

Glendale Unified School District

Middle School

February 7, 2012  
(Revised April 18, 2012)

Department: Foreign Language

Course Title: FLAG Spanish Language & Literature 1-2

Course Number:

Grade Level: 7

Semester Credits: 10 (2 semesters)

Recommended  
Prerequisite:

FLAG Spanish Elementary Dual Immersion Program (K-6). Other fluent bilingual and bi-literate students may also be admitted upon assessment and recommendation made by teacher.

Recommended  
Textbook:

*En Español 7 Libro de texto* by Santillana (student book)  
*En Español 7 Cuaderno de actividades* by Santillana (practice book)  
*En Español 7 Guía Docente* by Santillana (teacher's guide)

Course Description:

This course is designed as a continuation of the K-6<sup>th</sup> elementary school Spanish dual immersion program (FLAG). The emphasis of FLAG Spanish 1-2 is the continued improvement of skills in all four areas of communication: listening, reading, writing, and speaking. Students will further develop their spelling and writing skills. Upon graduation from middle school, students will achieve the Intermediate Level of proficiency in Spanish, a benchmark established by the American Council for the Teaching of Foreign Language (ACTFL) Proficiency Guidelines.

The following goals and objectives are aligned with the World Language Content Standards for California Public Schools, the ACTFL Language Proficiency Guidelines, and the Spanish textbook, *Español 7*.

I. **Goals**

The student will:

- A. Refine their receptive language skills of listening, reading comprehension, speaking and writing in Spanish.
- B. Read and appreciate literature, poetry, art and music from a variety of Latin American countries

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- C. Demonstrate mastery of grammatical structures in Spanish writing.
- D. Increase vocabulary necessary for meaningful conversation.
- E. Understand and appreciate cultural differences.

## II. **Standards**

(Based on the World Language Content Standards, State Content Standards and World-Class Instructional Design Spanish Language Standards)

### A. Content - Stage III

- 1. Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to fully address topics that increase in complexity.
  - a. Determine a theme or central idea of textual evidence to support analysis of what the text says explicitly as well as inference drawn from text. (3.4 CA State LA Standards)
  - b. Examine different kinds of paragraphs: descriptive, narrative, expository, and persuasive. (2.0 Writing Applications CA State LA Standards)
  - c. Students address concrete and factual topics related to the immediate and external environment such as social norms and historical and cultural figures.

### B. Communication - Stage III

- 1. Students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations.
  - a. Develop coherence and use proper grammar in oral discourse.

- b. Select, plan, infer and organize thoughts to produce narrative, descriptive and expository discourse. (3.6 World Language Standards)

C. Cultures- Stage III

- 1. Students understand the connection between language and culture; students discern how a culture views the world. Students comprehend the ideas, attitudes and values that shape the target culture.

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- a. Recognize cultural values in the literary text and compare and discuss cultural values of other nations. (3.2 World Language Standards)

- b. Use products, practices, and perspectives in culturally appropriate ways. (3.1)

D. Structures - Stage III

- 1. It is expected that the curriculum will feature language-specific structures essential to accurate communication. Students grasp the associate concepts and comprehend the structures of language such as grammar rules, vocabulary and elements.

- a. Correctly apply the rules of diacritical accents (te/té, de/dé, si /sí) (WIDA 4.A.3b)

- b. Apply rules of accents correctly and consistently (WIDA 4.A.3b)

- c. Recognize and use the correct spelling of words with special phonetic spelling such as (b-v; c-s-z-x; c-k-qu; g-j; h; ll-y; r-rr; m-n) (WIDA 4.A.3d)

E. Settings - Stage III

- 1. For students to communicate effectively, they must use the elements of language appropriate to a given situation. They use language that is culturally appropriate and can carry out tasks that reflect the target culture.

- a. Conduct interviews in Spanish. (Stage III World Language Standards & WIDA 3.B.3g)
- b. Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research. (WIDA 3.b.3e)
- c. Students use language in informal and some formal settings.

### III. Assessments

- A. Comprehension exercises
- B. Projects
- C. Essays
- D. Homework

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- E. Exams
- F. Midterm exams
- G. Quizzes

### IV. Topic of Study - Suggested Time Distribution

- A. **Discovering who I am (*Descubro quién soy*)** **Weeks 1-4**
  - 1. Students will recognize and study characteristics and categories of different literary genres.
  - 2. Students will identify and sort words according to semantic and lexical word categories.
  - 3. Identify words with diphthongs.
  - 4. Recognize the components of good communication in order to be able to communicate effectively with each other in Spanish.
  - 5. Know the components of writing a letter and compose them in Spanish.

6. Study the aspects of improvisation when talking or giving a speech in Spanish.
  - a. *“Yo soy aquel” (I am that)*
  - b. *“Mis primeros versos” (My first verses)*

**B. Our value (*Nuestro valor*)**

**Weeks 5-8**

1. Students will analyze elements of a story and their narrative points of view.
2. Define and identify the noun in a text. Classify these nouns according to their lexical variances and derived morphemes.
3. Write a narrative applying its fundamental elements.
4. Apply essential techniques when reading a story orally in Spanish.
  - a. *“Interludio” (Interlude)*
  - b. *“El hombrecito vestido de gris” (The little man dressed in gray)*

**C. Friendship: a game of accomplices (*La amistad: un juego de cómplice*)**

**Weeks 9-12**

1. Students will compare and contrast the structures of poetry (prose vs. verse).
2. Know the importance of synonyms in Spanish.
3. Identify words that are monosyllabic and apply the diacritical accent according to their context.
4. Identify pronouns and their different uses within sentences.
5. Identify key elements of a text to be able to write a summary.
6. Study and analyze non-verbal communication.

