

Mt. Diablo Unified School District
Course of Study

COURSE TITLE:	7th grade Accelerated Spanish (AccLangSpan)
COURSE NUMBER:	005767
DEPARTMENT:	Language Arts/World Language
LENGTH OF COURSE:	Year Long
CREDITS PER SEMESTER:	N/A
GRADE LEVEL(S):	7th Grade
REQUIRED OR ELECTIVE:	Elective

PREREQUISITES:

Required - Previous attendance in one of MDUSD's bilingual programs in Grades 1 through 5 or grades 3-5 with a report card score in 5th grade of 3 or better in Spanish; Spanish-English bilingual students not coming from a MDUSD bilingual program must obtain a passing score on a Spanish language test determining that the student can read and work at the necessary academic level in Spanish before they can take the course and/or completion of 6th Grade Accelerated Spanish

COURSE DESCRIPTION:

This course will teach grade- level Spanish language arts aligned to the 7th grade common core language arts standards. This course will provide Spanish language skill development in reading, writing, speaking, and listening in Spanish. Students will read Spanish language historical fiction, personal narrative (both fiction and nonfiction), biographies, poetry, dramas, allegory, realistic fiction, informational and persuasive articles, and expository texts in Spanish. Students will learn Spanish vocabulary words, reading comprehension strategies, and Spanish language grammar and spelling rules. Students will produce Spanish-language narrative, argument, and information/ expository writing.

COURSE PURPOSE:

The district has developed and supported bilingual programs at six elementary schools. Fifth grade graduates of these bilingual programs want the opportunity to continue grade level studies in and of Spanish.

The purpose of this course is to maintain and further develop the bilingualism and biliteracy of the students rising from these bilingual programs and to support them in their goal of graduating with the CA Seal of Biliteracy.

- Students will maintain and further develop bilingualism and biliteracy.
- Students will continue to develop the Spanish language skills needed to be eligible to graduate from high school with the CA Seal of Biliteracy.
- Students will be able to take Honors Spanish by 10th grade.

- Students will be able to comprehend Spanish-language grade level texts in a variety of genres.
- Students will be able to write in Spanish in an effective, well-organized fashion, free from gross errors in mechanics and structure.
- Students will be able to speak clearly, fluently, and thoughtfully in Spanish.
- Students will be able to respond appropriately to written and spoken Spanish-language grade-level prompts, instructions, and information.

COURSE OUTLINE:

The content of this course is the 7th grade CA Common Core Language Arts standards in Spanish augmented in places to include instruction in features unique to the Spanish language. **These augmentations are written in blue.**

Words in black bold print followed by “(CA)” represent California state augmentations of the Common Core standards.

Words in blue bold print indicate places where the 7th grade Spanish Language Arts standards differ from the 6th grade English Language Arts standards.

Reading Literature:

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

8. (Not applicable to literature)

9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text:

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

- b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

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 discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

4. Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **(See grade 7 Language standards 1 and 3 for specific expectations.) (CA)**

Language

Conventions of Standard **Spanish**

1. Demonstrate command of the conventions of standard **Spanish** grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

2. Demonstrate command of the conventions of standard **Spanish** capitalization, punctuation, and spelling when writing **paying special attention to conventions that differ from those in English**.

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

b. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., **beligerante, belicoso, bélico**).

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 or its part of speech.

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.

a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

b. Use the relationship between particular words (synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., [refinado](#), [respetuoso](#), [cortés](#), [diplomático](#), [caballero](#)).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sample lesson plan:

The lessons and lesson plans will be completely in Spanish. Here is a sample lesson plan translated into English.

Write an Argumentative Text

Text Types and Purposes

SLA Standards: W 1. A, b

1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Introduction of the lesson

Visual Launch

Introduce the concept via collaborative conversations and questions discussed in small groups about photos from three different cultures.

Sample questions: What do you observe in the three photos? With what or whom do you associate the characters in these photos?

Reading, analysis, and discussion of a mentor text/sample argumentative essay

I observe

Students read the essay on textbook page 158 collaboratively. Then, students orally answer the following questions in small groups: What arguments does the author make to justify his point of view? Can you identify two places in the text where the author expressed his emotions? What do you think the author means when he writes "...no echan a la luz sobre nuestra manera de vivir y sentir el lenguaje"? ("it doesn't shed light on how we live and feel the language")

Planning & Writing the Argumentative Text

What am I going to write?

The teacher reviews the definition of an argumentative text and gives examples of different kinds of argumentative texts. Students discuss in pairs what kind of topic they will choose: scientific, philosophical, economic, etc.

How will I write it?

The teacher will make a chart on the board to explain the steps of writing an essay:

Plan my ideas: Choose a topic (teacher offers some examples)

Elaborate my ideas: Make notes on the topic. Classify information, data, and commentary; create an outline to organize your ideas; add evidence and details that support them; choose your tone (ironic, humorous, erudite).

Write my ideas: Title, organize ideas in a text structure (introduction, development, and conclusion); start with a question, declaration, or a quote that interests the reader; develop the content (cause and effect, comparisons,...); write the conclusion.

Edit my text: Go over the checklist to see if my writing follows all the items on the list.

Student will use their Chromebooks to look for information on their topic and will complete the assignment, individually, in Google Docs. Students will take two periods to complete this assignment.

The teacher will work in small groups or individually with students who have special needs or who need additional support. The teacher will scaffold the activity to their needs (ex: The teacher may provide a drafting template with sample language of each writing move for students who need that support.)

Conclusion and Assessment of the lesson

At the end of this lesson the teacher will ask students to share their essays with their peers. Students will have the opportunity to ask clarifying questions. Authors may revise their essays once more, adding new ideas or comments from their peers.

At the end of the unit, students will complete pages 84-87 of their workbook in which they read an argumentative text, answer questions about it including evaluating the effectiveness of the author's tone and supporting evidence, and then write an argumentative text in response to a prompt. The teacher will use this second piece of student writing as another means of evaluation.

Activities:

Students will engage in the following learning activities:

- A visual launch of each chapter
- Pre-reading activities and strategies
- Questions to guide the reading (during)
- Questions to guide reflection (after)
- Collaborative conversations throughout all learning
- Reading comprehension strategy instruction and practice
- Vocabulary strategy instruction and practice
- Learning new vocabulary
- Close reading
- Annotating text
- Completing graphic organizers
- Summarizing text
- Spelling conventions
- Grammar and Usage Conventions
- Oral presentations followed by self-evaluation
- Producing, revising, and editing written texts in a variety of genres
- Cross-curricular connections to the reading and the application of critical thinking skills
- Group projects

Students will also read novels which will be used to deliver further instruction in the 7th grade Reading Standards for Literature and 7th grade Writing Standards.

Assessment Methods:

Standards-aligned informal and formal assessments

Student writing

Benchmark Assessments

Evaluation Standards:

We will evaluate the course's effectiveness by

- Analyzing student assessment data
- Meeting with teachers and parents to gather teacher and parent input
- Student input via student surveys

INSTRUCTIONAL MATERIALS:

Course Materials:

Vista Higher Learning- Santanilla En Español, 7th Grade Edition

Supplemental Materials:

Scholastic magazine *Ahora*

Palabra Amiga by Alma Flor Ada and Isabel Campoy

Committee Members:

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|-----------------------------------|---------------------|
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