction <i>Time en Español</i>: Articles such as “Los 25 hispanos más influyentes en los Estados Unidos” (August 2012) “Adoles...¿Qué”, Jordi Sierra y Fabra “La adolescencia y sus cambios” “No te metas en mi vida,” Dante Gebel”</p> <p>Nonfiction: Biographies/Memoirs Selections from: – <i>Cuando era puertorriqueña</i>, Esmeralda Santiago – <i>El sueño de América</i>, Esmeralda Santiago</p>	<p>SUGGESTED READINGS:</p> <p>Novels Selections from <i>Kike</i>, Hilda Perera</p> <p>Short Stories “Cajas de cartón,” Francisco Jiménez “Los inocentes,” Pedro Juan Soto “Chac Mool,” Carlos Fuentes “</p> <p>Poetry “Yo Soy Joaquín,” Rodolfo Corky Gonzáles_</p> <p>Nonfiction <i>La Nueva Raza Latina en América: La Historia de un ilegal</i>, Tony Alcázar</p> <p>Music/Songs “Visa para un sueño” (Juan Luis Guerra)</p>	<p>SUGGESTED READINGS:</p> <p>Nonfiction Articles from: – <i>Prevention en Español</i> – <i>Selecciones (Reader's Digest)</i> – <i>Vanidades</i> – <i>Buenhogar</i> – <i>National Geographic en Español</i></p>	<p>SUGGESTED READINGS:</p> <p>Novels Selections from <i>Lazarillo de Tormes</i>, Anonymous*</p> <p>Short Stories “Medias Rojas,” Emilia Pardo Bazan “Lo que aconteció a un mancebo mozo que se casó con una mujer muy fuerte y muy brava,” Don Juan Manuel</p> <p>Poetry “Hombres necios,” Sor Juana Inés de la Cruz “Peso ancestral,” Alfonsina Storni</p> <p>Cartoons <i>Mafalda</i>, Joaquín Salvador Lavado (Quino)</p>
<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Multimedia project that includes, podcasts, videos, texts, music, or photos that archive familial histories of the student and an older relative • Writing a series of fictional or autobiographical vignettes or memoirs related to any one of the listed subthemes • Writing a reflective essay, ¿Cómo mi apariencia afecta mi interacción con mi entorno” 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Creating a book of legends that represent Hispanic/Latino roots • Researching a historical figure related to the Conquest, and writing a biography of that figure • Creating a Facebook-like profile based on a historical figure related to the Conquest • Visiting the Caribbean Cultural Center African Diaspora Institute 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Publishing a reference book based on research of medicinal home remedies and their contribution to better health, including students’ household remedies • Writing a guided research report and creating a PowerPoint presentation on a selected subtheme • Debating about the use of traditional medicine for birthing versus alternative medicine 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Using the webpage www.dvolver.com, students use their writings and projects to create an animated short film that will be part of a short film festival • Publishing a comic book based on one of the studied subthemes • Writing guided short stories addressing the issues presented in class

*Indicates titles on the Spanish AP Literature required reading list.

NATIVE LANGUAGE ARTS 1 (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – The Workplace	THEME – The Modern World	THEME – Conflict Resolution	THEME – Consumerism
<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Traditional Careers • Non-Traditional Careers • Public and Private Businesses • Work Skills • Interests or Hobbies 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • News • Political Environment • Cultural and Artistic Environment • Means of Communication 	<p>SUBTHEMES</p> <ul style="list-style-type: none"> • Perception and Reality in Socio-Economic Status • Resolution Strategies • Control of Your Emotions • Adaptation 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Role of Hispanic/Latino purchasing power in the United States • Production and Consumption of Food • Production and Use of Energy • Effects of Consumerism on Society, the Economy, and the Environment
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Researching careers for the 21st century to create a glossary • Investigating statistical data on career trends in a selected time frame in both the public and private sectors; preparing a class presentation • Completing a close reading on an article related to careers • Interviewing a teacher on his/her career choice, and writing a report • Interviewing a relative and writing an article about his/her profession • Reading and responding to classified employment ads • Reading and reporting about hobbies and interests that are part of a résumé • Preparing a résumé • Conducting mock interviews 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Reading local newspapers • Analyzing the format of newspapers, magazines, and/or radio/television news programs • Visiting a newsroom, or a TV or radio studio • Discussing daily breaking news and writing an editorial • Establishing a newsroom in the classroom • Establishing a school radio network • Researching and reporting on the history of communications and its influence on Hispanics/Latinos • Interpreting and analyzing the message of political cartoons • Creating a cartoon criticizing a social or political situation within the school environment • Debating about the impact of freedom of expression in art/media • Completing a close reading on an article of communication in the 21st century 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Writing and dramatizing a scene where a conflict presents itself and the conflict is resolved • Debating about the effect of socio-economic perception in the school environment • Identifying and analyzing scenes that present conflicts and suggest written resolutions • Identifying and discussing bullying and harassment; role-playing a situation • Brainstorming solutions for settling conflicts; presenting pros and cons • Listening to recordings to identify types of conflicts through tone of voice • Writing about how tone can affect a message • Visiting the United Nations or taking a virtual tour and reporting on it 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Researching and writing a report that summarizes the role played by Hispanic/Latino purchasing power in the USA and global markets • Researching the transition from traditional energy sources to environmentally friendly alternatives • Investigating genetically modified food and its effects on health; then writing an informational brochure • Investigating consumerism’s effects and costs on society, the economy, and the environment; creating a pie chart and presenting it to class • Writing a journal entry on individual responsibility for “going green” and how it can impact the environment and the economy • Writing an open letter to a community representative expressing concern for the impact of the economy on the environment • Citing text-based evidence; using correctly formatted reference • Chronicling an economic shift of the last decade on a timeline or graph

<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u> College Board: Sample College Essays and Sample Essay Question Prompts Spanish newspaper articles relating to the theme/subthemes. (Sources may include <i>El País</i>, <i>El Diario La Prensa</i>, <i>El Periódico</i>, <i>La Vanguardia</i>...)</p>	<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u> “La historia de la comunicación,” Portal de Relaciones Públicas (www.rppnet.com.ar/hiscomunicacion.htm) Spanish newspaper articles relating to the theme/subthemes. (Sources may include <i>El País</i>, <i>El Diario La Prensa</i>, <i>El Periódico</i>, <i>La Vanguardia</i>...)</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Como agua para chocolate</i>, Laura Esquivel <i>Historia de una rosa</i>, Enrique Anderson-Imbert <u>Short Stories</u> “Espuma y nada más,” Hernando Téllez <u>Plays</u> <i>La casa de Bernarda Alba</i>, Federico García Lorca <i>El delantal blanco</i>, Sergio Vodanovic <u>Nonfiction</u> “La rosa,” Enrique Anderson Imbert</p>	<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u> <i>Consumismo/Consumerism</i>, Rafael Rodríguez Villarino and Carlos A. Del Pulgar Sabin (ed.) “El índice verde del consumidor,” Nicole Medgenberg (<i>National Geographic en Español</i>)</p>
<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Creating a PowerPoint presentation demonstrating how to make successful career choices, from résumé writing to employment • Creating a guide on how to get a job • Developing a timeline on “The Road to College” 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Producing a news show or mock radio broadcast on recent school or community events • Creating a class newspaper or magazine 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Adapting and performing <i>La casa de Bernarda Alba</i> in a modern setting • Writing and presenting a different ending to <i>El delantal blanco</i> 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Making a PowerPoint presentation and/or presenting written research on a country or area affected by consumerism • Writing a research paper on the role played by Hispanics/Latinos consumers in the United States and global markets • Writing and presenting a public service announcement (PSA) on the benefits of environmentally friendly energy sources

NATIVE LANGUAGE ARTS 2

BIG IDEA – IDENTITY	BIG IDEA – CULTURE/IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Family	THEME – Social Revolution	THEME – Emotional Development	THEME – Dreams, Fantasy and Reality
SUBTHEMES: <ul style="list-style-type: none"> • Family • My “Self” • Family History • Country of Origin 	SUBTHEMES: <ul style="list-style-type: none"> • Art and Social Movements • Injustice • Oppression • Thought vs. Action 	SUBTHEMES: <ul style="list-style-type: none"> • Emotional Intelligence • Self-Knowledge • Feelings • Emotions 	SUBTHEMES: <ul style="list-style-type: none"> • Art and Imagination • Dreams • Fantasy vs. Reality • Superstitions
ACTIVITIES: <ul style="list-style-type: none"> • Interviewing family members and reporting findings • Comparing and contrasting the student’s life with an older relative’s • Researching a tradition, custom or ritual that is no longer practiced in your family, and creating a poster about it • Writing a journal entry comparing family members’ values, traditions, or customs to one’s own • Creating a family tree depicting personal stories or traditions that include music, food, and traditional costumes; presenting it to class • Writing a memoir about an exceptional family member • Researching and writing a newspaper article about your country of origin 	ACTIVITIES: <ul style="list-style-type: none"> • Discussing and comparing the work of Francisco de Goya, Diego Rivera, Pablo Picasso, and other famous masters, identifying social and historical themes • Completing a close reading on an article or excerpt on how a social revolution can impact art movements • Describing and analyzing one painting; writing about what the artist expresses and what you like or dislike about it • Researching and presenting the work of a painter, sculptor, film director, or singer whose work is committed to social justice • Role-playing actions, behavior, rules, and use or abuse of power of one group over another • Identifying current unjust situations in students’ social environment; in groups, creating an action plan to fight injustices • Citing text-based evidence; using correctly formatted reference • Writing an argumentative essay about the importance of becoming socially involved in the fight for a 	ACTIVITIES: <ul style="list-style-type: none"> • Making a journal entry reflecting on thoughts and feelings • Completing a close reading on an article to gain a deep understanding on the differences between feelings and emotions • Preparing a dialogue with a partner about on any of the subthemes and presenting it to the class • Role-playing a tragic situation • Creating a monologue reflecting on emotions in response to a reading • Writing reviews of scenes using evidence from movies and/or plays to express how characters deal with emotions • Identifying a crisis situation and writing a poem expressing the feelings evoked by that situation • Developing a guide on how to cope with difficult situations • Writing a reflection about an inappropriate reaction/emotion and how it should be changed to get a different outcome 	ACTIVITIES: <ul style="list-style-type: none"> • Comparing a poem or short story to a work of art (painting, movie, photograph, comics, etc.) that shares a similar view of reality, fantasy, or dreams • Creating a mind mirror representing the points of views of a character or an artist • Keeping a log of dreams and discussing dreams with a partner • Drawing a visual representation of your partner’s dream and explaining its meaning in writing • Describing the differences between real and fantastic characters • Visiting a museum and reviewing an exhibit • Writing an alternate ending to one of the studied literary works • Creating an illustrated dictionary based on a collection of superstitions and symbols from different countries • Comparing the elements of reality or fantasy in two literary works; citing evidence from text

	just cause		
<p>SUGGESTED READINGS:</p> <p><u>Novels</u> Selections from: – <i>Como las hermanas García perdieron su acento</i>, Julia Álvarez – <i>Mas allá de mí</i>, Francisco Jiménez</p> <p><u>Short Stories</u> “Un oso y un amor,” Sabine Ulibarrí</p> <p><u>Poetry</u> “Yo voy soñando caminos,” Antonio Machado</p>	<p>SUGGESTED READINGS/VIEWINGS/MUSIC:</p> <p><u>Novels</u> <i>Los juegos del hambre</i>, Suzanne Collins <i>Los de abajo</i>, Mariano Azuela <i>En el tiempo de las Mariposas</i>, Julia Alvarez</p> <p><u>Short Stories</u> “Los gallinazos sin plumas,” Julio Ramón Ribeyro</p> <p><u>Poetry</u> <i>Versos sencillos</i>, José Martí “La muralla,” Nicolás Guillén <i>Campos de Castilla</i>, Antonio Machado “Masa,” César Vallejo</p> <p><u>Songs</u> “Manifiesto,” Victor Jara</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>El Mañana</i>, Mirta Ojito Selections from <i>Diarios en motocicletas</i>, Che Guevara</p> <p><u>Works of Art</u> Francisco de Goya, Pablo Picasso; los muralistas: José Clemente Orozco, Diego Rivera, David Alfaro Siqueiros</p>	<p>SUGGESTED READINGS:</p> <p><u>Short Stories</u> “Cartas de un amor traicionado,” Isabel Allende “Un oso y un amor,” Sabine Ulibarrí “El sendero interior,” Ana Alomá Velilla</p> <p><u>Poetry</u> “Poema XX,” Pablo Neruda “¿Recuerdas?” Manuel Magallanes Moure “Es una tarde clara,” Antonio Machado</p> <p><u>Plays</u> <i>Poema con niños</i>, Jorge Guillén</p> <p><u>Nonfiction</u> <i>La inteligencia emocional</i>, Daniel Goleman</p>	<p>SUGGESTED READINGS/VIEWINGS</p> <p><u>Novels</u> Selections from <i>El ingenioso hidalgo Don Quijote de la Mancha</i>, Miguel de Cervantes de Saavedra</p> <p><u>Short Stories</u> “El ahogado más hermoso del mundo,” Gabriel García Márquez “La luz es como el agua,” Gabriel García Márquez “Un señor muy viejo con unas alas enormes,” Gabriel García Márquez “La Noche Bocarriba,” Julio Cortázar</p> <p><u>Plays</u> <i>Los amantes de Teruel</i>, Juan Eugenio Hartzenbusch</p> <p><u>Works of Art</u> Salvador Dalí, Pablo Picasso ...</p>
<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Multimedia project chronicling a student’s family history and traditions using podcasts, videos, texts, music, and/or photos • Writing the biography of a family member 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Organizing an exhibit that includes artwork, performances, multimedia, biographies, and essays based on fighting injustices • Creating or joining a campaign by writing letters, going to a march, or collecting goods for a cause • Creating a class mural representing a contemporary social movement 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Creating and performing a dramatic scene on how to control of an emotion • Developing a high school crisis intervention handbook 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Creating a work of art (painting, video, comic, short story, etc.) that represents a vision of reality and fantasy • Creating a class book that interprets the meaning of dreams • Creating a visual representation of a selected superstition; doing a gallery walk

NATIVE LANGUAGE ARTS 2 (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – Technology	THEME – Political and Religious Philosophy	THEME – Human Rights	THEME – Human Impact on the Environment
<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Science • Ethics • Challenges • Rights and Responsibilities • Censorship 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Political Beliefs • Philosophical Thinking • Religious Influence • Separation of Church and State 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Universal Rights • Women’s Rights • Indigenous Peoples’ Rights • Individual Rights 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • “My” Place on Earth • Issues and Problems • Technological Development • Reuse, Reduce, Recycle • Fair Trade • Individual Choices • Eco-Commerce and Eco-Tourism
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Visiting school library or computer center; listing available sources • Selecting a subtheme; creating an e-books list • Researching the impact of technology on science; writing an expository essay • Researching careers of the future; preparing a brochure showcasing them • Researching New York City public school policies and students’ rights; writing an e-mail to a friend sharing what was learned • Discussing the pros and cons of technology and writing an argumentative essay • Developing a list of technology etiquette • Completing a close reading on an article related to internet censorship • Debating the use of Internet filters within the NYCDOE • Citing text-based evidence; using correctly formatted reference • Writing an argumentative essay on 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Discussing the importance of the U.S. Constitution; presenting its findings in small groups • Creating a collage that portrays a student’s beliefs • Debating about political trends • Researching the history of religious concepts, phrases, and/or rituals (marriage, Christmas); engaging in a guided discussion • Engaging in guided discussions about philosophy or religion • Reflecting and writing on the reasons for existing religious or political philosophies (e.g., separation of church and state) • Writing and sharing journal entries reflecting one’s own political and/or religious views • Completing a close reading on a historical article on the separation of church and state • Debating about the separation of church and state; writing an argumentative essay 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Discussing and creating a definition of “universal human rights” • Brainstorming the rights of women and listing results; writing a paragraph expressing why these rights are important • Inviting a History teacher to present on Native Indians’ rights • Writing a journal entry about each subtheme studied in class, reflecting how someone’s rights have been violated • Completing a close reading on a speech about the 1st amendment • Writing a declaration of student rights 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Discussing cause and effect of human activities on the environment • Writing a RAFT activity from the perspective of Mt. Everest, a 5,000-year-old Great Basin Bristlecone Pine Tree, or Planet Earth to humans • Making a poster or PowerPoint presentation depicting solutions to one environmental problem • Familiarizing oneself with the school’s recycling program; creating an ad campaign to enlist student volunteers to promote recycling efforts in their school community • Researching fair trade businesses in NYC; preparing oral presentations • Completing a close reading on an article or excerpt related to the theme • Maintaining a daily log of suggestions to reduce negative human impact on the environment

