

Glendale Unified School District

Middle School

February 7, 2012
(Revised April 18, 2012)

Department: Foreign Language

Course Title: FLAG Spanish Language & Literature 3-4 (Pre-AP)

Course Number:

Grade Level: 8

Semester Credits: 10 (2 semesters)

Recommended

Prerequisite: FLAG Spanish Language & Literature 1-2 and FLAG Spanish Elementary Dual Immersion Program (K-6)

Approved Text: *En Español 8 Libro de texto* by Santillana (student book)
En Español 8 Cuaderno de actividades by Santillana (practice book)
En Español 8 Guía Docente by Santillana (teacher's guide)

Course Description:

FLAG Spanish 3-4 is an intermediate course that will build upon and apply the students' existing Spanish language skills in listening, speaking, reading, and writing. This course emphasizes extensive readings and discussions of novels, plays, essays, and poetry from Spanish literature. Formal aspects of the language will be stressed including spelling, punctuation, and accentuation. Student projects will include formal essay writing, presentations in the target language, service activities, and cultural portfolios. Upon successful completion of the FLAG 8th grade course, students will achieve the Intermediate level of proficiency pursuant to the ACTFL 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, *En Español 8*.

I. Goals

The student will:

- A. Refine the receptive skills of listening and reading comprehension.
- B. Refine the productive skills of speaking and writing.
- C. Read and appreciate literature, poetry, art and music from a variety of Latin countries.

FLAG Spanish Language & Literature 3-4 (Pre-AP)
Page 2

- D. Demonstrate mastery of grammatical structures in Spanish writing.
- E. Practice and produce correct communication in Spanish.
- F. Continue to develop a global view of Hispanic Culture and the Spanish language.
- G. Completion of Stage III World Language Standards.

II. Objectives to Meet Goals (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 acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
 - d. Students address concrete and factual topics related to the immediate and external environment, including:
 - (1) Social norms
 - (2) Historical and cultural figures, stereotypes

- (3) Animals and their habitats
- (4) Community issues, current event
- (5) Origins of rites of passage, social and regional customs
- (6) Environmental concerns
- (7) Media, Internet, television, radio, film
- (8) Career, future plans

FLAG Spanish Language & Literature 3-4 (Pre-AP)
Page 3

B. Communication - Stage III

1. In order to achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences.
 - a. Develop coherence and use proper grammar in oral discourse. (World Language Standards)
 - b. Students use **planned language**. (paragraphs and strings of paragraphs) (3.0)
 - c. Engage in oral, written, or signed conversations. (3.1)
 - d. Interpret written, spoken, or signed language. (3.2)
 - e. Present to an audience of listeners, readers, or Spanish viewers. (3.3).
 - f. Describe, narrate, explain, state an opinion. (3.4)
 - g. Demonstrate understanding of the main idea and key details in authentic texts. (3.5)
 - h. Produce and present a written or oral product in a culturally authentic way. (3.6)

C. Cultures - Stage III

1. In order to 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. These shared common perspectives, practices, and products incorporate not only formal aspects of a culture such as contributions of literature, the arts and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society.
 - a. Students will participate and learn about celebrations in Latin cultures, Latin American art and Spanish literature. (3.1 World Language Standards)
 - b. Recognize cultural values in the literary text and compare and discuss cultural values of other nations. (3.2)
 - c. Students determine appropriate responses to situations with complications. (3.3)

FLAG Spanish Language & Literature 3-4 (Pre-AP)
Page 4

- d. Use products, practices, and perspectives in culturally appropriate ways. (3.4)
- e. Describe similarities and differences within the target cultures and among students' own cultures. (3.5)
- f. Describe how products and practices change when cultures come in contact. (3.6)

D. Structures – Stage III

1. It is expected that the curriculum will feature language specific structures essential to accurate communication. As students acquire vocabulary in the target language, students grasp the associated concepts, and comprehend the structures the language uses to convey meaning. Moreover, they discover patterns in the language system. A language system consists of not only grammar rules and vocabulary, but also such elements as gestures and other forms of nonverbal communication. A language system also includes discourse, whereby speakers learn what to say to whom and when. As they progress along the Language Learning Continuum, students use linguistically and grammatically appropriate structures to comprehend and produce messages. Students identify similarities and differences among the languages they know.

