

Glendale Unified School District

Middle School

June 21, 2016

Department: Foreign Language

Course Title: FLAG Language and Literature 6A/6B

Course Number: 1443FA / 1444FA

Grade Level: 6

Semester Credits: 10

Recommended
Prerequisite:

- Participation in the FLAG Armenian 50/50 Dual Immersion Program at the elementary level.
- Other fluent bilingual and bi-literate students may also be admitted upon assessment and recommendation made by teacher or program specialist.

Recommended
Textbook:

- *Mayreni 5* (Student Textbook) – Edit/Print Publishing House. Davit Gyurjinyan, Tamar Aleksanyan, Ashot Galstyan. Yerevan 2012. ISBN 978-9939-52-557-0
- *Mayreni 5* Workbooks 1 & 2 (student workbook) – Edit/Print Publishing House

Course Description: FLAG Armenian Language Arts 6A/6B is a course for students with Intermediate Mid/Intermediate High proficiency in Armenian as described by the ACTFL Proficiency Guidelines (2012). This course builds upon and applies the students' existing Armenian language skills in listening, speaking, reading and writing. This course emphasizes readings and discussions of stories, folk tales, biographies, and informational texts. Language conventions are also stressed. Students maintain and develop their cultural heritage through various experiences, such as research presentations. Students' projects also include formal essay writing and digital media projects in the target language. Upon successful completion of FLAG Armenian Language Arts course for 6th grade, students achieve the Advanced low level of proficiency pursuant to the ACTFL guidelines.

I. California Common Core State Standards

A. Reading Standards for Literature (RL) 6th Grade

1. Key Ideas and Details

- a) RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- b) RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - c) RL 3: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 2. Craft and Structure**
- a) RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
 - b) RL 5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
 - c) RL 6: Explain how an author develops the point of view of the narrator or speaker in a text.
- 3. Integration of Knowledge and Ideas**
- a) RL 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.
 - b) RL 8: (Not applicable to literature)
 - c) RL 9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- 4. Range of Reading and Level of Text Complexity**
- a) RL 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.

B. Reading Standards for Informational Text (RI) 6th Grade

1. Key Ideas and Details

- a) RI 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- b) RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- c) RI 3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

2. Craft and Structure

- a) RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- b) RI 5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
 - (1) a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA
- c) RI 6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

3. Integration of Knowledge and Ideas

- a) RI 7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- b) RI 8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- c) RI 9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

4. Range of Reading and Level of Text Complexity

- a) RI 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.

C. Writing Standards (W) for 6th Grade

1. Text Types and Purposes

- a) W1 1: Write arguments to support claims with clear reasons and relevant evidence.
 - (1) a. Introduce claim(s) and organize the reasons and evidence clearly.
 - (2) b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - (3) c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - (4) d. Establish and maintain a formal style.
 - (5) e. Provide a concluding statement or section that follows from the argument presented.
- b) W2 2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - (1) a. Introduce a topic or thesis statement; 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. CA
 - (2) b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - (3) c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - (4) d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - (5) e. Establish and maintain a formal style.
 - (6) f. Provide a concluding statement or section that follows from the information or explanation presented.
- c) W3 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- (1) a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- (2) b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- (3) c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- (4) d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- (5) e. Provide a conclusion that follows from the narrated experiences or events.

2. Production and Distribution of Writing

- a) W4 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.)
- b) W5 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 6.)
- c) W6 6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

3. Research to Build and Present Knowledge

- a) W7 7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- b) W8 8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- c) W9 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

4. Range of Writing

- a) W10 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.

D. Speaking and Listening (SL) for 6th Grade

1. Comprehension and Collaboration

- a) SL 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics,

texts, and issues, building on others' ideas and expressing their own clearly.

- (1) 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.
 - (2) b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - (3) c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - (4) d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- b) SL 2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
 - c) SL 3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

2. Presentation of Knowledge and Ideas

- a) SL 4: Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA
 - (1) a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA
- b) SL 5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- c) SL 6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

E. Language (L) Standards for 6th Grade

1. Conventions of Standards English (Armenian)

- a) L1 1: Demonstrate command of the conventions of standard English (Armenian) grammar and usage when writing or speaking.
 - (1) a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - (2) b. Use all pronouns, including intensive pronouns (e.g., myself, ourselves) correctly. CA
 - (3) c. Recognize and correct inappropriate shifts in pronoun number and person.*
 - (4) d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

- (5) e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
- b) L2 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - (1) a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*
 - (2) Spell correctly.
- 2. Knowledge of Language**
 - a) L3 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - (1) a. Vary sentence patterns for meaning, reader/ listener interest, and style.*
 - (2) b. Maintain consistency in style and tone.*
- 3. Vocabulary Acquisition and Use**
 - a) L4 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - (1) 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.
 - (2) b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - (3) c. Consult 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.
 - (4) 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).
 - b) L5 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - (1) a. Interpret figures of speech (e.g., personification) in context.
 - (2) b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - (3) c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
 - c) L6 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.