<p>digital society and its effects on social skills</p>			
<p>SUGGESTED READINGS: Short Stories “Rosa,” Angel Balzarino Nonfiction Selections from: – <i>Citywide Standards of Discipline and Intervention Measures: The Discipline Code and Bill of Student Rights and Responsibilities, K-12</i>, New York City Department of Education Nonfiction: Biographies/Memoirs Selections from: – <i>Cuando era Puertorriqueña</i>, Esmeralda Santiago</p>	<p>SUGGESTED READINGS: Nonfiction www.almamagazine.com: Articles like “Cuando ayudar es delito,” Valeria Fernández (August 2012) The United States Constitution (selected parts) Nonfiction: Biographies/Memoirs <i>Yo soy Rigoberta Menchú</i>, Rigoberta Menchú</p>	<p>SUGGESTED READINGS: Short Stories “Los gallinazos sin plumas” Julio Ramón Ribeyro “Espuma y nada más,” Hernando Téllez “Un día de estos,” Gabriel García Márquez “Una palabra enorme,” Mario Benedetti Poetry “La muralla,” Nicolás Guillén</p>	<p>SUGGESTED READINGS: Novels <i>A Cafecito Story: El cuento del Cafecito</i>, Julia Álvarez Poetry “Paisajes,” Federico García Lorca “Árbol adentro,” Octavio Paz Nonfiction “Joya costera cae en las redes del desarrollo,” <i>Comunidades Latinas en Peligro/Latino Communities at Risk</i>, Sierra Club Foundation “Bush protege una gran zona de mar,” John O’Neill, <i>El País</i> newspaper Articles on the human impact on the environment Articles on eco-commerce campaigns</p>
<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Creating a <i>wiki</i>—an online digital community in which visitors can participate and contribute—containing a catalogue of accessible technology; participating in discussions on which technologies can enrich learning experiences. (Go to: http://office.microsoft.com/en-us/help/HA102261771033.aspx#2) • Creating a blog about technology and privacy • Students create a technology etiquette handbook • Making an inventory of available technology in school; creating a resource manual 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Writing an argumentative essay in response to any of the subthemes presented in this unit • Creating a PowerPoint presentation on how politics influenced a country’s religious philosophy or how religion influenced a country’s political philosophy 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Writing an essay comparing the actions of the main characters in a movie and one of the suggested readings • Researching a person or group of people who have fought for human rights, and create a Power Point presentation • Writing a short story about a utopian society in which everyone is treated as equals • Creating a comic strip that reflects a utopian society’s constitution 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • <i>Go Green Trade Fair</i>: Investigating and presenting eco-friendly products to the school community • Writing a class manifesto on how to help save the environment, including connections to suggested readings or class activities • Publishing a pamphlet with an environmental logo representative of any of the subthemes

NATIVE LANGUAGE ARTS 3/AP LANG.

BIG IDEA – IDENTITY	BIG IDEA – CULTURE	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Life Transitions	THEME – Contemporary Life	THEME – Human Sexuality	THEME – State of Mind
<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Lifestyles • Life and Death • Crime and Punishment • Solidarity and Solitude 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Social Customs and Values • Social Expectations • Community and Self • Immigrant Status • Hispanics/Latinos in the US 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Relationships • Social Pressure • Abstinence • Parenting 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Love vs. Hate • Moods • Alienation and Assimilation • Psychological disorders
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Having students create a timeline on the important events in their life and the impact of those transitions • Having students write a memoir reflecting on their life transitions • Writing a persuasive essay in which you reflect on current adolescent lifestyles in the U.S. as opposed to your native country • Researching causes and prevention of teen suicide • Debating whether children or adolescents should be tried as adults for a crime • Writing an argumentative essay about capital punishment; using evidence from text • Completing a close reading on an article that explore murder as permissible in pursuit of a higher purpose • Defining solidarity through researching a fictional or nonfictional literary character and having that character write a letter asking people to join his/her cause • Writing a reflection on how it feels to be completely alone 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Presenting an artifact representing students' values or customs • Writing a newspaper article about another student's artifact presentation • Discussing a contemporary immigration issue using a jigsaw activity • Creating a dialogue reflecting on a personal immigrant experience • Writing an article about a Hispanic/Latino who has made an impact on society • Creating an infomercial to raise awareness of the impact of volunteerism • Creating a PowerPoint presentation or a collage that reflects your vision of the social changes that will occur within the next 50 years • Presenting your position on a contemporary immigration issue after listening to/viewing a political debate • Critical listening of audio resources to extrapolate idiomatic and culturally authentic expressions 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Interpreting maps and graphs as they relate to same-sex marriages throughout the world; then writing a persuasive essay • Completing a close reading on an article or excerpt related social pressure • Reading the DOE guidelines on bullying; then creating a film situation or podcast that shows choices a student makes in dealing with social pressure • Researching and creating an STI (sexually transmitted infections) prevention brochure • Writing an argumentative essay about the pros and cons of abstinence; cite evidence from text • Researching on alternative parenting and creating a panel discussion 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Writing a soliloquy about love and hate • Viewing a theatrical performance or movie clip dealing with altered state of mind to examine the elements of theater: script/plot, character, theme, staging, scenery, costumes, props, sound, lighting, and audience • Writing a critique of the dramatic elements of a specific play or movie • Developing an alternate ending to a play read in class • Using audiovisual, written, or visual scenarios to determine mood, and recreating an opposing mood • Analyzing how the pressure of belongingness creates states of alienation or assimilation • Debating about the degrees of acceptance of psychological disorders in the Hispanic/Latino community • Researching and presenting symptoms and treatments of psychological disorders • Writing a comparative essay using media and nonfiction articles about any of the suggested themes

<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Inés del alma mía</i>, Isabel Allende <i>Crónica de una muerte anunciada</i>, Gabriel García Márquez Selections from <i>Cien años de soledad</i>, Gabriel García Márquez</p> <p><u>Short Stories</u> “El árbol,” María Luisa Bombal “Viaje a la semilla,” Alejo Carpentier “El ahogado más hermoso del mundo,” Gabriel García Márquez</p> <p><u>Poetry</u> “Y soñé que era un árbol,” Claribel Alegría</p> <p><u>Plays</u> <i>Fuenteovejuna</i>, Lope de Vega <i>El caballero de Olmedo</i>, Lope de Vega <i>El castigo sin venganza</i>, Lope de Vega</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Como agua para chocolate</i>, Laura Esquivel</p> <p><u>Short Stories</u> “Los tres reyes” Sandra Cisneros “No oyes ladrar los perros” Juan Rulfo Selections from <i>Senderos fronterizos</i>, Francisco Jiménez</p> <p><u>Plays</u> <i>El vagón</i>, Silvia González</p> <p><u>Nonfiction</u> “Corridos de toros, el arte del engaño,” Francisco Martín, Presidente de la Asociación Vegana Española</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>Tierra de todos</i>, Jorge Ramos</p>	<p>SUGGESTED READINGS:</p> <p><u>Short Stories</u> “La paciente y el médico,” Emilia Pardo Bazán “Mascaras Mejicanas,” Octavio Paz</p> <p><u>Plays</u> <i>Yerma</i>, Federico García Lorca</p> <p><u>Nonfiction</u> “A la mujer Mexicana,” Gabriela Mistral (lecture)</p> <p><u>Nonfiction: Biographies/Memoirs</u> Selections from <i>Cuando era puertorriqueña</i>, Esmeralda Santiago</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Crónica de una muerte anunciada</i>, Gabriel García Márquez</p> <p><u>Short Stories</u> “El brujo postergado,” Jorge Luis Borges “Coca,” Ventura Calderón “<i>Los dos reyes y los dos laberintos</i>” Jorge Luis Borges</p> <p><u>Plays</u> <i>El caballero de Olmedo</i>, Lope de Vega <i>La vida es sueño</i>, Calderón de la Barca</p> <p><u>Poetry</u> “Todo amor es fantasía,” Antonio Machado</p>
<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Researching an inmate on death row, and creating a mind mirror to develop an interior monologue reflecting the anguish of the situation in order to dramatize and present to the class • Maintaining an ongoing current events semester journal on the given subthemes 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Interviewing a family member about his/her cultural values and relating it to your own in order to write a comparative essay and memorialize it in a time capsule • Choosing a tradition unique to student’s home country; writing a descriptive narrative; presenting artifacts and pictures or visuals related to the tradition • Creating a newscast on any contemporary issue that appears in different Spanish-speaking countries 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Writing an essay responding to a reflective question based on three different sources: one listening and two reading; or one listening, one reading, and one graphic • Reading informational articles on teenage issues (such as drugs, underage drinking, drinking and driving, pregnancy, date rape, abortion, domestic violence) for interpretation and comprehension; then creating a skit based on them 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Researching and analyzing psychological disorders in selected case studies; presenting findings to the class • Analyzing literature to determine a point of view that requires distinguishing what is directly stated in a text (sarcasm, irony, satire, etc.) from what is really meant, and recording an audio response followed by a guided self-assessment • Researching the five universal emotions and identifying how they can lead to altered states of mind; then producing a manual of strategies to identify and manage different states of mind

NATIVE LANGUAGE ARTS 3/AP LANG. (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – 21st Century Education	THEME – Beauty and Aesthetics	THEME – Personal and Public Identities	THEME – Global Challenges/ Science and Technology
<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Learning Styles • Traditional vs. Modern Education • Educational Communities • Media: Radio, Television, Internet • College Education • 21st Century Careers • Educational Issues in the News 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Beauty and Creativity • Visual Arts • Plastic Arts • Performing Arts • Art Movements 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Personality • Life-Changing Experiences • Personal Beliefs and Interests • Self-Development and Self-Image • Self-Control • Making Choices 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Environmental Issues • Renewable and Non-renewable Resources • Alternative Sources of Energy • Environmental Contamination • Green Society
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Comparing and contrasting learning styles to determine career suitability to styles of learning • Completing a close reading on an article or excerpt related to 21st century education • Researching traditional and modern education methods, creating a class blog • Comparing and contrasting educational communities (high school vs. college, vocational vs. technical, college vs. vocational etc.) • Citing text-based evidence; using correctly formatted reference • Writing an argumentative essay about the pros and cons of small and large college campuses • Writing an argumentative essay on how media use can improve or limit our learning process • Debating about living on campus vs. living at home • Writing an editorial giving advice to teenagers about preparing for 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Debating about the concepts of beauty and art • Critical viewing of commercials to determine how beauty is portrayed in the media • Designing an art magazine cover • Comparing two different types of visual arts • Visiting El Museo del Barrio, the Hispanic Society of America, the Metropolitan Museum of Art, or other pertinent cultural institutions, and review a work of art in terms of form, color, texture, and/or its historical content • Creating a floor plan from a visit to the museum • Writing an editorial critique of a work of art, based on content, style, or message • Researching the influence of political or historical events on the arts • Writing a personal perception/interpretation of a selected art piece with respect to 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Completing a close reading on an article or excerpt discussing the effects of the environment to identity • Writing a reflection on the impact of social environment on personality • Discussing how people adjust their personality according to social situations • Writing a letter to someone who has experienced a life-changing event • Developing a time line reflecting the major events that shaped personality • Having a group discussion on how values influence personal beliefs and interests • Interviewing relatives about verbal/ nonverbal communication and social perceptions; creating a skit based on findings • Creating a mind mirror that reflects self-image past and present • Free writing about a personal conflict • Writing and presenting a speech on how to maintain self-control in 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Watching the film <i>Una verdad incómoda/An Inconvenient Truth</i>; identifying and critiquing messages presented • Creating an environmental brochure or a poster based on the film and class discussion • Comparing and contrasting renewable and non-renewable resources • Panel discussion: How renewable resources can be at risk of becoming non-renewable resources • Debating about the use of solar power and wind energy vs. fossil fuels • Researching media on environmental summits and reporting to class • Completing a close reading on an article or excerpt related to the impact of global changes in our present society • Writing an argumentative essay on global warming being responsible for climate changes, citing evidence

<p>college</p> <ul style="list-style-type: none"> Using college application prompts to write a personal statement essay Researching changes in career requirements in today's job market, recording findings in spread sheet, and creating a graph Researching new virtual schools; presenting findings Creating a compatibility survey to determine future career choice Graphing longevity of 20th and 21st century careers; comparing and contrasting effects on today's society Researching current educational issues in the news; presenting your findings to the class 	<p>the school of thought or artistic movement it represents</p>	<p>different situations</p> <ul style="list-style-type: none"> Viewing media to identify social cues Comparing and contrasting social cues past and present Reading a text to determine figurative and literal meaning Interpreting a poem that has to do with one of the subthemes Presenting different conflicts in different scenarios Viewing a movie portraying a life changing experience and writing a continuation of it 	<p>from text</p> <ul style="list-style-type: none"> Viewing opening statements of environmental summits, taking notes, reflecting on the issues, and proposing solutions to the class Interviewing and recording school staff and/or community members responsible for environmental issues Creating and presenting an environmental awareness public service announcement (PSA) Writing a persuasive essay on "The school going green"
<p>SUGGESTED READINGS:</p> <p>Novels <i>Selecciones from Como las hermanas García perdieron su acento</i>, Julia Alvarez</p> <p>Short Stories <i>"Pecado de omisión,"</i> Ana María Matute</p> <p>Nonfiction Articles (newspapers, magazines, the Internet, etc.) on education reforms College catalogs Media segments from different Spanish-speaking countries</p> <p>Nonfiction: Biographies/Memoirs <i>Selecciones from Cuando era puertorriqueña</i>, Esmeralda Santiago</p>	<p>SUGGESTED READINGS:</p> <p>Nonfiction <i>"Fernando Botero, El espejo convexo,"</i> Patricia Venti <i>"Velázquez: La búsqueda de la luz,"</i> María Jesús Sánchez</p> <p>Nonfiction: Biographies/Memoirs Isabel Allende, Pedro Almodóvar, Fernando Botero, Salvador Dalí, Diego de Velázquez, Gloria Estefan, Francisco Goya, Frida Kahlo, Rita Moreno, Pablo Picasso, Pilar Ríos, Diego Rivera, Alí Triana <i>Selecciones from Cuando era puertorriqueña</i>, Esmeralda Santiago</p>	<p>SUGGESTED READINGS:</p> <p>Novels <i>La breve y maravillosa vida de Óscar Wao</i>, Junot Díaz <i>En llamas</i>, Suzanne Collins <i>Historia de una rosa</i>, Medardo Rivas</p> <p>Short Stories <i>"Viajes,"</i> Julio Cortázar <i>"El salvamento,"</i> Ana Maria Matute <i>"Nosotros, no,"</i> José Bernardo Adolph <i>"Jaque mate en dos jugadas,"</i> Isaac Aisemberg</p> <p>Poetry <i>Coplas a la muerte de su padre</i>, Jorge Manrique <i>"Un perro ha muerto,"</i> Pablo Neruda <i>"Día de las madres,"</i> Daisi Zamora</p> <p>Nonfiction <i>Selecciones from "Los hijos de La Malinche,"</i> from <i>El laberinto de la soledad</i>, Octavio Paz</p>	<p>SUGGESTED READINGS/ VIEWINGS:</p> <p>Short Stories <i>"Las abejas de bronce,"</i> Marco Denevi</p> <p>Nonfiction <i>Gorilas en la niebla</i>, Diane Fossey <i>"La fiesta del árbol,"</i> Gabriela Mistral (essay)</p> <p>Articles (from newspapers, magazines, the Internet, etc.) on renewable resources and alternative energy sources</p> <p>Videos <i>Comunidades Latinas en peligro</i></p>

CULMINATING PROJECTS:

- Researching and presenting the top 10 careers of the 21st century to compare and contrast with the top careers of the 20th century
- Having a panel discussion showcasing different educational perspectives in the news

CULMINATING PROJECT:

- Analyzing the portrayal of beauty in various media to determine the impact of advertising on teenage behavior and self-esteem; creating a commercial on how this portrayal affects daily life
- Creating a dinner scene that brings together characters from different literary works that were read in order to demonstrate characterization; then analyzing the performance, setting, and character portrayal
- Engineering (planning and building) your own museum (virtual or 3D)
- Writing a comparative essay of two studied works of art based on their content, style, message, historical content, school of thought, or artistic movement

CULMINATING PROJECT:

- Write a narrative about how a choice made resulted in a life-changing experience
- Creating a booklet of social cues illustrating the do's and don'ts according to different social settings

CULMINATING PROJECT:

- Designing a campaign that to create awareness and change the mindsets of those who think renewable resources are infinite
- Engineering (planning and building) an eco-friendly city park
- Organizing a summit on the environment, in which groups represent different countries and their environmental issues

NATIVE LANGUAGE ARTS 4/AP LIT.