- 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)
- d. Students use knowledge of text structure to understand topics related to the external environment. (3.0)
- e. Use paragraph level discourse (text structure) to produce formal communications. (3.1)

E. Settings- Stage III

In order for students to communicate effectively, they use elements of language appropriate for a given situation. Language conveys meaning best when the setting, or context, in which it is used, is known. This knowledge of context assists students not only in comprehending meaning but also in using language that is culturally appropriate. Context also helps define and clarify the meaning of language that is new to the learner.

FLAG Spanish Language & Literature 3-4 (Pre-AP)
Page 5

- 1. Conduct interviews in Spanish. (Stage III World Language Standards & WIDA 3.B.3g)
- 2. Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research. (WIDA 3.b.3e)
- 3. Initiate age appropriate cultural or language use opportunities outside the classroom. (3.1)

III. Assessments

- A. Student Portfolios - pre-AP strategy
- B. Comprehension exercises
- C. Projects
- D. Essays

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

IV. Topic of Study - Suggested Time Distribution

A. **I take the island with me in my heart** (*Me llevo la Isla en el corazón*) **Weeks 1-4**

1. Students will recognize differences between literary genres.
2. Distinguish lexical variances of Spanish in Hispanic-American countries.
3. Categorize the different types of accents and apply accentuation rules correctly (i.e. accents in spelling, tonic accent).
4. Identify, distinguish and classify phonemes, graphemes, and morphemes.
5. Write a descriptive text and present it orally.
 - a. *“Con los pies en el piso: reflexiones a la vuelta de una cabriola” (With my feet on the ground: reflections of being in and out of the country)*
 - b. *“Poema- Nostalgia” (Poem- Nostalgia)*
 - c. *“Marianela” (Marianela)*

B. **Europe explores America** (*Europa explora América*) **Weeks 5-8**

1. Students will list, identify, and distinguish characteristics of a chronicle.
2. Define and distinguish words that belong to a similar semantic category or group.
3. Define and apply the function of the diacritical accent mark.
4. Define, identify, and classify the different parts of a sentence and their functions.

5. Write a chronicle using its characteristics and present it orally.
 - a. *“Brevisima relación de la destrucción de las Indias” (Brief account of the destruction of the West Indies)*
 - b. *“Del Orinoco al Amazonas” (From the Orinoco River to the Amazons)*
 - c. *“Diario de a bordo – La crónica colonial” (Diary on board- A colonial chronicle)*

C. Adventures on the Caribbean Sea (*Aventuras en el mar Caribe*) Weeks 9-12

1. Identify and distinguish characteristics of a personal narrative.
2. Be able to define and identify unknown words by using context clues.
3. Identify and classify pronouns and their grammatical function.
4. Define and apply the emphatic accent mark.
5. Write a personal narrative applying its characteristics and present it orally.
 - a. *“Relato de un naufrago” (A castaway’s narrative)*
 - b. *“Viajes” (Journeys)*

D. Our people and their customs (*Nuestra gente y sus costumbres*) Weeks 13-16

1. Students will identify and analyze characteristics of a novel, usually narrated by a main character.

2. Identify and apply signpost and transitional words.
3. Apply periods and commas correctly.
4. Write an expository text.
5. Identify and apply orally the important aspect when planning a meeting for debate or discussion.
6. Examine cultural values of other Latin-American nations.
 - a. *“Como paloma en vuelo” (Like a dove in flight)*
 - b. *“¡Cuéntame de ti, Sofía” (Tell me about you, Sofía)*
 - c. *“El Español” (In Spanish)*
 - d. *“Como agua para chocolate” (Like water for chocolate)*

E. Connected to Hispanic-America (*Conectados a Hispanoamérica*) Weeks 17-20

1. Students will examine the structure and characteristics of a journalistic text.
2. Recognize the overuse of certain words in written text and be able to apply knowledge of synonyms.
4. Define, identify, and classify the different parts of a sentence and their functions.
5. Recognize and identify the functions of a noun-phrase and its modifier.
6. Write an expository text (journalistic text) such as an article or blog.
7. Give a presentation with the objective to persuade an audience applying appropriate tone and volume.
 - a. *“Sobre blogs” (About blogs)*
 - b. *“El desencuentro” (The mix-up)*
 - c. *“Edmundo Paz Soldán y sus sueños digitales” (Edmundo Paz Soldán and his digital dreams)*

F. To love in verses (*Amar en versos*) **Weeks 21-24**

1. Students will analyze, evaluate and define the elements of poetry and lyrical genres.
2. Recognize the importance of homophones and homonyms.
3. Apply colons, semicolons, quotation marks, and ellipses correctly.
4. Identify grammatical mistakes when using verbs and their different tenses.
5. Be able to write a poem or lyrical text using a specific style.
 - a. “Éxtasis” (*Pure admiration*)
 - b. “Elegías dulces” (*Sweet elegies*)
 - c. “Himno y regreso” (*Hymn of returning home*)
 - d. “Égloga I” (*A pastoral poem I*)
 - e. “Definiendo al amor” (*Defining love*)

