

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE: 6th grade Accelerated Spanish (AccLangSpan)
COURSE NUMBER: 005766
DEPARTMENT: Language Arts/World Language
LENGTH OF COURSE: Year Long
CREDITS PER SEMESTER: N/A
GRADE LEVEL(S): 6th 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.

BOARD OF EDUCATION ADOPTION:

COURSE DESCRIPTION:

This course will teach grade- level Spanish language arts aligned to the 6th 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.

This Spanish language reading, writing, speaking, and listening skill development will take place in the context of units organized around overarching questions such as “How can changes transform the way we look at the world?”, “What can we gain from reading about past civilizations?”, “What does it take to accomplish a goal?”, “How do people meet challenges and solve problems?”, “How can discoveries open new possibilities?”, and “When is it important to take action?”. Instruction will be delivered in Spanish and student work will be completed in Spanish.

COURSE PURPOSE:

The district has developed and supported bilingual programs at six elementary schools. Sixth 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 6th 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 6th grade Spanish Language Arts standards differ from the 6th grade English Language Arts standards.

Reading Literature:

Key Ideas and Details

1. Cite 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 how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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 a specific word choice on meaning and tone. **(See grade 6 Language standards 4-6 for additional expectations.) (CA)**
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.
6. Explain how an author develops the point of view of the narrator or speaker 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 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.

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

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).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4-6 for additional expectations.) (CA)**

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.

a. **Analyze the use of text features (e.g., graphics, headers, captions) in popular media (CA)**

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

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.

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.

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).

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) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.

- e. Provide a concluding statement or section that follows from 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 or a **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)**
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to 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 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 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 convey experiences and events.
 - e. Provide a conclusion that follows from 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 6.)
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.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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.
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”).

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 6 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, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing

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.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

4. Present claims and findings, (e.g., **argument, narrative, informative, response to literature presentations**), sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CA)

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)

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

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.) (CA)

Language

Conventions of Standard **Spanish**

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

a. Ensure that the different kinds of pronouns are used correctly. (personal, possessive, demonstrative, indefinite, relative, interrogative, reflexive)

b. Use pronouns correctly.

c. Recognize and correct inappropriate shifts in pronoun number and person. (**When both feminine and masculine nouns are present, the plural noun/pronoun of the combination is masculine.**)

d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

e. Recognize variations from standard **Spanish** in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional **Spanish**.

2. Demonstrate command of the conventions of standard **Spanish** capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements **with an emphasis on Spanish language rules that differ from English language rules.**
 - b. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/ listener interest, and style.*
 - b. Maintain consistency in style and tone.*

Vocabulary Acquisition and Use

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.
 - 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., **audiencia, auditorio, audible**).
 - 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.
 - 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., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., **austero, frugal, tacaño, ahorrativo**).

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.

KEY ASSIGNMENTS:

Each unit will include student writing products organized around genre. These writing assignments will comprise the key assignments:

- 1.) Using narrative structure to write about real events: autobiographical sketch, personal narrative
- 2.) Information/explanatory text: explanatory essay, formal letter with directions, history research report, science research report
- 3.) Argument writing: book review with reasons to read/not read the book, argument essay
- 4.) Using narrative and poetic forms to write about real or imagined events: fictional narrative, narrative poem

SAMPLE LESSON PLAN:

Sample Essential Question for a 6-week unit: What can we gain from reading about past civilizations?

Essential Question for a week within this unit: How did democracy develop?

Introduce the concept via collaborative conversations about a visual (10 minutes):
(Standards: RH 6.7, SL.6.1c)

Students read the essential question on page 104 of their Reading/Writing Workshop workbook.

Teacher: Explains that for thousands of years, people have been *aspiring* to govern themselves; discusses the photograph of Bouleuterion with the students, explaining that what happened there was a foundation, or basis, for democracy; gives background information on Priene, the Boule, and the Bouleuterion, and asks students, “How were the citizens of Priene laying a *foundation* for democracy? What was the Boule *aspiring* to do?”

Students: Discuss the questions in pairs or small groups

Teacher: Models how to use the graphic organizer to generate words and phrases related to the structure of Priene’s government; adds student ideas

Students: complete their graphic organizers, then discuss with their partner why they think Priene’s government was organized that way

Listening Comprehension/Interactive Read Aloud (10 minutes):

(Standards: SL.6.2, RI.6.1)

Before the Read Aloud:

Teacher will connect the reading to the central concept (democracy) by explaining that the US Constitution was not the first document outlining the relationship between free people and their government; the teacher is going to read aloud about two earlier documents on the path to democracy – the Magna Carta and the Mayflower Compact

Preview the genre (expository text) – teacher will explain the features of expository text

Teacher will preview the reading comprehension strategy of asking and answering questions (and will model it during the read aloud)

Read aloud/Think Aloud – Teacher reads page T 71 about the Magna Carta and the Mayflower Compact, stopping in at least 3 places to model/do a Think Aloud of the comprehension strategy of Asking and Answering questions about the passage

After the Read Aloud:

Teacher points out the elements of the passage that show it was an expository text; students think of other texts they've read that were expository

Students summarize the most important information from the reading in their own words

Vocabulary Development (10 minutes):
(Standard: L.6.6)

Teacher will first introduce each of the eight vocabulary words (aspirar, cimiento, especulacion, impulsar, precede, principal, resistir, restringir) by stating the definition, using the word in a sentence, and then having the students answer a question that uses the word. The definitions, example sentences, and questions can be found on the Visual Vocabulary Cards along with an illustration of the word/concept. (And on pages 106-107 in the Reading and Writing Workshop workbook)

Students will then choose three of the eight words, write questions that use them, and exchange their questions with a partner.