BIG IDEA – IDENTITY	BIG IDEA – CULTURE/ IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Social and Historical Reality/The Medieval Period	THEME – Encounter of Cultures/The Renaissance: Art, Poetry, and Prose	THEME – Contagious Diseases/The Colonial Period	THEME – The Role of Gender/ Baroque: Poetry, Prose, and Comedy
SUBTHEMES: <ul style="list-style-type: none"> • Social Classes • Religious Values • Cultural/Social Values • Creative Process • Text and Its Contexts • Politics of Power • Public and Private Image • Self-Identity and Literary Creation 	SUBTHEMES: <ul style="list-style-type: none"> • Social Classes • Role of Women in Society • Spiritualism • Culture and Diversity • Immigration • Imperialism • Nationalism and Regionalism 	SUBTHEMES: <ul style="list-style-type: none"> • Community and the Individual • Violence • Interracial Relations • Plague • Survival • Remedies 	SUBTHEMES: <ul style="list-style-type: none"> • Reality vs. Fantasy • Honor • Lack of Values • Love and Hate • Role of Women in Society • Tradition • Male Chauvinism and the Patriarchal System
ACTIVITIES: <ul style="list-style-type: none"> • Creating a template based on text analysis • Identifying the sociocultural context in readings and analyzing its relevance in literature; writing a short response • Completing a close reading on an article or excerpt that discusses the social and historical reality in the Medieval Period • Interpreting use of didactic expressions and connecting them to a modern proverb; creating a skit that presents the meaning of the proverb • Analyzing the differences among social classes in the Medieval period; completing a graphic organizer • Debating if there should be established distinctions among social classes • Writing an argumentative essay on social classes impact on attaining 	ACTIVITIES: <ul style="list-style-type: none"> • Writing and presenting a speech about a cultural or immigration issue that has had an impact on literature • Analyzing poems and classifying verses according to rhyme and syllabic intonation, themes, and literary devices • Writing a comparative essay about the role of women in society during the Renaissance period and today • Presenting a panel discussion on spiritualism practices throughout history and/or across cultures • Writing an argumentative essay on spiritualism • Forming a panel to discuss views on immigration and cultural diversity • Creating a template for a comparative essay • Analyzing a piece of art from one of the Spanish painters of the time 	ACTIVITIES: <ul style="list-style-type: none"> • Analyzing the relationship between the individual and his/her community on given texts, and writing a coherent and well-organized essay • Creating a mental schema to interpret the chronicler's vision of the New World; writing a play using the chronicler's vision • Watching a video clip of social violence; writing a reaction to the impact of violence in colonial society • Identifying, interpreting, and explaining the use of literary elements, in writing • Writing a comparative essay on survival skills past and present • Researching health issues and diseases present during this time period; choosing one health issue and giving a presentation • Completing a close reading on an article or excerpt that describes the 	ACTIVITIES: <ul style="list-style-type: none"> • Identifying the use of literary elements in Baroque poetry; creating a poem that uses these elements • Creating stanzas with different types of rhymes • Developing a timeline to show the different theatrical stage structures of the Baroque period • Writing an argumentative essay on - What is ethics, as distinguished from morality and moral standards? " • Interpreting, analyzing, and acting out short scenes from texts • Identifying the different types of narrators and characters; using a character graphic organizer to create character analysis • Using a T-chart to identify the influence of metaphors and imagery within a text • In a Venn diagram, comparing and

<p>the American Dream</p> <ul style="list-style-type: none"> • Writing a letter to a friend describing about how it felt to live during this time period • Listening to a poem from the time period for interpretation and analysis • Writing a point-of-view piece from one of the characters of the works studied • Analyzing poems and classifying verses according to rhyme and syllabic intonation, themes, and literary devices 	<p>period</p> <ul style="list-style-type: none"> • Creating a mind mirror from the perspective of Christopher Columbus, Bartolomé de las Casas, or an indigenous New World leader (<i>cacique</i>) • Listening to different texts referring to nationalism and regionalism, and identifying and listing those characteristics • Writing a response on the impact of imperialism found in “A Roosevelt” by Ruben Dario 	<p>effect of epidemics on a given historical period</p> <ul style="list-style-type: none"> • Debating the advantages and disadvantages of interracial relationships during the given time period • Researching the natural remedies and methods of healing used within the indigenous communities, and giving a presentation • Creating a remedy booklet based on the colonial period 	<p>contrasting the tone used between two poems studied in class; giving an oral presentation</p> <ul style="list-style-type: none"> • Writing a text comparison essay using the Venn diagram • Analyzing poems and classifying verses according to rhyme and syllabic intonation, themes, and literary devices • Listening to a poem while viewing a selected work of art and writing a short response
<p>SUGGESTED READINGS – THEMATIC:</p> <p>Poetry “Balada de los dos abuelos,” Nicolás Guillén*</p>	<p>SUGGESTED READINGS – THEMATIC:</p> <p>Short Stories From ... <i>y no se lo tragó la tierra</i> (“... y no se lo tragó la tierra” y “La noche buena”), Tomás Rivera*</p> <p>Poetry “En una tempestad,” José María de Heredia* “A Roosevelt,” Rubén Darío* “Dos patrias,” José Martí “Balada de los dos abuelos,” Nicolás Guillén*</p> <p>Nonfiction “Vuelva usted mañana,” Mariano José de Larra “Nuestra América,” José Martí*</p> <p>Nonfiction: Historical Accounts Selections from <i>Visión de los vencidos</i> (“Los presagios, según los informantes de Sahagún” y “Se ha perdido el pueblo mexicana”), Miguel León Portilla* “Segunda carta de relación,” Hernán Cortés*</p>	<p>SUGGESTED READINGS – THEMATIC:</p> <p>Nonfiction/Historical Accounts Selections from <i>Las crónicas de Narváez de Cabeza de Vaca</i>, Alvar Núñez Cabeza de Vaca “Segunda carta de relación,” Hernán Cortés*</p>	<p>SUGGESTED READINGS – THEMATIC:</p> <p>Novels Selection from <i>Cien años de soledad</i> (“La peste del insomnio”), Gabriel García Márquez</p> <p>Short Stories “La viuda de Montiel,” Gabriel García Márquez “Dos palabras,” Isabel Allende* “El otro,” Jorge Luis Borges “Como la vida misma,” Rosa Montero* “Mujer negra,” Nancy Morejón*</p> <p>Poetry “A Julia de Burgos,” Julia de Burgos* “Canción de otoño en primavera,” Rubén Darío “Tú me quieres blanca” Alfonsina Storni “Me gustas cuando callas,” Pablo Neruda “La primavera besaba,” Antonio Machado “Peso Ancestral,” Alfonsina Storni*</p> <p>Plays <i>La casa de Bernarda Alba</i>, Federico García Lorca*</p>

<p>SUGGESTED READINGS – CHRONOLOGICAL:</p> <p>Novels <i>Lazarillo de Tormes</i> (Prologue: Tratados 1, 2, 3, 7), Anonymous*</p> <p>Short Stories “De lo que aconteció a un mozo que se casó con una mujer muy fuerte y muy brava,” (“Conde Lucanor,” Ejemplo XXXV) Don Juan Manuel*</p> <p>Epic Poems <i>El cantar del Mío Cid</i></p> <p>Poetry/Ballads “Romance de la pérdida de Alhama,” Anonymous* “Romance del Conde Arnaldos,” Anonymous <i>El libro del buen amor</i>, Juan Ruiz, Arcipeste de Hita</p> <p>Nonfiction: Religion <i>Los milagros de nuestra Señora</i>, Gonzalo de Berceo</p>	<p>SUGGESTED READINGS – CHRONOLOGICAL:</p> <p>Poetry “Vida Retirada,” Fray Luís de León “Noche Oscura del alma” & “Cántico espiritual,” San Juan de la Cruz “En tanto que de rosa y azucena” (Soneto XXIII), Garcilaso de la Vega*</p> <p>Nonfiction: Historical Accounts Selections from: – <i>Brevísima relación de la destrucción de las Indias</i>, Bartolomé de las Casas – <i>El diario de Cristóbal Colón</i>, Cristóbal Colón, edited by Marcel Andrade</p>	<p>SUGGESTED READINGS – CHRONOLOGICAL:</p> <p>Novels <i>La Malinche</i>, Laura Esquivel</p> <p>Nonfiction: Historical Accounts <i>Los Naufragios</i>, Álvar Núñez Cabeza de Vaca Selections from: – <i>El diario de Cristóbal Colón</i>, Cristóbal Colón, edited by Marcel Andrade – <i>Historia verdadera de la conquista de la Nueva España</i>, Bernal Díaz de Castillo</p>	<p>SUGGESTED READINGS – CHRONOLOGICAL:</p> <p>Novels Selections from <i>Don Quijote de la Mancha</i>, Miguel de Cervantes Saavedra (Part 1, Chapters 1-5, 8 and 9; Part 2, Chapter 74)*</p> <p>Poetry “Mientras por competir con tu cabello” (Soneto CLXVI), Luís de Góngora* “Hombres necios que acusáis” & “En perseguirme, Mundo, ¿qué interésas?” Sor Juana Inés de la Cruz* “Miré los muros de la patria mía” (Salmo XVII), Francisco de Quevedo*</p> <p>Plays “<i>El burlador de Sevilla y convidado de piedra</i>,” Tirso de Molina*</p>
<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Writing an analytical essay explaining the cultural code during the Medieval period as it relates to any of the subthemes • Reflective writing: Explaining the process used to develop the essay and the relationship of its parts • Creating a collaborative poster using Medieval imagery found in suggested readings; presenting it to the class 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Writing a sonnet on one of the subthemes discussed; to be published in a class anthology • Writing a compare-and-contrast essay on immigration past and present • Creating a diorama to identify different themes in Renaissance poetry 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Conducting a historical investigation on the encounter between the Old World and the New World; writing an essay demonstrating its social, economic, and political impact on contemporary history, and presenting it to the class • Creating a health fair brochure about an assigned disease and its remedy; researching and discussing the evolution of home remedies or alternative medicines to cure these diseases 	<p>CULMINATING PROJECTS:</p> <ul style="list-style-type: none"> • Choosing a subtheme and writing a theatrical piece focusing on the skills learned (dialogue, connotations, use of monologues and scenery, etc.); presenting it to the class • Writing an essay comparing a work of art to a text that reflects on one the subthemes; presenting it to the class

*Indicates titles on the Spanish AP Literature required reading list.

NATIVE LANGUAGE ARTS 4/AP LIT. (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – ENVIRONMENT
<p>THEME – The Concept of Perfection / 19th Century: Romanticism, Realism, and Naturalism</p>	<p>THEME – Existential and Philosophical Dilemmas / Modernism</p>	<p>THEME – Encounters with Reality / The Generation of '98 and Post-Spanish Civil War/</p>	<p>THEME – Natural Disasters / The Spanish Vanguard Period and the Boom in Latin America</p>
<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Death • Existential Pessimism • Freedom • Educational Differences • Family Relations • The Individual in His/Her Surroundings 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Ethics • Aesthetics • Value of Friendship • Introspection • <i>Carpe Diem and Memento Mori</i> 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Religious Beliefs • Politics of Power • Society • Trajectory and Transformation • Communication 	<p>SUBTHEMES:</p> <ul style="list-style-type: none"> • Community and the Individual • Ecological Changes • Mythology • Nature and Environment • Linear and Circular Time • Relationship Between Time and Space
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Jigsaw reading of various chapters from literature and analyzing their context • Writing an analytical essay on how the characters are influenced by one of the subthemes • Writing a comparative essay on two works studied in class in which the characteristics of romanticism, realism, and naturalism are identified • Discussing how the educational differences of the characters impact their lives • Debating on how an author's life, education, and family relations influence his/her work • Writing a reflective essay in which students describe their own philosophy about one of the subthemes • Listening to poems and analyzing and classifying verses according to rhyme and syllabic intonation, 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Writing a speech on the influence of media on ethics • Writing a short response connecting personal values and values found in the literature studied • Debating on the ideas <i>carpe diem</i> and <i>memento mori</i> using different works studied in class • Critiquing the literary intent of authors in works featuring introspection • Writing a short story in which something absurd becomes a social norm • Analyzing poems and classifying verses according to rhyme and syllabic intonation, themes, and literary devices 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Analyzing symbolism in poetry and creating a symbolic poster • Creating a mind mirror visualizing external and internal conflicts to illustrate literary elements found in works studied • Listening to a speech and writing a commentary on how the ideas are presented on a piece of literature • Debating the influence of media in society • Comparing and contrasting the characteristics from the previous literary period with the stylistic renovation of the Generation of '98 • Analyzing poems and classifying verses according to rhyme and syllabic intonation, themes, and literary devices • Debating how lack of communication impacts the individual and sociocultural surroundings 	<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Identifying and analyzing the characteristics of the Spanish Vanguard literary period • Writing a literary response based on two of the suggested readings • Analyzing the use of first-person narration in poetry, and writing a comparative essay explaining the difference between an author and his/her poetic voice • Creating a visual representation of the mythology presented in the texts • Analyzing linear and circular time in one of the given texts • Researching nature and environment in the works studied, and identifying their impact on the reader • Identifying the use of symbolism in poetry; comparing and contrasting two poems • Analyzing poems and classifying verses according to rhyme and