- a. *“Don Quijote de la Mancha”*
- b. *“La flor de luz” (The flower of light)*
- c. *“El caminante” (The walker)*

**D. We remember our roots (*Recordamos nuestras raíces*) **Weeks 13-16****

1. Students will evaluate the elements and structure of Spanish theater.
2. Identify and classify antonyms.
3. Know and apply the use of the hyphen, the parentheses and the *guion* (Spanish equivalent to quotation marks).
4. Apply the use of dialogue within a dramatic text.
5. Dramatize a theatrical text and apply characteristics of this genre.
  - a. *“Ten con ten” (Ten with ten- a poem)*
  - b. *“Vejigantes” (inspired by a play, A Puerto Rican mask)*
  - c. *“Sirena” (Mermaid)*

**E. Our cultural identity (*Nuestra identidad cultural*) **Weeks 17-20****

1. Students will reflect on their cultural identity and recognize that it shapes their opinions.
2. Students will write about their personal cultural experiences.

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3. Students will study cultural values in literary text and in the real world.
4. Apply knowledge of periods in sentences and the use of ellipses.
5. Identify and analyze the elements of an autobiography.
  - a. *“Cuando era puertorriqueña” (When I was Puerto Rican)*
  - b. *“Pedazos de mí” (Pieces of me)*

**F. The Puerto Rican language (*El puertorriqueño en su lengua*) **Weeks 21-24****

1. Students will learn the importance and characteristics of of essays.
2. Study and apply the use of quotation parks and colons.
3. Identify verbs in Spanish grammar.
4. Write an essay given a rubric.
5. Explore the importance of debates as a medium for discussing ideas.
  - a. *“Amol se escribe con r” (Write Amol with an r)*
  - b. *“La generación o sea” (The ‘or is’ generation)*
  - c. *“La lengua de Puerto Rico- el ensayo” (The Puerto Rican language- an essay)*

**G. I know and love my country (*Conozco y amo a mi patria*) Weeks 25-28**

1. Students will study the elements of a legend and determine its cultural importance.
2. Recognize that words have multiple meanings and uses (polysemic).
3. Apply the use of commas and semi colons correctly in Spanish writing.
4. Identify adverbs and their uses within sentences.
5. Write more elaborate outlines in Spanish.
6. Explore the importance of a “round-table” discussion for given topics.
  - a. *“La leyenda del Yunque” (The legend of Yunque)*

**H. Our Antillean voice (*Nuestra voz antillana*) Weeks 29-32**

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1. Students will study and recognize the elements that characterize poetry.
2. Apply the correct use of the grapheme *b* and *v*.
3. Identify the use of prepositions and conjunction within sentences.

4. Write a poem using the learned elements and techniques.
  - a. "A Cuba" (To Cuba)
  - b. "Mulata Antilla" (The Antillean Mulatto)

**I. The Caribbean not an islander (*El Caribe no isleño*) **Weeks 33-36****

1. Students will learn about the importance in of an interview in a journalistic text.
2. Study the use of analogies and how they are used in Spanish.
3. Apply the use of the *g* and the *j* spellings correctly.
4. Identify noun and verb phrases and their functions within sentences.
5. Prepare, present, and write an interview in Spanish.
  - a. "El olor de la guayaba" (The guava's smell)
  - b. "Compito conmigo para conseguir la perfección" (I compete with myself to achieve perfection)

**J. America and Spain united by one language (*América y España unidas por un idioma*)**

**Weeks 37-40**

1. Students will study and learn the elements of the novel genre.
2. Sort/group archaic and colloquial words.
3. Apply the spelling of the grapheme *c*, *s*, and *z* correctly.
4. Compose a descriptive text and present it orally.
  - a. "La ciudad y los perros" (The city and the dogs)
  - b. "Autoretrato" (Self-portrait)



V. Recommended Materials

- A. Mas allá de mi - Spanish version (Reaching Out), Francisco Jiménez, 2007
- B. Yo, Juan de Pareja- Spanish versión (I, Juan de Pareja), Elizabeth Borton, translated by Enrique Borton, 1996
- C. *Sendas Literarias 1-* Upper Level Spanish Test Generator
- D. *Sendas Literarias 1-* Manual de Asesoramiento 1 (Reading, Writing, Vocabulary and Poetry Units)
- E. *Sendas Literarias 1-* Gramática Para Hispanohablantes (Grammar for Spanish Speakers)
- F. *Sendas Literarias 1-* Gramática Para Hispanohablantes, Blackline Masters
- G. *Sendas Literarias 1-* Leyendas Mexicanas (Mexican Legends)
- H. *Sendas Literarias 1-* Leyendad Latinoamericanos (Reading, Writing, and Vocabulary Units)
- I. Caminos Peligrosos, Emile De Harven
- J. Garcia Lopez, Carlos; Olivero, Natalia, Español 7 Cuaderno de Trabajo, Santillana, 2006
- K. García López, Carlos; Santos Santana, Niéveleyn; Sierra Rivera, Judith; Español 7, Santillana 2006
- L. Antología de lectura 7; Santillana, 2006