G. Journeys to there and back (*Viajes de ida y vuelta*) **Weeks 25-28**

1. Students will analyze the structure of poetry and evaluate its elements for analysis.
2. Identify and classify morphemes within prefixes and suffixes.
3. Understand plurals and recognize those that can be commonly mistaken.
4. Identify and classify regular and irregular verbs according to their morphology.
5. Write an instructive (how-to) text and present it orally.
 - a. “A Puerto Rico (Regreso)” (*Returning to Puerto Rico*)
 - b. “El extranjero” (*The tourist*)
 - c. “Poema del regreso” (*Poem about returning home*)
 - d. “Instrucciones para llorar” (*Instructions on how to cry*)

H. Hispanic-American myths and legends (*Mitos hispanoamericanos*)

1. Students will define, identify, and recognize myths and their elements.
2. Classify different types of analogies according to their relationships.
3. Apply and know the function of parentheses and brackets in a text.
4. Recognize the function of adverbs, prepositions and conjunctions as invariable parts of a sentence.
5. Write a myth or legend using its elements and characteristics.
6. Prepare, present, and evaluate a summary.
 - a. *“El mito azteca de la Creación” (The Aztec myth on creation)*
 - b. *“El Popol Vuh” (The Popol Vuh)*
 - c. *“El mito mapuche de la Patagonia sobre la Creación” (The Mapuche Indian of Patagonia’s myth about creation)*

I. Communication in the city (*La comunicación en la ciudad*) Weeks 33-36

1. Students will identify the characteristics and elements particular to theater and plays.
2. Classify different types of dictionaries and their uses.
3. Apply and write words that contain *b, v, ll* and *y* correctly.
4. Recognize the function of verb-phrases and their use in predicates.
5. Write a critical review of a theatrical play.
6. Prepare, present, and evaluate a dramatic representation of a text.
 - a. *“Quitatetú - Paseo a toda velocidad” (Quitatetú- A trip at full speed ahead)*
 - b. *“Poderosa puesta en escena” (Powerful woman placed on scene)*

J. Writing in Hispanic-America (*Escribir en Hispanoamérica*) Weeks 36-40

1. Students will distinguish elements of different types of essays.
2. Recognize the importance of noun-verb agreement to have coherence in an essay or speech.
3. Write words with the silent *h* correctly.

FLAG Spanish Language & Literature 3-4 (Pre-AP)
Page 10

4. Classify sentences into either simple or compound sentences depending on how they are written.
5. Write a persuasive essay and/or opinion article.
6. Prepare, present, and evaluate a debate.
 - a. *“Mastretta: maestra de escritores” (Mastretta: teacher of writers)*
 - b. *“Escribir” (Writing)*
 - c. *“El idioma español” (The Spanish Language)*

V. Recommended Materials

- A. Don Quijote de la Mancha (abridged version), Miguel de Cervantes, Alaguara Publishing, 2005
- B. El Cid (Spanish Edition), Marcel C. Andrade, Glencoe Mc-Graw Hill, 2000
- C. *En Español 8* - Online Student eBook Plus License, Santillana
- D. *Sendas Literarias 2*- Upper Level Spanish Test Generator
- E. *Sendas Literarias 2*- Manual de Asesoramiento 1 (Reading, Writing, Vocabulary and Poetry Units)
- F. *Sendas Literarias 2*- Gramática Para Hispanohablantes (Grammar for Spanish Speakers)
- G. *Sendas Literarias 2*- Gramática Para Hispanohablantes, Blackline Masters

- H. *Sendas Literarias 2- Leyendas Mexicanas* (Mexican Legends)
- I. *Sendas Literarias 2- Leyenda Latinoamericanos* (Reading, Writing, and Vocabulary Units)
- J. *Caminos Peligrosos, Emile De Harven*

FLAG Spanish Language & Literature 3-4 (Pre-AP)
Page 11

- K. García López, Carlos; Olivero, Natialia, Español 8, Cuaderno de Trabajo, Santillana, 2006
- L. García López, Carlos; Santos Santana, Niéveleyn; Sierra Rivera, Judith; Español 8, Santillana 2006
- M. Antología de lectura 8; Santillana, 2006