<p>themes, and literary devices</p>			<p>syllabic intonation, themes and literary devices</p> <ul style="list-style-type: none"> Listening to “El camino” by Joan Manuel Serrat and drawing a visual representation of the feeling evoked
<p>SUGGESTED READINGS – THEMATIC:</p> <p>Novellas “Las ataduras,” Carmen Martin Gaité</p> <p>Short Stories “El hijo,” Horacio Quiroga* “No oyes ladrar los perros,” Juan Rulfo*</p> <p>Poetry “En tanto que de rosa y azucena,” Garcilaso de la Vega* “Peso ancestral,” Alfonsina Storni*</p> <p>Plays <i>La Casa de Bernarda Alba</i>, Federico García Lorca*</p>	<p>SUGGESTED READINGS – THEMATIC:</p> <p>Novellas <i>San Manuel Bueno, mártir</i>, Miguel de Unamuno*</p> <p>Ballads/Poetry “Romance del Conde Arnaldos,” Anonymous “Canción del pirata,” José de Espronceda Selections from <i>Versos sencillos</i>, José Martí “A Roosevelt,” Rubén Darío*</p> <p>Nonfiction “Nuestra América,” José Martí*</p>	<p>SUGGESTED READINGS – THEMATIC:</p> <p>Novels <i>Sinsajo</i>, Suzanne Collins</p> <p>Short Stories “La muerte de la emperatriz de China,” Rubén Darío</p> <p>Poetry “Canción del pirata,” José de Espronceda “Miré los muros de la patria mía,” Francisco de Quevedo “Prendimiento de Antoñito el Camborio en el camino de Sevilla,” Federico García Lorca*</p>	<p>SUGGESTED READINGS – THEMATIC:</p> <p>Novels <i>El bosque de los pigmeos</i>, Isabel Allende <i>El reino del dragón de oro</i>, Isabel Allende <i>La ciudad de las bestias</i>, Isabel Allende</p> <p>Novellas “San Manuel Bueno, mártir,” Miguel de Unamuno*</p> <p>Short Stories “De barro estamos hechos” & “Walimali” (from <i>Los cuentos de Eva Luna</i>), Isabel Allende “Chac Mool,” Carlos Fuentes*</p> <p>Poetry “Volverán las oscuras golondrinas,” (Rima LIII), Gustavo Adolfo Bécquer* “Caminante, son tus huellas el camino” (from “Proverbios y cantares XXIX” in <i>Campos de Castilla</i>), Antonio Machado*</p>
<p>SUGGESTED READINGS – CHRONOLOGICAL:</p> <p>Short Stories “Vuelva Ud. Mañana,” Mariano José de Larra “La siesta del martes,” Gabriel García Márquez* “Las medias rojas,” Emilia Pardo</p>	<p>SUGGESTED READINGS – CHRONOLOGICAL:</p> <p>Short Stories “El Sur”* & “La muerte y la brújula,” Jorge Luís Borges “La noche boca arriba,” Julio Cortázar* “Chac Mool,” Carlos Fuentes* “Mi caballo mago,” Sabine Ulibarri*</p>	<p>SUGGESTED READINGS – CHRONOLOGICAL:</p> <p>Novellas <i>San Manuel Bueno, mártir</i>, Miguel de Unamuno*</p> <p>Short Stories “Continuidad de los parques,” Julio Cortázar</p>	<p>SUGGESTED READINGS – CHRONOLOGICAL:</p> <p>Short Stories “La viuda de Montiel,” “Un señor muy viejo con unas alas enormes” & “El ahogado más hermoso del mundo,” Gabriel García Márquez* “Borges y yo,” Jorge Luis Borges*</p>

<p>Bazán*</p> <p>“El alacrán de Fray Gómez,” Ricardo Palma</p> <p>Poetry</p> <p>“Volverán las oscuras golondrinas,”* “Yo soy ardiente, yo soy morena,” & “<i>No digáis que agotado su tesoro,</i>” Gustavo Adolfo Bécquer</p> <p>“En una tempestad,” José María de Heredia*</p> <p>“Canción del pirata,” José de Espronceda</p> <p><i>Cantos de vida y esperanza,</i> Rubén Darío</p> <p>“Yo soy un hombre sincero” (from <i>Versos sencillos</i>) & “<i>Dos patrias,</i>” José Martí</p>	<p>Poetry</p> <p>“Lo fatal,” Rubén Darío</p>	<p>Poetry</p> <p>“Walking Around,” Pablo Neruda*</p> <p>“He andado muchos caminos,”* “Caminante, son tus huellas el camino” (from “Proverbios y cantares XXIX” in <i>Campos de Castilla</i>), & “La primavera besaba,” Antonio Machado*</p>	<p>Poetry</p> <p>“Canción de otoño en primavera,” Rubén Darío</p> <p>“Tú me quieres blanca,” Alfonsina Storni</p> <p>“Kinsey Report” & “Autorretrato,” Rosario Castellanos</p> <p>“Romance de la luna, luna” (from <i>Romancero gitano</i>), Federico García Lorca</p> <p>Plays</p> <p><i>El hombre que se convirtió en perro,</i> Osvaldo Dragún*</p>
<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Researching and identifying characteristics of Romanticism, Realism, and Naturalism in literature and painting; writing a compare-and-contrast essay on two literary genres, using two works of 19th century literature to support ideas. • Writing an evaluation essay about the barriers that prevent a person from obtaining an education 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Writing a poem that reflects one of the subthemes. It should include the use of poetic structures, the rules of versification, stanza writing, rhyme, rhetorical figures, a message, and desired impact on readers. • Creating a PowerPoint presentation for works of art that depicts the philosophical dilemmas as presented in the subthemes 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Writing an editorial about the presence of religious belief and politics in and our present-day society • Analyzing and comparing the impact of the Spanish Civil War through a specific piece of art and one of the given readings 	<p>CULMINATING PROJECT:</p> <ul style="list-style-type: none"> • Creating your own myth utilizing the elements discussed in class • Writing an analytical essay about the importance of protecting our environment

*Indicates titles on the Spanish AP Literature required reading list.



Spanish Native Language Arts Curriculum Guide (SNLACG)

VII. INSTRUCTIONAL RESOURCES

Division of Students with Disabilities and English Language Learners
Office of English Language Learners
Spring 2013

VII. Instructional Resources – Grammar Matrix

GRAMMAR MATRIX BY STRANDS

<i>SINLA 1</i>	<i>SINLA 2</i>	<i>NLA 1</i>	<i>NLA 2</i>	<i>NLA 3/AP LANG</i>
<ul style="list-style-type: none"> ▪ Los sustantivos ▪ Las clases de sustantivos: propios, comunes ▪ El género: masculino, femenino, neutro, común ▪ El número: singular, plural 	<ul style="list-style-type: none"> ▪ Los sustantivos ▪ Las clases de sustantivos: propios, comunes ▪ El género: masculino, femenino, neutro, común ▪ El número: singular, plural 	<ul style="list-style-type: none"> ▪ Los sustantivos ▪ Las clases de sustantivos: propios, comunes ▪ El género: masculino, femenino, neutro, común ▪ El número: singular, plural ▪ Palabras sustantivadas 	<ul style="list-style-type: none"> ▪ Los sustantivos ▪ Las clases de sustantivos: propios, comunes ▪ El género: masculino, femenino, neutro, común ▪ El número: singular, plural ▪ Palabras sustantivadas 	<ul style="list-style-type: none"> ▪ Los sustantivos ▪ Las clases de sustantivos: propios, comunes ▪ El género: masculino, femenino, neutro, común ▪ El número: singular, plural ▪ Palabras sustantivadas
<ul style="list-style-type: none"> ▪ Los verbos regulares ▪ El infinitivo ▪ Los tiempos simples del modo indicativo: presente, pretérito (pasado), futuro 	<ul style="list-style-type: none"> ▪ Los verbos regulares ▪ El infinitivo ▪ Los tiempos simples del modo indicativo: presente, pretérito (pasado), futuro ▪ El gerundio ▪ Los verbos auxiliares <i>ser y estar</i> 	<ul style="list-style-type: none"> ▪ Los verbos regulares ▪ El infinitivo ▪ Los tiempos simples del modo indicativo: presente, pretérito (pasado), futuro ▪ El modo condicional ▪ El modo imperativo ▪ El gerundio ▪ Los verbos auxiliares <i>ser y estar</i> ▪ El presente perfecto ▪ El pluscuamperfecto 	<ul style="list-style-type: none"> ▪ Los verbos regulares e irregulares ▪ El infinitivo ▪ Los tiempos simples del modo indicativo: presente, pretérito (pasado), futuro ▪ El modo condicional ▪ El modo imperativo ▪ El modo subjuntivo: presente, pretérito, futuro ▪ El presente perfecto ▪ El pluscuamperfecto ▪ El gerundio ▪ Los verbos auxiliares <i>ser y estar y haber</i> ▪ El participio 	<ul style="list-style-type: none"> ▪ Los verbos regulares e irregulares ▪ El infinitivo ▪ Los tiempos simples del modo indicativo: presente, pretérito (pasado), futuro ▪ El modo condicional ▪ El modo imperativo ▪ El modo subjuntivo: presente, pretérito, futuro ▪ El presente perfecto ▪ El pluscuamperfecto ▪ El gerundio ▪ Los verbos auxiliares <i>ser y estar y haber</i> ▪ El participio

<ul style="list-style-type: none"> ▪ Los pronombres 	<ul style="list-style-type: none"> ▪ Los pronombres posesivos ▪ Los pronombres de objeto directo/indirecto ▪ Los pronombres interrogativos 	<ul style="list-style-type: none"> ▪ Los pronombres posesivos ▪ Los pronombres de objeto directo/indirecto ▪ Los pronombres interrogativos 	<ul style="list-style-type: none"> ▪ Los pronombres posesivos ▪ Los pronombres de objeto directo/indirecto ▪ Los pronombres interrogativos 	<ul style="list-style-type: none"> ▪ Los pronombres posesivos ▪ Los pronombres de objeto directo/indirecto ▪ Los pronombres interrogativos
<ul style="list-style-type: none"> ▪ Las oraciones simples: sujeto y predicado ▪ Las oraciones afirmativas, negativas, interrogativas, exclamativas e imperativas 	<ul style="list-style-type: none"> ▪ Las oraciones simples: sujeto y predicado ▪ Las oraciones afirmativas, negativas, interrogativas, exclamativas e imperativas ▪ Las oraciones impersonales ▪ Oraciones reflexivas 	<ul style="list-style-type: none"> ▪ Las oraciones simples: sujeto y predicado ▪ Las oraciones afirmativas, negativas, interrogativas, exclamativas e imperativas ▪ Las oraciones impersonales ▪ Los complementos: directo, indirecto y circunstanciales (modo, tiempo, lugar, causa, finalidad) ▪ La oraciones reflexivas ▪ Las oraciones compuestas: preposiciones, frases adjetivas ▪ Las oraciones complejas ▪ Las cláusulas adjetivas, preposicionales y conjuntivas ▪ Las cláusulas negativas y afirmativas 	<ul style="list-style-type: none"> ▪ Las oraciones simples: sujeto y predicado ▪ Las oraciones afirmativas, negativas, interrogativas, exclamativas e imperativas ▪ Las oraciones impersonales ▪ Los complementos: directo, indirecto y circunstanciales (modo, tiempo, lugar, causa, finalidad) ▪ Las oraciones reflexivas ▪ Las oraciones pasivas ▪ Las oraciones compuestas: preposiciones, frases adjetivas ▪ Las oraciones complejas ▪ Las cláusulas adjetivas, preposicionales y conjuntivas ▪ Las cláusulas negativas y afirmativas 	<ul style="list-style-type: none"> ▪ Las oraciones simples: sujeto y predicado ▪ Las oraciones afirmativas, negativas, interrogativas, exclamativas e imperativas ▪ Las oraciones impersonales ▪ Los complementos: directo, indirecto y circunstanciales (modo, tiempo, lugar, causa, finalidad) ▪ Las oraciones reflexivas ▪ Las oraciones pasivas ▪ Las oraciones compuestas: preposiciones, frases adjetivas ▪ Las oraciones complejas ▪ Las cláusulas adjetivas, preposicionales y conjuntivas ▪ Las cláusulas negativas y afirmativas

<ul style="list-style-type: none"> ▪ Los adjetivos posesivos ▪ Los adjetivos demostrativos ▪ Los adjetivos relativos ▪ Los grados del adjetivo: comparativo y superlativo ▪ El grado comparativo: inferioridad, igualdad, superioridad ▪ Las palabras comparativas 	<ul style="list-style-type: none"> ▪ Los adjetivos posesivos ▪ Los adjetivos demostrativos ▪ Los adjetivos relativos ▪ Los grados del adjetivo: comparativo y superlativo ▪ El grado comparativo: inferioridad, igualdad, superioridad ▪ Las palabras comparativas ▪ El grado superlativo: absoluto y relativo <ul style="list-style-type: none"> - sintético absoluto - analítico absoluto - relativo de superioridad - relativo de inferioridad ▪ Los gentilicios 	<ul style="list-style-type: none"> ▪ Los adjetivos posesivos ▪ Los adjetivos demostrativos ▪ Los adjetivos relativos ▪ Los grados del adjetivo: comparativo y superlativo ▪ El grado comparativo: inferioridad, igualdad, superioridad ▪ Las palabras comparativas ▪ El grado superlativo: absoluto y relativo <ul style="list-style-type: none"> - sintético absoluto - analítico absoluto - relativo de superioridad - relativo de inferioridad ▪ Los gentilicios ▪ Las cláusulas adjetivas ▪ Las frases adjetivas 	<ul style="list-style-type: none"> ▪ Los adjetivos posesivos ▪ Los adjetivos demostrativos ▪ Los adjetivos relativos ▪ Los grados del adjetivo: comparativo y superlativo ▪ El grado comparativo: inferioridad, igualdad, superioridad ▪ Las palabras comparativas ▪ El grado superlativo: absoluto y relativo <ul style="list-style-type: none"> - sintético absoluto - analítico absoluto - relativo de superioridad - relativo de inferioridad ▪ Los gentilicios ▪ Las cláusulas adjetivas ▪ Las frases adjetivas 	<ul style="list-style-type: none"> ▪ Los adjetivos posesivos ▪ Los adjetivos demostrativos ▪ Los adjetivos relativos ▪ Los grados del adjetivo: comparativo y superlativo ▪ El grado comparativo: inferioridad, igualdad, superioridad ▪ Las palabras comparativas ▪ El grado superlativo: absoluto y relativo <ul style="list-style-type: none"> - sintético absoluto - analítico absoluto - relativo de superioridad - relativo de inferioridad ▪ Los gentilicios ▪ Las cláusulas adjetivas ▪ Las frases adjetivas
	<ul style="list-style-type: none"> ▪ El adverbio 	<ul style="list-style-type: none"> ▪ El adverbio 	<ul style="list-style-type: none"> ▪ El adverbio 	<ul style="list-style-type: none"> ▪ El adverbio
	<ul style="list-style-type: none"> ▪ El artículo determinante: definido, indefinido (masculino, femenino, singular y plural) 	<ul style="list-style-type: none"> ▪ El artículo determinante: definido, indefinido (masculino, femenino, singular y plural) 	<ul style="list-style-type: none"> ▪ El artículo determinante: definido, indefinido (masculino, femenino, singular y plural) 	<ul style="list-style-type: none"> ▪ El artículo determinante: definido, indefinido (masculino, femenino, singular y plural)
	<ul style="list-style-type: none"> ▪ Las preposiciones 	<ul style="list-style-type: none"> ▪ Las preposiciones 	<ul style="list-style-type: none"> ▪ Las preposiciones 	<ul style="list-style-type: none"> ▪ Las preposiciones
	<ul style="list-style-type: none"> ▪ La conjunciones ▪ Las interjecciones ▪ Las palabras de enlace 	<ul style="list-style-type: none"> ▪ La conjunciones ▪ Las interjecciones ▪ Las palabras de enlace 	<ul style="list-style-type: none"> ▪ La conjunciones ▪ Las interjecciones ▪ Las palabras de enlace 	<ul style="list-style-type: none"> ▪ La conjunciones ▪ Las interjecciones ▪ Las palabras de enlace

