

**Mt. Diablo Unified School District**  
**8th Grade Accelerated Spanish**  
**Course Of Study**

<b>COURSE TITLE:</b>	<b>8th grade Accelerated Spanish (AccLangSpan)</b>
<b>COURSE NUMBER:</b>	<b>005768</b>
<b>DEPARTMENT:</b>	<b>Language Arts/World Language</b>
<b>LENGTH OF COURSE:</b>	<b>Year Long</b>
<b>CREDITS PER SEMESTER:</b>	<b>N/A</b>
<b>GRADE LEVEL(S):</b>	<b>8<sup>th</sup> Grade</b>
<b>REQUIRED OR ELECTIVE:</b>	<b>Elective</b>

**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 5<sup>th</sup> 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 6<sup>th</sup> and 7<sup>th</sup> Grade Accelerated Spanish

**COURSE DESCRIPTION:**

This course will teach grade- level Spanish language arts aligned to the 8<sup>th</sup> 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 10<sup>th</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> grade Spanish Language Arts standards differ from the 8<sup>th</sup> grade English Language Arts standards.**

## **Reading Literature:**

### Key Ideas and Details

1. Cite the textual evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### 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 specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.) CA
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

### Integration of Knowledge and Ideas

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently

## **Reading Informational Text:**

## Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

## 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 specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 for additional expectations.) CA
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
  - a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer documents
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

## Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

## Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6– 8 text complexity band independently and proficiently

## **Writing**

### Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA

a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

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

c. Use appropriate and varied 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, description, and reflection, to develop experiences, events, and/or characters.

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

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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

#### Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; 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 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

### 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 8 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Presentation of Knowledge and Ideas

4. Present claims and findings (e.g., argument, narrative, response to literature presentations) emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA

a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

## **Language**

### Conventions of Standard in Spanish

1. Demonstrate command of the conventions of standard Spanish grammar and usage when writing or speaking.
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.\*
2. Demonstrate command of the conventions of standard Spanish capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Use verbs in the active and passive voice and in the conditional and subjunctive mood (**indicativo, subjuntivo e imperativo**), to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 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., precede, recede, secede).
  - 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 or trace the etymology of words. CA
  - 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. verbal irony, puns) in context.
  - b. Use the relationship between particular words to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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.

## 8<sup>th</sup> Grade Spanish

**Textbook: En Español 8 Santillana USA/ Vista Learning**

### **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: Opinion Essay**

#### **8th Grade Writing Standards**

#### **Text Types and Purposes**

#### **SLA Standards: W 1. a, b, c, d, e**

1. 1. Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.

#### **Introduction of the Lesson**

#### **Visual Launch**

#### **Introduce the concept:**

Students will watch a video showing how a teenager is trying to convince his parents of his point of view about a topic.

Via collaborative conversations and questions, students will discuss the content of the video in small groups .

Sample questions: What do you observe? What conflict does this family have? How is this teenager trying to get what he wants? What strategies is he using to convince his parents?

#### **Activate Prior Knowledge:**

Ask these questions to activate students' prior knowledge of argumentative text. Ask students to discuss the questions first in pairs, then with the whole group:

What is argumentation? What is an argumentative text? What is the purpose of this type of text? What is an opinion? What should be considered when we share our opinions?

Encourage students to take notes to help them write their argumentative texts later.

#### **Reading, analysis, and discussion of a mentor text/sample argumentative essay: Opinion**

#### **I observe (A Model Text)**

**Text: El idioma español. Fragmento de Literatura y Vida by Augusto Monterroso.**

Students read the essay on textbook page 264 collaboratively. Then, students orally answer the following questions in small groups:

1. What is the topic of this essay?
2. What arguments does the author make to justify his point of view?

3. Can you identify two places in the text where the author expresses his emotions?
4. What do you think the author means when he writes “Y es cierto que hay épocas en que nuestro idioma se cansa”?
5. What is the opinion of the author about Berceo?
6. Do you know any other texts by this author?

## **Planning & Writing the Argumentative Text**

### **What am I going to write?**

The teacher reviews the definition of an argumentative text. Students brainstorm in pairs various topics and decide which one they will write about.

### **How will I write it?**

The teacher will create a graphic organizer to explain the steps of writing an essay:

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

1. List pros and cons of the issue
2. Research information (books, documentaries, internet, magazines) to determine your thesis.
3. Think of at least 3 arguments that support your thesis (personal experiences, data,...)

Organize my ideas: Create an outline to organize your main ideas and supporting ideas.

1. Specify what examples you will use.
2. Identify your thesis and establish a logical sequence of support for it.

Write my ideas: Write your ideas in the same order you wrote them in your outline.

1. Present your thesis in your introduction.
2. Add arguments that support your thesis and refute the opposition. Give examples. Use “cause and effect” language correctly.
3. Appeal to the reader by using “We” and interrogative, exclamatory, and expository sentences.
4. Present a conclusion that affirms your thesis and summarizes your arguments.

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

1. Precise and clear thesis statement
2. Prove the thesis statement with efficacy; refute the opposition
3. Organization: Introduction, development, conclusion
4. Derive the conclusion from the evidence
5. It fulfills the purpose of persuading the reader
6. Shows respect for other points of view in its arguments

Students will use their devices to look for information on their topic and will complete the assignment in Google docs individually. 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 present and 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 140-143 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.



## **Connection to Real Life**

Teachers will assign students a special project: Once a month they will read an article from a column written by Mayra Montero in the newspaper “El País”. They will determine the topic, the author’s position on the topic, and look for at least two arguments that support her thesis. Each student will present the selected article once a month.

### **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 8th grade Reading Standards for Literature and 8th grade Writing Standards.

### **ASSESSMENT METHODS:**

- Standards-aligned informal and formal assessments
- Student writing
- Benchmark Assessments
- AVANT STAMP4 assessment

### **EVALUATION STANDARDS:**

We will evaluate the course’s effectiveness by

- Analyzing student assessment data
- Surveying teachers, students, and parents to gather input
- Meeting with pilot course teachers to gather input and evaluate course components

**INSTRUCTIONAL MATERIALS:**

**Course Materials:**

Vista Higher Learning, Santanillas En Español, 8th Grade

**Supplemental Materials:**

Scholastic magazine *Ahora*

*Palabra Amiga* by Alma Flor Ada and Isabel Campoy

Committee Members:

- |                                   |                     |
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