F. Reading Standards for Literacy in History/Social Studies for Grades 6-8

1. Craft and Structure

- a) RLHSS4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- b) RLHSS6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- c) RLHSS8. Distinguish among fact, opinion, and reasoned judgment in a text.

G. Writing Standards for Literacy in History/Social Studies for Grades 6-8

1. Text Types and Purposes

- a) WLHSS2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - (1) WLHSSa. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - (2) WLHSSb. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - (3) WLHSSd. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - (4) WLHSSe. Establish and maintain a formal style and objective tone.

2. Production and Distribution of Writing

- a) WLHSS4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

3. Research to Build and Present Knowledge

- a) WLHSS7. 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.
- b) WLHSS9. Draw evidence from informational texts to support analysis, reflection, and research.

II. Sample Assessments

- A. Formative Assessments
- B. Summative Assessments
- C. Presentations

III. Topic of Study - Suggested Time Distribution

- A. Semester 1 - Units 1 and 2
 - 1. Two nine week units
- B. Semester 2 - Units 3 and 4
 - 1. Two nine week units

Unit 1. Language and Culture: Armenian Dual Immersion

9 weeks

CCSS - RI.1, RI.2, RI.4, RI.5, RL.1, RL.2, RL.3, RL.4, RL.9, W 1, W 4, W 5, W 6, W 9, SL 1, SL 3, SL 4, SL 6

Essential Questions: How can language serve as a tool to acquire and preserve one's culture? How does an understanding of one's own culture help develop and understanding of other cultures and the universal aspects of language?

Students will gain an understanding of the origin and history of the Armenian language. Students will learn how maintaining one's language can preserve one's cultural identity and how studying a new language broadens one's understanding of another culture. Students will develop this understanding through analysis of poetry and other text types. Students will discuss how connecting with one's own culture and language helps shape one's identity.

Unit 2. Social Values/Morals

9 weeks

CCSS - RI.1, RI.2, RI. 6, RI. 8, RI. 9, RL. 1, RL.2, RL. 3, RL. 4, RL. 5, RL. 6, RL. 9, W 2, W 3, W 4, W 5, W 6, W 9, SL 1, SL 3, SL 4, SL 6

Essential Questions: How does world literature help you understand the universal moral values? How do moral values influence our daily lives? How can we contribute to the betterment of the world by practicing the universal moral values learned through literature?

Student will understand the importance of social values and morals. Students will gain insight about a person's influence on his/her immediate social circle and the society at large. Students will explore the literary technique of personification to make meaningful connections between literature and real life. Students will learn the importance of making moral decisions through reflective analysis of characters in literature.

Unit 3. People Who Shape History

9 weeks

CCSS - RI. 6, RI. 7, RI. 9, RI. 10, RL. 4, RL. 6, RL. 7, RL.9, RL.10, W 2, W 4, W 6, W 7, W 8, W 9, SL 1, SL 3, SL 4L, SL 6

Essential Question:

What characteristics do influential people share? How do their achievements contribute to the betterment of the world and help shape aspirations of others? What are some ways of developing character traits that describe influencers?

Students will explore how people's achievements in different fields influence others and change the world. Students will learn about prominent Armenians in art, science, sports and history. Students will integrate technology to research about influential people of various epoques and explore ways of developing similar character traits.

Unit 4. Environment and the Surrounding World

9 weeks

CCSS - RI. 2, RI. 4, RI. 10, W 6, W 7, W 8, SL 1, SL 3, SL 4, SL 6

Essential Questions: How does awareness of the environment and the surrounding world with its geographical, architectural and historical aspects help understand and appreciate a culture? How does it support the development of a global perspective and appreciation of diversity?

Students will learn about the geographical, architectural and historical aspects of a culture. Students will develop an understanding that the above mentioned aspects mirror the cultural identity of a certain era and people.

IV. Recommended Supplemental Materials

- A. *Matenik* (Reading Book) -Edit/Print Publishing House. Davit Gyurjinyan, Yerevan 2012, ISBN 978-9939-52-402-3
- B. *Hayrenagitutyun 5* - Makvilan Aremnia. A.A. Hovsepyan, A.V. Gyulbudaxyan, N.C. Toxanyan. Yerevan 2007, ISBN 978-99941-46-45-1)