	<ul style="list-style-type: none"> ▪ La concordancia: sustantivo/artículo, adjetivo, verbo ▪ La concordancia: verbo/adverbio 	<ul style="list-style-type: none"> ▪ La concordancia: sustantivo/artículo, adjetivo, verbo ▪ La concordancia: verbo/adverbio 	<ul style="list-style-type: none"> ▪ La concordancia: sustantivo/artículo, adjetivo, verbo ▪ La concordancia: verbo/adverbio 	<ul style="list-style-type: none"> ▪ La concordancia: sustantivo/artículo, adjetivo, verbo ▪ La concordancia: verbo/adverbio
			<ul style="list-style-type: none"> ▪ Las conjunciones y frases conjuntivas de coordinación: <ul style="list-style-type: none"> - copulativas - adversativas - disyuntivas - explicativas ▪ Las conjunciones y frases conjuntivas de subordinación: <ul style="list-style-type: none"> - causal - condicional - final - temporal - concesiva - comparativa - consecutiva 	<ul style="list-style-type: none"> ▪ Las conjunciones y frases conjuntivas de coordinación: <ul style="list-style-type: none"> - copulativas - adversativas - disyuntivas - explicativas ▪ Las conjunciones y frases conjuntivas de subordinación: <ul style="list-style-type: none"> - causal - condicional - final - temporal - concesiva - comparativa - consecutiva

VII. Instructional Resources – Printed Resources

SNLACG – Printed Resources – High School

SINLA 1

BIG IDEA – IDENTITY	BIG IDEA – CULTURE/ IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Personal Identity	THEME – Our Heritage	THEME – Physical Well-Being	THEME – Exploring Personal Feelings
SUGGESTED READINGS: <u>Novels</u> <i>Manolo gafotas</i> , Elvira Lindo <i>Mi nombre es María Isabel</i> , Alma Flor Ada <u>Short Stories</u> “Rebeca al bate y dos cuentos más,” Dinora Coronado	SUGGESTED READINGS: <u>Collected Short Stories</u> <i>Las peregrinas del fuisoyseré</i> , Ricardo Chavez Castañeda <i>Cuentos de tierra y eucaliptos</i> , Walter Ventosilla	SUGGESTED READINGS:	SUGGESTED READINGS: <u>Collected Short Stories</u> <i>Cuentos Extraordinarios</i> , Rina Soldevilla

SINLA 1 (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – School Life	THEME – Points of View	THEME – Personality	THEME – The Community
SUGGESTED READINGS:	SUGGESTED READINGS: <u>Collected Short Stories</u> <i>Aydin</i> , Jordi Sierra i Fabra <u>Poetry</u> <i>Ay, luna, luna, lunita ...</i> , Yanitzia Canetti (story in rhyme, with illustrations)	SUGGESTED READINGS: <u>Collected Short Stories</u> <i>Cuentos para chicos y grandes</i> , Hilda Perera	SUGGESTED READINGS: <u>Collected Short Stories</u> <i>Cuentos del fondo del mar</i> , Silvia Dubovoy

SINLA 2**BIG IDEA – IDENTITY****BIG IDEA – CULTURE/
IMMIGRATION****BIG IDEA – HEALTH****BIG IDEA – EMOTIONS****THEME – Childhood****THEME – Linguistic Diversity****THEME – Sports and Recreation****THEME – The Roles of Men and
Women****SUGGESTED READINGS:****Nonfiction: Biographies/Memoirs**

Bajo las palmas reales: una infancia cubana, Alma Flor Ada

SUGGESTED READINGS:**Novels**

Colibrí, Ann Cameron

SUGGESTED READINGS:**SUGGESTED READINGS:****Novels**

Le comieron la lengua los ratones,
Silvia Molina

Collected Short Stories

Cuentos Extraordinarios, Rina
Soldevilla

SINLA 2 (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – Academic and Technical Studies	THEME – Hispanic/Latino Voices	THEME – Social Interactions	THEME – Modes of Transportation
<p>SUGGESTED READINGS:</p>	<p>SUGGESTED READINGS: <u>Short Stories</u> “La carta,” José Luis González</p>	<p>SUGGESTED READINGS: <u>Collected Short Stories</u> <i>Cuentos para chicos y grandes</i>, Hilda Perera</p>	<p>SUGGESTED READINGS: <u>Reference Materials</u> Driver’s manual Travel brochures NYC subway maps</p>

NATIVE LANGUAGE ARTS 1

BIG IDEA – IDENTITY	BIG IDEA – CULTURE/ IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Adolescence	THEME – Social Diversity	THEME – Alternative Medicine	THEME – Human Experience
<p>SUGGESTED READINGS:</p> <p><u>Novels</u> Yo, Julia Álvarez</p> <p><u>Poetry</u> “Instantes,” Jorge Luis Borges “Tiempo sin tiempo,” Mario Benedetti</p> <p><u>Nonfiction</u> <i>El manicomio del tiempo</i>, Ángeles Mastretta <i>La cocina de la escritura</i>, Rosario Ferré (essays)</p>	<p>SUGGESTED READINGS:</p> <p><u>Collected Short Stories</u> <i>El conde Lucanor</i>, Don Juan Manuel</p> <p><u>Poetry</u> “A Puerto Rico (Ausencia),” José Gautier Benítez “Elogio de la mujer chiquita,” Arcipreste de Hita “Los cangrejos,” Félix María de Samaniego</p> <p><u>Nonfiction</u> <i>Vida moderna hispana</i>, James W. Brown</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>Travesías</i>, Jaime Salinas</p>	<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u> <i>Vida moderna hispana</i>, James W. Brown <i>Esto no es una dieta</i>, Lylian Le Goof & Laurence Salomon <i>El milagro de la relajación</i>, Georgette Rivera <i>Fortalece tu sistema inmune</i>, Beth MacEoin</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Mañanario</i>, Ricardo Chávez Castañeda</p> <p><u>Poetry</u> “Elegía,” Miguel Hernández “Glosa,” Santa Teresa de Jesús “Coplas por la muerte de su padre,” Jorge Manrique “No volveré a ser joven,” Jaime Gil de Biedma “Cuando me vaya,” Gloria Fuertes “Para entonces,” Manuel Gutiérrez Nájera</p>

NATIVE LANGUAGE ARTS 1 (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – The Workplace	THEME – The Modern World	THEME – Conflict / Resolution	THEME – Consumerism
<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u></p> <p><i>Hispanos en EE.UU.: Haciendo historia, Arnhilda Badia</i></p> <p><i>20 líderes de negocio que cambaron el mundo, Rhymer Rigby</i></p>	<p>SUGGESTED READINGS:</p> <p><u>Plays</u></p> <p><i>Quitatetú, Myrna Casas</i></p> <p><u>Poetry</u></p> <p>“La gran alegría,” Pablo Neruda</p> <p><u>Nonfiction</u></p> <p><i>La lengua mojada, El Nuevo Diario, Managua, Nicaragua, Enero 4, 2001, Sergio Ramírez (newspaper article)</i></p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u></p> <p><i>Luis Bandolero Luis, Walter Ventosilla</i></p> <p><u>Collected Short Stories</u></p> <p><i>Beisbol en abril, Gary Soto</i></p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u></p> <p><i>La ciudad de las bestias, Isabel Allende</i></p> <p><i>El clan de la loba, Maite Carranza</i></p> <p><u>Poetry</u></p> <p>“El ave y el nido,” Salomé Ureña de Henríquez</p> <p>“Río Grande de Loíza,” Julia de Burgos</p> <p>“Árbol muerto,” Gabriela Mistral</p>

NATIVE LANGUAGE ARTS 2

BIG IDEA – IDENTITY	BIG IDEA – CULTURE / IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Family	THEME – Social Revolution	THEME – Emotional Development	THEME – Fantasy and Reality
<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Mi vestido verde esmeralda</i>, Alister Ramírez Márquez <i>Antes de ser libres</i>, Julia Álvarez</p> <p><u>Nonfiction</u> <i>Contrapunto de género y raza en Puerto Rico</i>, Ilsa E. Alegría Ortega y Palmira N. Ríos (eds.) (essays)</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>Azúcar</i> (life of Celia Cruz), Ivar Da Coll</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Antes de ser libres</i>, Julia Álvarez</p> <p><u>Collected Short Stories</u> <i>El Conde Lucanor</i> (Cuento II: “Lo que le sucedió a un hombre bueno son su hijo”), Don Juan Manuel</p> <p><u>Collected Tales</u> <i>Jarchas</i>, Yosef , el Escriba y Ben Al-Muallim</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>Cruzando la frontera: la crónica implacable de una familia mexicana que emigra a Estados Unidos</i>, Rubén Martínez</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Fernando y los mundos secretos</i>, Ricardo Chávez Castañeda</p> <p><u>Collected Short Stories</u> <i>Cuentos para chicos y grandes</i>, Hilda Perera</p> <p><u>Songs</u> <i>Cancionero popular mexicano</i>, Mario Kuri-Aldana & Vicente Mendoza Martínez</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>El desierto de hielo</i>, Maite Carranza <i>¡¡¡Lambertoo!!!</i>, Jordi Sierra i Fabra <i>El polizón de Ulises</i>, Ana María Matute <i>La maldición de Odi</i>, Maite Carranza (Also listed in NLA 3)</p> <p><u>Collected Short Stories</u> <i>Cuéntame un cuento</i>, Concha Cardenoso <i>Cuentos al amor de la lumbre</i>, Antonio Rodríguez Almodóvar <i>Cuentos que contaban nuestras abuelas</i>, F. Isabel Campoy & Alma Flor Ada</p>

NATIVE LANGUAGE ARTS 2 (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – Technology	THEME – Political and Religious Philosophy	THEME – Human Rights	THEME – Human Impact on the Environment
<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u> <i>El abece visual de los inventos que cambiaron el mundo 1 y 2</i>, Santillana <i>Conectados</i>, Nicholas A. Christakism & James H. Fowler</p>	<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u> <i>El Criterio</i>, Jaime Balmes <i>Oráculo manual y arte de prudencia</i>, Baltasar Gracián (300 maxims with commentary) <i>El país de cuatro pisos y otros ensayos</i>, José Luis González (essays)</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>Franco: Caudillo de España</i>, Paul Preston <i>El pez en el agua: memorias</i>, Mario Vargas Llosa</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Mi vestido verde esmeralda</i>, Alister Ramirez Márquez <i>Lautaro, joven libertador de Arauco</i>, Fernando Alegría</p> <p><u>Nonfiction</u> <i>Comentarios Reales</i>, Inca Garcilaso de la Vega (essays) <i>La esclavitud del negro en Santo Domingo</i>, Carlos Esteban Deive (essays) “Respuesta a Sor Filotea,” Sor Juana Inés de la Cruz (letter)</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>Biografía de un cimarrón</i>, Miguel Barnet</p>	<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u> <i>El abece visual de los bosques, selvas, montañas y desiertos</i>, Santillana</p>

NATIVE LANGUAGE ARTS 3

BIG IDEA – IDENTITY	BIG IDEA – CULTURE / IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Life and Death	THEME – Social Expectations	THEME – Human Sexuality	THEME – Dreams, Fantasy, and Reality
<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>El país bajo mi piel</i>, Gioconda Belli <i>Finis mundi</i>, Laura Gallego García</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>Vivir para contarla</i>, Gabriel García Márquez</p>	<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u> <i>La travesía de Enrique</i>, Sonia Nazario <i>Los 1001 años de la lengua española</i>, Antonio Alatorre <i>Morir en el intento</i>, Jorge Ramos <i>La ola latina: como los hispanos están transformando la política en los estados unidos</i>, Jorge Ramos <i>Tragicomedia mexicana: La vida en México de 1940 a 1970</i>, José Agustín</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>El Mañana: Memoria de un éxodo cubano</i>, Mirta Ojito <i>Diario de Cristóbal Colón (Tercer Viaje)</i>, Cristóbal Colón</p>	<p>SUGGESTED READINGS:</p> <p><u>Nonfiction</u></p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>La maldición de Odi</i>, Maité Carranza</p> <p><u>Poetry</u> <i>Romancero Gitano</i>, Federico García Lorca</p> <p><u>Nonfiction</u> “Vudú y magia en Santo Domingo,” Carlos Esteban Deive (essay)</p>

NATIVE LANGUAGE ARTS 3 (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – THE ENVIRONMENT
THEME – Traditional vs. Modern Education	THEME – Visual Arts	THEME – Self-Development	THEME – Renewable and Non-Renewable Resources
<p>SUGGESTED READINGS: <u>Nonfiction</u> <i>Como leer y escribir poesía</i>, Hugo Hiriart <i>El dardo en la palabra</i>, Fernando Lázaro Carreter <i>Panorama de la prensa: temas contemporáneos del mundo hispano</i>, Juan Kattan Ibarra</p>	<p>SUGGESTED READINGS: <u>Collected Short Stories</u> <i>Por el libro</i>, varios autores <u>Nonfiction: Biographies/Memoirs</u> <i>Confieso que he vivido</i>, Pablo Neruda</p>	<p>SUGGESTED READINGS: <u>Poetry</u> <i>Sóngoro cosongo</i>, Nicolás Guillén <i>Tala</i>, Gabriela Mistral <i>Veinte poemas de amor y una canción desesperada</i>, Pablo Neruda <u>Nonfiction</u> <i>Buscando un Inca: identidad y utopía en los Andes</i>, Alberto Flores Galindo (essays)</p>	<p>SUGGESTED READINGS: <u>Novels</u> <i>Campos de Nijar</i>, Juan Goytisolo <u>Nonfiction</u> <i>Las venas abiertas de América Latina</i>, Eduardo Galeano (essays)</p>

NATIVE LANGUAGE ARTS 4/AP Lit.

BIG IDEA – IDENTITY	BIG IDEA – CULTURE / IMMIGRATION	BIG IDEA – HEALTH	BIG IDEA – EMOTIONS
THEME – Social and Historical Reality / The Medieval Period	THEME – / The Encounter of Two Cultures / The Renaissance: Poetry and Prose	THEME – Contagious Diseases / The Colonial Period	THEME – The Role of Gender / Baroque: Poetry, Prose, and Comedy
<p>SUGGESTED READINGS:</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>El Lazarillo de Tormes</i> (Tratado Primero), Anonymous</p> <p><u>Poetry</u> “Canción V,” “Soneto V” & “Soneto XXIII,” Garcilaso de la Vega “Noche serena,” Fray Luís de León</p> <p><u>Nonfiction: History</u> <i>Nafragios</i>, Alvar Núñez Cabeza de Vaca <i>Historia general y natural de las indias</i> (Capítulos 8-16), Gonzalo Fernández de Oviedo <i>Historia verdadera de la conquista de la Nueva España</i> (Capítulo 47), Bernal Díaz del Castillo</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>El largo viaje</i>, Jorge Semprún</p> <p><u>Poetry</u> <i>Tuntún de pasa y grifería</i>, Luis Palés Matos</p> <p><u>Nonfiction</u> <i>Huesos en el desierto</i>, Sergio González Rodríguez (investigative journalism) <i>Relación acerca de las antigüedades de los indios</i>, Fray Ramón Pané, José Juan Arrom (ed.) (historical account)</p>	<p>SUGGESTED READINGS:</p> <p><u>Poetry</u> “¡Que se nos va la Pascua, mozas, que se nos va la Pascua!” & “Fábula de Polifemo y Galatea,” Luis de Góngora “Sueño de la muerte,” Francisco de Quevedo “Hombres necios ...,” Sor Juana Inés de la Cruz</p> <p><u>Plays</u> <i>Peribañez y el Comendador de Ocaña</i> (Escenas XXI, XXVI & XXVII), Lope de Vega <i>La vida es sueño</i> (Escenas XVII & XVIII), Pedro Calderón de la Barca</p>

NATIVE LANGUAGE ARTS 4/AP Lit. (Cont'd.)