Close Reading:
(Standards: RI.6.2, RH.6.1)

The first read of the text (The Democracy Debate on pages 109-110 of the student text) will be a shared read. Students will identify key ideas and details about democracy. They will take notes and summarize, using the textbook's prompts as needed.

Before reading: Teacher will tell students that they are about to read about how the concept of democracy has changed over the centuries.

During reading, teacher will model how to take notes related to the Essential Question.

After paragraphs 1 and 2, teacher asks students, "How do the author's questions help readers set a purpose for reading?" Students discuss in pairs/small groups before sharing with whole class.

After paragraphs 3 and 4, teacher asks students, "What ideas did Socrates have about democracy? How are his ideas different than our ideas about democracy today?" Students discuss in pairs/small groups before sharing with whole class.

After the first read, students will tell their partners how philosophers' ideas influenced our democracy, citing evidence from the reading. Students will use these sentence frames to focus the discussion:

Lei que Aristoteles creia que..... (I read that Aristotle believed....)
Nuestra democracia refleja.... (Our democracy reflects....)

Re-read: Teacher will explain that good readers preview the text by looking at the title, headings, illustrations, and other text features and use those features to develop a key question that sets a purpose for reading. The teacher models this process with the first section of the passage. The students work in pairs to apply the strategy to the rest of the reading, discussing

- How they answered their purpose-setting questions (how they used the strategy)
- What the great thinkers of ancient Greece, Rome, and the United States thought about how democracy should be put into practice

Formative assessment and small group differentiation: Students can work in small groups depending on how well they were able to create and answer purpose-setting questions. The teacher can re-teach page T104 to students who are approaching level; students at level can review page T109, and Advanced students can do page T113.)

(During the rest of the week the students will read two more passages about democracy and apply the Ask and Answer Questions comprehension strategy. Each reading will be done with increasing student independence and less teacher guidance following the Gradual Release of Responsibility model. Students will analyze a sample student response that writes to one source – lessons on grammar and spelling will be embedded. Then students will write their own response writing to one source. Next students will analyze a sample student response that writes to two sources with grammar and spelling lessons embedded. After that, students will write their own response that writes to two sources.)

Activities:

Each unit will be organized around a central question and will include student writing products organized around genre:

- 1.) Using narrative structure to write about real events: autobiographical sketch, personal narrative
- 2.) Information/explanatory text: explanatory essay, formal letter with directions, history research report, science research report
- 3.) Argument writing: book review with reasons to read/not read the book, argument essay
- 4.) Using narrative and poetic forms to write about real or imagined events: fictional narrative, narrative poem

The reading, writing, speaking, and listening activities in each unit will be organized around one of these overarching questions: “How can changes transform the way we look at the world?”, “What can we gain from reading about past civilizations?”, “What does it take to accomplish a goal?”, “How do people meet challenges and solve problems?”, “How can discoveries open new possibilities?”, and “When is it important to take action?”.

INSTRUCTIONS METHODS and/or STRATEGIES:

Students will engage in these learning activities:

Collaborative conversations

Using new vocabulary words in context

Practicing reading comprehension strategies with grade level readings in a variety of genres

Practice vocabulary strategies (ex: Latin roots, prefixes, and suffixes)

Close reading

Annotating text

Completing graphic organizers

Summarizing text
Grammar lessons
Grammar skills practice
Spelling lessons
Interactive read-alouds
Shared reads
Writing to sources
Reading/writing workshop
Fluency practice
Genre writing
Differentiated small group instruction and leveled readers (levels: Approaching, At Level, Advanced)
Short research projects

Teachers will use strategies that include the following:

- Direct instruction – chunked with checks for understanding that include individual think time and paired/small group oral processing
- Realia, visuals, multi-media, TPR (total physical response), graphic organizers, and other strategies to make input comprehensible
- Language frames to support the use of academic language in speaking and writing
- Collaborative group work
- Formative assessment

ASSESSMENTS INCLUDING METHODS and/or TOOLS

Standards-aligned informal and formal assessments

Unit assessments (each unit is about 6 weeks)

Student reading and writing: Each unit will include reading Spanish texts; both informational and literature and will assess reading comprehension by both written and oral responses . Additionally, full-process writing products such as autobiographical sketches, personal narratives, explanatory essays, formal letters, book reviews, argument essays, fictional narratives, narrative poems, and history and science research reports. In the areas of listening and speaking, students will be assessed through classroom observation, presentations and conversations and interviews with teachers and peers.

INSTRUCTIONAL MATERIALS:

Course Materials:

McGraw Hill's 6th grade *Maravillas*

Supplemental Materials:

Scholastic magazine *Ahora*

Palabra Amiga by Alma Flor Ada and Isabel Campoy

Committee Members:

1. Carmen Garcés
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