BIG IDEA – EDUCATION	BIG IDEA – HUMAN THOUGHT	BIG IDEA – EXTERNAL VS. INTERNAL CONFLICTS	BIG IDEA – ENVIRONMENT
<p>THEME – The Concept of Perfection / 19th Century: Romanticism, Realism, and Naturalism</p>	<p>THEME – Existential and Philosophical Dilemmas / Modernism</p>	<p>THEME – Encounters with Reality / The Generation of '98 and Post-Spanish Civil War</p>	<p>THEME – Natural Disasters / The Spanish Vanguard Period and the Boom in Latin America</p>
<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Fortunata y Jacinta</i> (Capítulos V & VI), Benito Pérez Galdós <i>María</i> (Capítulos I, II & V), Jorge Isaacs <i>La Regenta</i> (Capítulo III), Leopoldo Alas “Clarín” <i>La Tribuna</i> (Capítulo XXXIV), Emilia Pardo Bazán <i>Redentores</i> (Capítulo XIV), Manuel Zeno Gandía</p> <p><u>Short Stories</u> “El cuento de Juan Petaca,” Salvador Brau</p> <p><u>Epic Poems</u> <i>Martín Fierro</i> (X. Por culpa de una mujer), José Hernández</p> <p><u>Poetry</u> “Dicen que no hablan las plantas ...,” Rosalía de Castro “Canto a Teresa,” José de Espronceda “A él” & “Al partir,” Gertrudis Gómez de Avellaneda “Insomnio,” Santiago Vidarte “Plegaria a Dios,” Gabriel de la Concepción Valdés</p>	<p>SUGGESTED READINGS:</p> <p><u>Poetry</u> “A Margarita Debayle,” “Sinfonía en gris mayor” & “Lo Fatal,” Rubén Darío “Gratia plena,” Amado Nervo “El patito feo” & “El zapatito azul,” Luis Llorens Torres “Último acto,” José de Diego “Madrigal,” José P.H. Hernández “La jibarita,” Virgilio Dávila</p> <p><u>Nonfiction</u> “Tres héroes”, José Martí (essay) <i>Ariel</i>, José Enrique Rodó (essays)</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>Doña Bárbara</i>, Rómulo Gallegos <i>Los de abajo</i>, Mariano Azuela <i>La familia de Pascal Duarte</i>, Camilo José Cela</p> <p><u>Short Stories</u> “El almohadón de plumas,” Horacio Quiroga</p> <p><u>Poetry</u> “Yo voy soñando caminos” & “Proverbios y cantares,” Antonio Machado “La sangre de mi espíritu,” Miguel de Unamuno <i>Los sonetos de la muerte</i>, Gabriela Mistral “¡Inteligencia, dame ...,” Juan Ramón Jiménez “Canción del esposo soldado,” “Nanas de la cebolla,” “Al soldado internacional caído en España” Miguel Hernández “Romance de la luna, luna” & “Canción del jinete,” Federico García Lorca “Se querían” & “¿Para quién escribo?” Vicente Aleixandre “Muerte de Antoñito el Camborio,” “El</p>	<p>SUGGESTED READINGS:</p> <p><u>Novels</u> <i>La amortajada</i>, María Luisa Bombal <i>Los pasos perdidos</i>, Alejo Carpentier <i>El túnel</i>, Ernesto Sábato <i>Cien años de soledad</i>, Gabriel García Márquez <i>Rayuela</i>, Julio Cortázar <i>La fiesta del chivo</i>, Mario Vargas Llosa <i>La muerte de Artemio Cruz</i>, Carlos Fuentes</p> <p><u>Short Stories</u> “Episodio del enemigo,” “Borges y yo,” “In Memoriam, J.F.K.” Jorge Luis Borges “Continuidad de los parques” & “La noche boca arriba,” Julio Cortázar “No oyes ladrar los perros,” Juan Rulfo “Lázaro,” Mario Benedetti</p> <p><u>Poetry</u> “Sensemayá,” Nicolás Guillén “Walking Around,” “Oda a la alcachofa,” “Me gustas cuando callas porque estás como ausente” & “Poema 15,” Pablo Neruda</p>

<p>“A mis amigos,” José Gautier Benítez “A Cuba,” “Autógrafo,” “Coplas” & “Ante una puesta del sol,” Lola Rodríguez de Tío “Canto a Puerto Rico,” José Gualberto Padilla “El último borincano,” Alejandro Tapia y Rivera</p> <p><u>Plays</u> <i>Don Álvaro o la fuerza del sino</i>, Duque de Rivas <i>Don Juan Tenorio</i>, José Zorrilla</p> <p><u>Nonfiction</u> <i>Facundo</i>, Domingo Faustino Sarmiento <i>Artículos</i>, Mariano José de Larra “El propósito de la normal,” Eugenio María de Hostos (essay)</p>		<p>“ángel bueno” Rafael Alberti “¿Por qué no tienes nombre tú?” Pedro Salinas “Romance del Júcar,” Gerardo Diego</p> <p><u>Plays</u> <i>Las galas del difunto</i>, Ramón del Valle-Inclán <i>Los árboles mueren de pie</i>, Alejandro Casona <i>Historia de una escalera</i>, Antonio Buero Vallejo</p> <p><u>Nonfiction</u> “¡Adentro!” Miguel de Unamuno (essay)</p> <p><u>Nonfiction: Biographies/Memoirs</u> <i>Memora de la melancolía</i>, María Teresa León <i>El poder de la palabra</i>, Miguel de Unamuno</p>	<p>“Decir, hacer,” Octavio Paz “Molino,” Vicente Huidobro “Los heraldos negros,” César Vallejo “A Julia de Burgos,” Julia de Burgos “Majestad negra,” Luis Palés Matos “El son entero,” Nicolás Guillén</p> <p><u>Plays</u> <i>Teatro español de vanguardia</i>, Various authors, Agustín Muñoz-Alonso López (ed.)</p>
---	--	--	---

VII. Instructional Resources – Media

TABLE OF SUGGESTED WEBSITES

CATEGORY	WEBSITE NAME	CONTENT	URL
Art	El Arte	Extensive digital collection of art work and art information arranged by artist's country	http://www.personal.kent.edu/~tminick/arte.html
Art	arteHistoria	Online art magazine	http://www.artehistoria.jcyl.es/
Colorín Colorado	Colorín Colorado	Web-based service providing information, activities, and advice for educators and Spanish-speaking families of English language learners (ELLs)	http://www.colorincolorado.org/about
Country – Argentina	North Dakota Museum of Art	Exhibition about “The Disappeared” people in Argentina	http://www.ndmoa.com/PastEx/Disappeared/index.html
Cultural Institution	United Nations	Website to book or take virtual tour of the United Nations	http://www.un.org/tours/school/teacher.htm
Culture	Gobierno de España – Ministerio de Educación	Various resources about classical languages and culture that include information, music, art, and video	http://recursos.cnice.mec.es/latingriego/Palladium/comun/eshome.php
Culture	Asociación Vegana Española	Article on bullfighting	http://www.ivu.org/ave/corridas.html
Culture	National Geographic	Lesson plan on human rituals	www.nationalgeographic.com/xpeditions/lessons/10/g68/wcamel.html

CATEGORY	WEBSITE NAME	CONTENT	URL
Dictionary	Real Academia Espanola	Spanish dictionary	http://www.rae.es/rae.html
Education	Caribbean Cultural Center	Website on African Diaspora	http://www.cccadi.org
Education	College Board	Association that provides major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning.	http://www.collegeboard.com
Education	College Board	Sample college essays	http://www.collegeboard.com/padres/ingresar/la-solicitud/34996.html
Education	ApuntesGestion .com	Article about productive jobs and a blog that adds information regarding the business world, how to manage and how to market	www.apuntesgestion.com/2007/01/16/que-significa-obtener-un-trabajo-productivo
Education	ihispano.com	Professional Hispanic/Latino networking site for job seekers	www.ihispano.com
Environment	National Geographic en Español	Translation of <i>National Geographic</i> into Spanish	http://ngenespanol.com/
Environment	National Geographic	Fair trade business guide	http://thegreenguide.com
Environment	Sierra Club	Articles about the impact of humans in the environment, specifically “Comunidades Latinas en peligro”	http://www.sierraclub.org/ecocentro/downloads/comunidades.pdf
Environment	En buenas manos	Articles about the environment. Website also contains articles on health issues.	www.enbuenasmanos.com/seccion/ecologia.asp

CATEGORY	WEBSITE NAME	CONTENT	URL
Health	Alimentación sana	30,000 articles on themes related to good health and diet	http://www.alimentacion-sana.com.ar/
Health	MedlinePlus	Health information from the U.S. National Library of Medicine	http://www.nlm.nih.gov/medlineplus/spanish/medlineplus.html
Immigration	Monografias.com	Article about Hispanics/Latinos in the United States	http://www.monografias.com/trabajos63/latinos-estados-unidos/latinos-estados-unidos.shtml
Immigration – Cesar Chavez	United Farm Workers	Current labor issues, news, and history, etc.	http://ufw.org/board.php?mode=list&b_code=res-multi-
Instituto Cervantes	Instituto Cervantes	Cultural institution that promotes the teaching of Spanish, it offers educational resources, opportunities, and courses for	http://nuevayork.cervantes.es/en/default.shtm
Literature – Fables	Cuentos	Resources of various classic children’s stories (including activities, recordings, etc.)	http://cuentosparadormir.com/cuentos-clasicos
Museo – Argentina	Museo Nacional de Bellas Artes	Permanent collection of 20th century Argentine art, pre-Columbian Andean art, and an international art collection that dates from the Middle Ages to 20th century	http://www.mnba.org.ar/
Museo – Bolivia	Museo Nación al de Etnografía y Folklore	Collections demonstrate the different urban and rural cultures that exist in Bolivia	http://www.musef.org.bo/
Museo – Chile	Museo Histórico Nacional Museo Nacional de Bellas Artes	Collection that covers the period of time from the European discovery of the Americas to the present	http://www.dibam.cl/historico%5Fnacional/

CATEGORY	WEBSITE NAME	CONTENT	URL
Museo – Colombia	Museo de Oro	Preserves and investigates one of the most important pre-Hispanic metallurgical collections of the world	http://www.banrepcultural.org/museo-del-oro
Museo – Colombia	Museo Arqueológico	Collection of Colombian of art, history, archeology, and ethnography	http://www.museonacional.gov.co/
Museo – Cuba	Museo Nacional de Bellas Artes	One of the largest collections of visual arts in Cuba; includes Cuban, Egyptian, Greek, and Roman art dating from the 16th to 20th century	http://www.netssa.com/museum_fine_arts_havana.html
Museo – Ecuador	Museo Casa de la Cultura Ecuatoriana Benjamín Carrión	Collection includes movies, TV shows, art, songs, and virtual components	http://cce.org.ec/ccenew/
Museo – Honduras	Galería Nacional del Arte	Website with links to museums in Honduras, including the National Art Gallery, the Anthropology and History Museum, and the Insects and Butterflies Museum	http://www.angelfire.com/ca5/mas/museo/m.html
Museo – Panama	Museo del Canal Interoceánico	Conserves, investigates, and interprets the history of the Panama Canal	http://www.museodelcanal.com/
Museo – Paraguay	Museo del Barro	Includes collections of indigenous art, rural art, and urban art	http://www.museodelbarro.com/
Museo – Peru	Museo Nacional de Arqueología, Antropología e Historia del Perú	Oldest museum in Peru; includes historical archives, textiles, ceramics	http://www.limaeasy.com/museums/museo_nacional_arqueologia.php

CATEGORY	WEBSITE NAME	CONTENT	URL
Museo – Puerto Rico	Museo de Ponce	Exhibitions of visual arts from the Western tradition dating from the 14th century to present time	http://www.museoarteponce.org/index2.php
Museo – Spain	El Prado	Renowned as the largest art gallery in the world; exhibits include paintings, sculptures, drawings, and coins	http://www.spanisharts.com/prado/prado.htm
Museo – Museo del Barrio	El Museo	Artistic and cultural landscape of the Caribbean and Latin America; wide-ranging collections and exhibitions, complemented by performing arts events and cultural celebrations	http://www.elmuseo.org/
Museo Virtual – Uruguay	Museo Virtual del Arte del País Uruguayo	Dynamic, interactive museum bringing together the most renowned works of contemporary Uruguayan art	http://muva.elpais.com.uy/
Museum of Copan Ruins	Copan Museum	Displays of Mayan structures and artwork	http://www.honduras.net/copan/museum/index.html
News Resources	MIT Libraries: Foreign Language News and Newspapers	Links for Spanish news: online newspapers and articles	http://libraries.mit.edu/guides/types/flnews/spanish.html
News Resources	Prensa Escrita	Links to online newspapers from all Spanish-speaking countries	www.prensaescrita.com With links to: Argentina: <i>El Clarín</i> www.elclarin.ar Bolivia: <i>El Diario</i> www.eldiario.net

CATEGORY	WEBSITE NAME	CONTENT	URL
			<p>Chile: <i>El Mercurio</i> www.emol.com</p> <p>Colombia: <i>El Tiempo</i> www.eltiempo.com</p> <p>Costa Rica: <i>La Nación</i> www.nacion.com/</p> <p>Cuba: <i>Granma</i> www.granma.cubaweb.cu</p> <p>Ecuador: <i>La Hora</i> www.lahora.com</p> <p>El Salvador: <i>El Diario de Hoy</i> www.elsalvador.com</p> <p>España: <i>El País, El Periódico, La Vanguardia</i> www.elpais.com www.elperiodico.com/es www.lavanguardia.com</p> <p>Guatemala: <i>Prensa Libre</i> www.prensalibre.com</p> <p>Guinea Ecuatorial: <i>Equatorial Guinea</i> http://www.guineaecuatorialpress.com/?lang=en</p> <p>Honduras: <i>La Tribuna</i> www.latribuna.com</p> <p>México: <i>Reforma</i> www.reforma.com</p>

CATEGORY	WEBSITE NAME	CONTENT	URL
			<p>Nicaragua: <i>La Prensa</i> www.laprensa.com.ni/</p> <p>Panamá: <i>La Prensa</i> www.prensa.com/</p> <p>Paraguay: <i>Última Hora</i> www.ultimahora.com</p> <p>Perú: <i>El Comercio</i> www.elcomercio.pe</p> <p>Puerto Rico: <i>El Nuevo Día</i> www.elnuevodia.com</p> <p>República Dominicana: <i>Listín Diario</i> www.listin.com.do</p> <p>Uruguay: <i>El País</i> www.elpais.com.uy</p> <p>Venezuela: <i>El Universal</i> www.eluniversal.com/</p>
Physical Well-Being	Alimentacion-sana.org	Dietary articles	http://www.alimentacion-sana.com.ar/informaciones/Dietas/jovenes.htm
Physical Well-Being	U.S. Department of Health and Human Services Healthfinder.gov	Resources on a wide range of health topics, including nutrition, selected from over 1,600 government and non-profit organizations	http://www.healthfinder.gov/ESPANOL

CATEGORY	WEBSITE NAME	CONTENT	URL
Plays	Repertorio Español	Spanish, Latin American, and Hispanic-American theater in New York City	http://www.repertorio.org/
Poetry	Poesías en español	Extensive compilation of poems in Spanish	http://www.poesia-inter.net/
Poetry	Lectura y Educación	Information about Federico Garcia Lorca, including biography, anthology of his works, and annotated text	http://comunidad-escolar.cnice.mec.es/documentos/lorca/lorca0.html
Renewable and Non-renewable Resources	U.S. Department of Energy	Research projects on renewable energy for high school students	http://www.eere.energy.gov/
Role of Women	CAFRA – The Caribbean Association for Feminist Research and Action	Feminist articles	http://www.cafra.org
Spanish Art, Architecture, and Literature	SpanishArts.com	Educational resources for Spanish art history, architecture, literature, writers, and painters	http://www.spanisharts.com/e_index.html
Technology	Blog spot for Luis Arturo Ramos	Articles on literature and technology	http://luisarturoramos.blogspot.com/2006/09/literatura-y-tecnologia.html
Technology	Microsoft Office	How to create a Wiki	http://office.microsoft.com/en-us/help/HA102261771033.aspx#2
Technology	RRPP.net	Article on the history of communication	http://www.rrppnet.com.ar/hiscomunicacion.htm

CATEGORY	WEBSITE NAME	CONTENT	URL
Technology	Webquest.org	How to create a WebQuest	http://www.webquest.org
Technology	Dvolver.com	How to create an animated short film	www.dvolver.com
Newspapers	www.prensaescrita.com	Newspaper articles from Spanish-speaking countries	<p>Argentina: <i>El Clarín</i> www.elclarin.ar</p> <p>Bolivia: <i>El Diario</i> www.eldiario.net</p> <p>Chile: <i>El Mercurio</i> www.emol.com</p> <p>Colombia: <i>El Tiempo</i> www.eltiempo.com</p> <p>Costa Rica: <i>La Nación</i> www.nacion.com/</p> <p>Cuba: <i>Granma</i> www.granma.cubaweb.cu</p> <p>Ecuador: <i>La Hora</i> www.lahora.com</p> <p>El Salvador: <i>El Diario de Hoy</i> www.elsalvador.com</p> <p>España: <i>El País, El Periódico, La Vanguardia</i> www.elpais.com www.elperiodico.com/es www.lavanguardia.com</p> <p>Guatemala: <i>Prensa Libre</i></p>

CATEGORY	WEBSITE NAME	CONTENT	URL
			<p>www.prensalibre.com</p> <p>Guinea Ecuatorial: <i>Equatorial Guinea</i> http://www.guineaecuatorialpress.com/?lang=en</p> <p>Honduras: <i>La Tribuna</i> www.latribuna.com</p> <p>México: <i>Reforma</i> www.reforma.com</p> <p>Nicaragua: <i>La Prensa</i> www.laprensa.com.ni/</p> <p>Panamá: <i>La Prensa</i> www.prensa.com/</p> <p>Paraguay: <i>Última Hora</i> www.ultimahora.com</p> <p>Perú: <i>El Comercio</i> www.elcomercio.pe</p> <p>Puerto Rico: <i>El Nuevo Día</i> www.elnuevodia.com</p> <p>República Dominicana: <i>Listín Diario</i> www.listin.com.do</p> <p>Uruguay: <i>El País</i> www.elpais.com.uy</p> <p>Venezuela: <i>El Universal</i> www.eluniversal.com/</p>

VII. Instructional Resources – Media

Suggested Songs That Relate to Strands

SINLA 1	<p>Our Heritage “Amorosa guajira,” <i>Guillermo Portabale</i> “En mi viejo San Juan,” Marc Anthony “Guantanamera,” Celia Cruz “Lamento Borincano,” Marc Anthony “Mi gente,” Héctor Lavoe “Mi tierra,” Gloria Estefan “Preciosa,” Marc Anthony</p> <p>Physical Well-Being <u>Traditional Meals:</u> “El menú,” El Gran Combo “Arroz con habichuelas,” El Gran Combo</p> <p>Exploring Personal Feelings “Amor eterno,” Juan Gabriel/Rocío Dúrcal “Tengo la camisa negra,” Juanes “No me doy por vencido,” Luís Fonsi “Me gustas tú,” Manu Chao “Vete,” Pimpinela</p>
SINLA 2	<p>Childhood “Susanita tiene un ratón” “La gallina turuleca” “Pío, pío” http://wikimusic.wetpaint.com/page/Letras+de+canciones</p> <p>Sports and Recreation “La copa de la vida,” Ricky Martin “Waka, waka,” Shakira</p> <p>The Roles of Men and Women “Me enamora,” Juanes “Me enamoro de ella,” Juan Luis Guerra</p> <p>Social Interaction <u>Weddings:</u> “Boda gris,” Roberto Ledesma “Corazón de papel,” Julio Iglesias “Mi niña bonita” Juan Lejido</p> <p><u>Social Status:</u> “La chica plástica,” Rubén Blades “Mi gente,” Héctor Lavoe</p>

NLA 1

Adolescence

“De niña a mujer,” Julio Iglesias

“16 años,” Danny Daniel

“Mi viejo,” Roberto Torres

“¿Y cómo es él?” José Luís Perales

“¿Por qué te marchas abuelo?” (Recitado) Manolo Galván

<http://www.cuandocalientael sol.net/por-que-te-marchas-abuelo/>

Social Diversity

“Visa para un sueño,” Juan Luis Guerra

Human Experience

Rites of Passage, Social Relations:

“*Cumpleaños feliz*,” Nelson Ned

“*A pedir su mano*,” Juan Luis Guerra

Conflict Resolution

“Pedro Navaja,” Rubén Blades

“El problema,” Ricardo Arjona

Consumerism

“*El costo de la vida*,” Juan Luis Guerra

NLA 2

Family

“*El abuelo*,” Alberto Cortez

Social Revolution

Injustice, Oppression:

“Gracias a la vida,” Mercedes Sosa

“Cinco siglos igual,” Mercedes Sosa

Emotional Development

“¿A dónde va nuestro amor?” Angélica María

“Amor eterno,” Rocío Dúrcal

“Como una ola,” Rocío Jurado

“Hay amores,” Shakira

“Mi razón de ser,” Kiko & Shara

“Tras los libros,” Kiko & Shara

“Amigo,” Fernando Villalonga

Dreams, Fantasy and Reality

“Castillos,” Amanda Miguel

“La cima del cielo,” Franco de Vita

“Sueño contigo,” José Luis Rodríguez. José Alberto el Canario

“!Oh,! ¿Qué será?” Willy Colón

“Unicornio,” Silvio Rodríguez

“Fuiste un sueño,” Yolandita Monge

	<p>Technology “La chica virtual,” Don Omar</p> <p>Human Rights “Alcen la bandera,” Mercedes Sosa “Desapariciones,” Maná</p> <p>Human Impact on the Environment <u>My Place on Earth</u> “¿Dónde jugarán los niños?” Maná “Ska de la Tierra,” Bebe</p>
--	--

NLA 3	<p>Contemporary Life <u>Social Expectations: Latinos/Hispanics in the United States:</u> “Himno de la Raza,” Letra: Teodoro Palacios, Música: Celia Torrá “Nuestro himno,” Various artists “Querido emigrante,” Milly Quesada “Ojalá que llueva café,” Juan Luis Guerra</p> <p>Human Sexuality “Aire,” Juan Sebastián y Luz Ríos “Humano,” Luz Ríos</p> <p>State of Mind “Mi mayor venganza,” La India “Esta cobardía,” Frankie Ruiz “Loca,” Mecedades</p> <p>Beauty and Aesthetics “Eres tú,” Mecedades</p> <p>Personal and Public Identities “Alfonsina y el mar,” Mercedes Sosa “Cuando un amigo se va,” Alberto Cortez “Simplemente amigos,” Ana Gabriel</p>
--------------	---

NLA 4	<p>Social and Historical Reality <u>Values:</u> “No basta,” Franco de Vita</p> <p>Encounter of Cultures “Al partir,” Nino Bravo “América,” Luis Miguel</p> <p>Contagious Diseases <u>Violence:</u> “Pedro Navaja,” Rubén Blades “El gran varon,” Rubén Blades</p>
--------------	--

The Role of Gender

Reality vs. Fantasy:

“Unicornio,” Silvio Rodríguez

Love and Hate:

“Corazón Partido,” Alejandro Sanz

Natural Disasters / The Spanish Vanguard Period and the Boom in Latin America

Mythology:

“Hijo de la luna,” Mecano

“La llorona,” Chabela Vargas

Existential and Philosophical Dilemmas

“Luis,” Franco de Vita

Value of Friendship

“Mis Amigos,” Amaral

Encounters with Reality

Religious Beliefs:

“Ángel,” Christian Castro

“El Todopoderoso,” Domingo Quiñones

Trajectory and Transformation

“Mediterráneo,” Joan Manel Serrat

The Concept of Perfection

Freedom:

“Vivir lo nuestro,” Marc Anthony and La India

“Un barco llamado Libertad,” José Luis Perales

Modernism

Concierto de Aranjuez, Joaquín Rodrigo (1901-1999)

El Amor Brujo (Danza del Fuego)

El Sombrero de Tres Picos, Manuel de Falla (1876-1946)

Recuerdos de la Alhambra, Francisco Tárrega (1852-1909)



Spanish Native Language Arts Curriculum Guide (SNLACG)

VIII. APPENDICES

Division of Students with Disabilities and English Language Learners
Office of English Language Learners
Spring 201

VIII. Appendix A – New York State Common Core Learning Standards

Reading Standards for Literature 6–12

[RL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). a. Analyze multiple interpretations of full-length works by authors other than American and European writers.	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) a. Analyze multiple interpretations of full-length works by authors other than American and European writers.
8. (Not applicable to literature)	8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems,

Grades 9–10 students:

poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Responding to Literature

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
- Self-select text to respond and develop innovative perspectives.
 - Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Grades 11–12 students:

at the high end of the grades 11–CCR text complexity band independently and proficiently.

Responding to Literature

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
- Self-select text to respond and develop innovative perspectives.
 - Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Reading Standards for Informational Text 6–12

[RI]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:**Grades 11–12 students:****Key Ideas and Details**

- | | |
|--|---|
| <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <ol style="list-style-type: none"> Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). | <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <ol style="list-style-type: none"> Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). |
| <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> | <p>2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> |
| <p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> | <p>3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> |

Craft and Structure

- | | |
|--|---|
| <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> | <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> |
| <p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> | <p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> |
| <p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> | <p>6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> |

Integration of Knowledge and Ideas

- | | |
|--|---|
| <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</p> | <p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</p> |
|--|---|

Range of Reading and Level of Text Complexity

- | | |
|---|--|
| <p>10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> | <p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> |
|---|--|

Writing Standards 6–12

[W]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:

Grades 11–12 students:

Text Types and Purposes

- | | |
|--|---|
| <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> |
|--|---|

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)
6. Use technology, including the Internet, 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.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

a. Explore topics dealing with different cultures and world viewpoints.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,

avoiding plagiarism and following a standard format for citation.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

a. Explore topics dealing with different cultures and world viewpoints.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a

standard format for citation.

Writing Standards 6–12

[W]

Grades 9–10 students:

Grades 11–12 students:

Research to Build and Present Knowledge (continued)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Responding to Literature

11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.
- Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.
 - Identify, analyze, and use elements and techniques of various genres of literature.
 - Develop critical and interpretive texts from more than one perspective, including historical and cultural.
 - Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Responding to Literature

11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.
- Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.
 - Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.
 - Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.
 - Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking and Listening Standards 6–12

[SL]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:

Grades 11–12 students:

Comprehension and Collaboration

- | | |
|--|--|
| <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. | <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none">Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. |
| <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> | <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> |
| <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> | <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |

Presentation of Knowledge and Ideas

- | | |
|---|---|
| <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> | <p>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> | <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> | <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> |

Language Standards 6–12

[L]

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:

Grades 11–12 students:

Conventions of Standard English

- | | |
|---|--|
| <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none">a. Use parallel structure.*b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none">a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.b. Use a colon to introduce a list or quotation.c. Spell correctly. | <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ol style="list-style-type: none">a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ol style="list-style-type: none">a. Observe hyphenation conventions.b. Spell correctly. |
|---|--|

Knowledge of Language

- | | |
|---|---|
| <ol style="list-style-type: none">3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<ol style="list-style-type: none">a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. | <ol style="list-style-type: none">3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.<ol style="list-style-type: none">a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
|---|---|

Vocabulary Acquisition and Use

- | | |
|---|---|
| <ol style="list-style-type: none">4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.<ol style="list-style-type: none">a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ol style="list-style-type: none">a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.b. Analyze nuances in the meaning of words with similar denotations.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or | <ol style="list-style-type: none">4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.<ol style="list-style-type: none">a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<ol style="list-style-type: none">a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.b. Analyze nuances in the meaning of words with similar denotations.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or |
|---|---|

VIII. Appendix B – New York State Learning Standards

The New York City *Spanish Native Language Arts Curriculum Guide (SNLACG)* is a document whose foundation is based on the New York State Learning Standards. These learning standards have two primary dimensions:

- New York State content standards describe what students should know, understand and be able to do.
- Specific language performance standards cited below define indicators of student proficiency.

The process of producing this guide included analyzing and synthesizing of the goals and objectives of the New York State Standards for Native Language Arts (NLA), Languages Other than English (LOTE), English as a Second Language (ESL), and English Language Arts (ELA) standards, benchmarks, performance indicators, language objectives, content objectives, linguistic skills, suggested methodologies, and assessment. In order to clarify the specifics highlighted in this curriculum, this Appendix will serve as a means to detail this overview of the essential components of these four New York State Language Standards and Performance Indicators, with a concentration on the Native Language Arts Standards as they apply to high school students in grades 9–12.

The first documents we reviewed in this process were the New York State Learning Standards documents. They specified the following key ideas:

Appendix B-1 – Native Language Arts

Standard 1: Students will listen, speak, read, and write *in their native languages* for information and understanding.

As listeners and readers *of the native language*, students will collect data, facets, and ideas; discover relationships, concepts, and generalizations; and use of knowledge generated from oral, written, and electronically produced texts.

As speakers and writers *of the native language*, students will use oral and written language that follows accepted linguistic conventions to acquire, interpret, apply, and transmit information.

Standard 2: Students will listen, speak, read, and write *in the native languages* for literary response and expression.

As listeners and readers *of the native language*, students will read and listen to oral, written, and electronically produced text and performances; relate text and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

As speakers and writers *of the native language*, students will use oral and written language for self-expression and artistic creation.

Standard 3: Students will listen, speak, read and write *in the native languages* for critical analysis and evaluation.

As listeners and readers *of the native language*, students will analyze experiences, ideas, information, and issues presented by others, using a variety of established criteria.

As speakers and writers *of the native language*, students will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Standard 4: Students will listen, speak, read, and write *in their native languages* for social interaction.

As listeners and readers, students will use *the native language* for social communication with others to enrich their understanding of people and their views.

As speakers and writers *of the native language*, students will use oral and written language that follows accepted linguistic conventions for effective social communication with a wide variety of people.

Adapted from: The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for Native Language Arts, NYS Department of Education, 2004

Appendix B-2 – English as a Second Language

Standard 1: Students will listen, speak, read, and write *in English* for information and understanding.

Students learning *English as a Second Language* will use *English* to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Standard 2: Students will listen, speak, read, and write *in English* for literary response, enjoyment and expression.

Students learning *English as a Second Language* will use *English* for self-expression, artistic creation, and participation of popular culture. They will develop and use skills and strategies appropriate to their level of *English* proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances; relate texts and performances to their own lives and other works; and develop an understanding of the diverse social, historical and cultural dimensions the texts and performances represent.

Standard 3: Students will listen, speak, read, and write *in English* for critical analysis and evaluation.

Students learning *English as a Second Language* will use *English* to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of *English* proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Standard 4: Students will listen, speak, read, and write *in English* for classroom and social interaction.

Students learning *English as a Second Language* will use *English* to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of *English* proficiency to communicate effectively with regard to audience, purpose and setting.

Standard 5: Students will demonstrate cross-cultural knowledge and understanding.

Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors and a knowledge of local and U.S. cultures and practices in their interactions with others in their new cultural environment.

Adapted from: *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language, New York State Department of Education, 2004*

Appendix B-3 – English Language Arts

Standard 1: Language for information and understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for literary response and expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for critical analysis and evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria.

As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for social interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people.

As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Adapted from: *Learning Standards for English Language Arts, New York State Education Department, 1996*

Appendix B-4 – Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Standard 2: Cultural understanding

Students will develop cross-cultural skills and understandings.

Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Adapted from: *Learning Standards for Languages Other Than English, New York State Education Department, 1996*

VIII. Appendix C – Regulations

Appendix C-1 – CR Part 154

Part 154 of the Commissioner’s Regulations governs services for pupils with limited English proficiency. It establishes standards for school districts having pupils with limited English proficiency to assure that such pupils are provided opportunities to achieve the same educational goals and standards as the general student population. It shall provide pupils with limited English proficiency equal access to all school programs and services offered by the district commensurate with their ages and grade level, including access to programs required for graduation.

It requires that all school districts receiving Total Foundation Aid, including community school districts, to develop a two year Comprehensive Plan (CP 154.3(a)) to meet the educational needs of LEP students and to submit an annual Data / Information Report (Chapter 57 of the Laws of 2007). CR Part 154 requires that LEP students receive appropriate services in order to acquire and develop English language skills and meet the standards in the core subjects expected at their grade and age levels.

http://www.emsc.nysed.gov/biling/bilinged/documents/PART154RegAmendment8-2007Final_1.pdf

Appendix C-2 – CR Part 100

Part 100 is part of the Commissioner’s Regulations and it delineates specific general education and diploma requirements in accordance with regulations of the Commissioner of NYS Education Department.

<http://www.emsc.nysed.gov/part100>

Appendix C-3 – NYSED Graduation Requirements

For a summary of New York State Education Department’s requirements for a Regents diploma, an Advanced Regents diploma, and a local diploma, go to

<http://www.emsc.nysed.gov/ciai/gradreq/2009GradReqDetails.html>.

VIII. Appendix D – Glossary - Terminology

GLOSSARY

A

Academic discourse – Specialized form of academic expression: reading, writing, and speaking

Academic rigor – Instruction that is demanding and challenging

Advanced placement – College-level coursework that culminates in an exam, with possible college-credit accumulation outcome

Advanced Placement Spanish Language – College-level Spanish language course that addresses all aspects of language communication: listening, speaking, reading, and writing

Advanced Placement Spanish Literature – College-level course that focuses on interpreting and analyzing Spanish literature of all genres

Anagram V – Word game in which all the letters of a statement are rearranged to form a different statement

Analytical essay – Essay that explores an identified aspect of an issue and the writer's relationship to it

Argumentative essay – Essay in which the writer formulates an objective argument using relevant evidence to support both sides of an argument

Authentic language – Language as used by native speakers in real-life situations

Authentic literature – Texts presented in their original language

Authentic materials – Original materials in the target language—such as timetables, maps, menus, catalogues—that can be used for language instruction

B

Benchmarks (puntos de referencia) – Criteria used to measure students' achievement

BICS (basic interpersonal communication skills) – Second language ability necessary for social interaction

Bilingual education – Instructional program in which limited English-proficient students receive instruction in both English and their native language. In New York State, two types of bilingual education programs are offered: Transitional Bilingual Education and Dual Language programs

Bilingual extension – Extension to a base certificate that allows holders to teach in their area(s) of certification in a language other than English (NYSED)

BETAC (Bilingual Education Technical Assistance Center) – Funded by NYSED to provide technical assistance for ELLs to New York State school districts

Big idea – Overarching theme of a unit of study

Bilingualism – The ability to speak two languages

Biliteracy – The state of being literate in two or more languages

C

CALP (cognitive academic language proficiency) – Second language ability necessary for the academic setting

Character – A person or personality in a literary text that could be fictional or non-fictional

Choral reading – A group of students reading aloud at the same time

College readiness – The combination of skills, knowledge, and habits of mind necessary to fully participate in college-level courses (courses at the 100 level and above) to completion

Compare/contrast essay – A type of essay in which the writer emphasizes similarities or differences of a particular topic

Content area – Subject areas, such as math, science, and social studies

Content objectives – Goals that identify students' ability in a specific content area and are standard-based

Content standard – Written description of expectations of what students should know and be able to do

Context clue – Information obtained from a text that assists in understanding word meaning
Context-based grammar instruction – Language instruction that combines subject area and language education
Critical analysis – A subjective, in-depth analysis that questions, evaluates, and judges a text
Critical lens – Quotation used as a reference in writing an expository essay
CR Part 100 – NYS Commissioner’s Regulations, which governs school requirements for all students in the State of New York (<http://www.emsc.nysed.gov/part100/opener.html>)
CR Part 154 – New York State Commissioner’s Regulations for the Education of Pupils with Limited English Proficiency (<http://www.emsc.nysed.gov/biling/bilinged/NEWCRPT.154.html>)
Culminating project – A project that summarizes, incorporates, and applies in a given unit
Cultural diversity – The convergence of different ethnic groups in a specific region
Cultural literacy – The ability to function fluently in the dominant culture
Cultural maintenance – To maintain self-cultural identity

D

Decode – Ability to identify letter/sound relationships, letter patterns, and meaning in language learning
DELE (Diploma de Español como Lengua Extranjera) – The “Diploma of Spanish as a Foreign Language” is a diploma granted by the Instituto Cervantes on behalf of the Spanish Ministry of Education and Science. It is recognized internationally and approved by the Common European Framework of Reference (CEFR). It is awarded after passing an examination and offers an official qualification certifying levels of competence in the Spanish language.
Departmentalized class – Courses organized, taught, and managed by subject area
Descriptive essay – Essay that gives an account of a person, place, or object with enough detail to create a mental image of what is being written about
Descriptive text – Text that narrates a mental image
Dialect – Linguistic variation in a particular region that is subordinate to the standard language
Diaspora – The scattering of people and their culture away from their homeland
Diorama – Denotes a partially three-dimensional, full-size replica or a scale model of a landscape typically showing historical events, or nature scenes or cityscapes, for purposes of education or entertainment.
Dual Language program – Type of additive bilingual instruction that provides two-way instruction with the expected outcome of a bilingual/biliterate individual

E

ELA – English Language Arts
ELL (English language learner) – Term used in New York City to identify students with limited English proficiency; see: LEP
Emergent literacy – The level of reading and writing proficiency that a language learner has before reaching literacy
Encode – To combine sound, letters, and symbols into expressions
ESL – English as a Second Language
Evaluation essay – Essay with the intention of making a judgment according to a set of criteria
Expository text – Text written to inform, describe, explain, or persuade
ELE – Examen de Lectura en Español

F

Figurative language – Word or phrase used to enhance fiction or achieve a special effect in a reader
First Language – Mother tongue or native language; the language one learns to speak from birth
Freestanding English as a Second Language Program – New York State program of instruction that provides English Language Arts and content-area subject teaching using ESL methodologies

G

Genre – Type of literary work with specific characteristics, form, and/or technique

Guided reading – Type of small-group reading instruction in which the teacher guides the readers' development with prompts

Graphic organizer – Visual representation through which students construct meaning by organizing information in diagrams

Guided notes – Word sheets prepared by teachers for students to note specific information

H

Heritage culture – The inherited customs, arts, language, and family traditions of a particular ethnic group

Heritage speaker – Student who is exposed to a language other than English at home

Home language – The language spoken in the family setting

HOTS (higher order thinking skills) – Promoting thinking skills—such as synthesizing, analyzing, reasoning, comprehending, applying, and evaluating—with the purpose of increasing cognitive development

I

Idiomatic expression – Expression in which the intended message is different from the dictionary definition of its component words

Informational text – **Written primarily to give the reader factual information such as textbooks, newspapers, reports, directions**

Interactive learning – Teaching environment that fosters learning through software accessible at school and at home

Interdisciplinary – Relating to two or more academic disciplines

J

Jigsaw strategy – Cooperative learning strategy that enables each student in a group to specialize in one aspect of the learning experience

K

L

L1 – First language

L2 – Second language

LAB-R (Language Assessment Battery-Revised) – Intake assessment administered to all students new to the New York State education systems; determines LEP entitlement and placement

Language – Set of sounds and symbols of a particular people or nation used for communication

Language acquisition – Development of language ability in a human being

Language family – Group of languages connected by a common ancestry

Language literacy – Ability to read, write, and communicate in a specific language

Language minority – Language spoken by a small percentage of a population

Language objectives – Objectives developed to address the language skills in writing, speaking, listening, and reading in a content-area lesson

Language strategies – Strategies that promote the development of the learner's comprehension, competence, and performance in the target language

Language transfer – The effect of one language in the learning of another

Learning standard – Established level of learning outcomes that determine mastery of a subject

LEP (limited English proficient) – Term used by New York State to identify students with limited

English proficiency; see: ELL

Linguistic convention – Established practice in oral or written language

Linguistic skills – Skills that deal with the syntax and semantics of a language

Literacy – Capacity to use a language in all its forms: listening, speaking, reading, and writing

Literary analysis – The study, discussion, evaluation, and interpretation of literature

Literary device – Aspects of literature that authors use to create meaning in a text

Literary intent – Author's internal feeling of what he/she is writing

LOTE – Languages other than English

LTE (Long-term ELLs) – Students who have been identified as limited English proficient students for six or more years

M

Mother tongue – See: First language, Native language

N

Narrative text – Form of writing that tells a story

Native culture – The culture in which an ELL has spent the majority of his/her formative years

Native language – The language one learns to speak from birth; first Language; mother language

NL – Native language

NLA – Native Language Arts

Native language speaker – The speaker of a language who learned to speak that language from birth

NESS – Non-English speaking system

NYSESLAT – New York State English as a Second Language Achievement Test

O

P

Performance indicator – Description of student achievement

Personal voice – Individual way in which a writer presents thoughts with regard to intent, form, and content in a text

Persuasive essay – Piece of writing that uses logic and emotion to convince the reader to adopt the writer's perspective

Persuasive text – Piece of literature that aims to influence the reader on a contentious issue

Phoneme – The smallest unit of sound that affects meaning in similar words

Phonemic awareness – Auditory understanding of the sound components of a word

Phonetic awareness – Knowledge of the make-up, formation, and writing of sounds

Phonetics – Study of sounds of human language

Phonics – Method of teaching by learning the sounds of letters or groups of letters

Portfolio – Collection of a student's work used to assess learning

Pre-emergent literacy – Level of reading and writing proficiency that a language learner has when first exposed to language

Primary language – Language that a speaker feels most comfortable using

Primary sources – Original text created to report history, original research, or other documents

Proficiency – See: Language proficiency

Project-based learning – Use of interdisciplinary classroom projects aimed at developing deeper knowledge

Q

R

Read aloud – An oral reading of a text to engage the student in developing understanding, fluency, and

background knowledge

Reader response – Reader’s experience and reaction to a literary text

Reflective essay – Writing focusing on thought and contemplation of an idea

Refranero – Collection of popular sayings

Regional registers – Range of language that a speaker uses in a particular geographical area

Register – Subset of a standard language influenced by its purpose or setting

Rubric – Criteria for assessing student outcome

S

Scaffolding – Teaching strategy that provides temporary support guiding students from apprenticeship to appropriation

Schema – Reference point that serves as a guide or a structure for understanding information or resolving problems

Second language – A language learned after the mother tongue

Secondary source – A source of information that presents a secondhand account of a primary source

Self-contained classroom – A type of instructional setting in which students remain in the same classroom for most of the day

Semantics – The study of meaning of words

Shared reading – Interactive reading in which students take turns in reading a text guided by a teacher

Shifts – Skills students need to acquire proficiency for career and college readiness according to the Common Core Standards

SIFE – Students with Interrupted Formal Education

SINLA – Students with Interrupted Native Language Arts

S-LAB – Spanish Language Assessment Battery

SNLACG – Spanish Native Language Arts Curriculum Guide

Stamina – Building confidence in learning a language

Standard – See: Learning standard

Strategies – Plan for achieving goals or objectives

Structural analysis – Splitting up words into components or smaller parts—such as prefixes, suffixes, and roots—to arrive at their meaning

Syntax – Order of words in sentences; the orderly structure of sentences

T

Target language – language that is the focus of instruction

TESOL – Teaching of English to speakers of other languages

Text complexity – As per the Common Core Standards, it is a three-part model consisting of quantitative and qualitative dimensions as well as reader and task considerations.

Time capsule – A collection of artifacts and information from a certain time period with the purpose of storing for future generations

Transfer of language skills – See: Language transfer

Transitional Bilingual Education program – Educational theory in which the first language of students is used in decreasing proportion for instruction in the content area until proficiency in the second language is developed

Twelve Action Steps – Strategic plan developed by the New York State Education Department for implementing ways to enable LEPs/ELLs to attain the NYS learning standards and complete the requirements of graduation (NYSED)

Two-Way Bilingual Education program – Type of Dual Language program in which the student constituency is both English proficient and ELLs

U

Universal aspects of literacy – Elements of literacy that are shared by all languages and can be

transferred when learning a second language

V

Vernacular – The common language of a place

Vignette – A brief written description

W

Written reflection – A written piece representing a meditation or contemplation of an idea

Writing process – Process of learning composition by following prescribed steps: pre-writing, drafting, revising, editing, and publishing

X

Y

Z

Acknowledgments

Dennis M. Walcott
Chancellor
New York City Department of Education

Corinne Rello-Anselmi
Deputy Chancellor
Division of Students with Disabilities and English Language Learners

Angelica Infante
Chief Executive Officer
Office of English Language Learners

Staff
Office of English Language Learners

Under the supervision and guidance of Odalys Trapote-Igneri, Senior ELL Curriculum Specialist and Director of TBE programs, the following NYCDOE educators and administrators have collaborated with enthusiasm and dedication to produce this curriculum guide: Pauline Artime, David A. Brezler, Yoselli Castillo, Amparo Caruso, Mónica Martell Dejesús, Inés Loveras, Maribel Nieves, Luz Marina Rodríguez-Cuevas, Albania Rosario, Elva Sánchez, Diana Scalera, Vivian Selenikas, Gladys Sotomayor, Magdalena Timoner-Martínez, Clemencia Torres, Cecilia Vega, and Linny Ventura. We would also like to express a special thanks to a dedicated group of administrators who gave their time and knowledge to vet the curriculum guide: Martha Beras, José De La Cruz, Martha Frans, Evelyn Ilg, Nilda Kraft, Martine Santos, Margerite Lukes, Nellie Mulkay, and Vivian Selenikas. Special thanks, also, to Ken Priester for his intensive editing work.