

# Spanish for Native Speakers III

## Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish for Native Speakers III  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure: Secondary Spanish  
 Grades: 9-12

Spanish for Native Speakers III

Spanish for Native Speakers III is an elective course that furthers the communication skills acquired in Spanish for Native Speakers II, with the aim of language proficiency. Spanish for Native Speakers III includes the review and expansion of essential Spanish grammar and vocabulary necessary for advanced oral and written communication. *Authentic* audio and video recordings as well as native Spanish speakers are accessed to deepen cultural, sociological, and literary insights into the Spanish-speaking world. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. The course is conducted entirely in Spanish. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish for Native Speakers III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Spanish for Native Speakers II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Stand	Content Standard
Communication	
	1. Students shall process oral, written, and/or visual messages in <i>standard Spanish</i> (interpretive).
	2. Students shall interact verbally and/or in writing in <i>standard Spanish</i> (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in <i>standard Spanish</i> (presentational).
Culture	
	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world ( <i>practices</i> ).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world ( <i>products</i> ).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world ( <i>perspectives</i> ).
Connections	
	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i> ).
Comparisons	
	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	
	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in *standard Spanish* (interpretive).

CMC.1.SNSIII.1	Analyze a variety of <i>authentic</i> literary texts (e.g., poetry, prose, drama)
CMC.1.SNSIII.2	Interpret elements of a short story (e.g., theme, character, setting, supporting details) in <i>authentic</i> texts
CMC.1.SNSIII.3	Analyze <i>literary styles</i> and techniques (e.g., classical literature, modern literature)
CMC.1.SNSIII.4	Follow spontaneous, complex instructions or directions in a variety of unfamiliar situations
CMC.1.SNSIII.5	Interpret spontaneous, complex correspondence and communication from a variety of sources
CMC.1.SNSIII.6	Interpret meaning from a variety of visual and multimedia cues
CMC.1.SNSIII.7	Use various accents, <i>idiomatic expressions</i> , and proverbs
CMC.1.SNSIII.8	Use reading and listening strategies to enhance comprehension

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in *standard Spanish* (interpersonal).

CMC.2.SNSIII.1	Defend opinions with supporting evidence on a variety of topics in <i>standard Spanish</i>
CMC.2.SNSIII.2	Sustain extended conversation on a variety of topics (e.g., in-depth interview using probing questions)
CMC.2.SNSIII.3	Correspond in formal situations using correct <i>register</i> (e.g., business letters, resumes)
CMC.2.SNSIII.4	Use persuasion to advocate a point of view
CMC.2.SNSIII.5	Substantiate opinions through elaboration, summarization, and rephrasing of ideas
CMC.2.SNSIII.6	Communicate using appropriate compound <i>tenses</i> and <i>moods</i> <ul style="list-style-type: none"><li>• present indicative</li><li>• immediate future</li><li>• progressive <i>tenses</i></li><li>• preterite</li><li>• imperfect</li><li>• future</li><li>• conditional</li><li>• perfect <i>tenses</i></li><li>• subjunctive <i>mood</i></li></ul>
CMC.2.SNSIII.7	Employ <i>circumlocution</i> skills to exchange information about complex or unfamiliar topics

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in *standard Spanish* (presentational).

CMC.3.SNSIII.1	Formulate well-constructed and relevant compositions on a variety of complex topics
CMC.3.SNSIII.2	Sustain <i>fluid</i> conversation on complex subjects using supporting details and descriptions
CMC.3.SNSIII.3	Create rehearsed or spontaneous dramatic or musical expressions on a variety of cultural themes
CMC.3.SNSIII.4	Perform complex original literary or musical works using <i>rhetorical devices</i>
CMC.3.SNSIII.5	Employ the <i>writing process</i> , including peer editing
CMC.3.SNSIII.6	Produce level-appropriate visual or multimedia projects using technology (e.g., poster, brochure, slideshow, video, <i>podcast</i> )
CMC.3.SNSIII.7	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level <ul style="list-style-type: none"><li>• written accents</li><li>• capitalization</li><li>• <i>phonetic</i> homonyms (e.g., y/ll, g/j, s/z/c)</li></ul>

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SNSIII.1	Evaluate social and cultural traditions of Spanish-speaking communities found in the United States and the world
CLT.4.SNSIII.2	Analyze the influence of other languages on the culture of Spanish-speaking communities (e.g., <u>chao/ciao</u> )
CLT.4.SNSIII.3	Interact using culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions)
CLT.4.SNSIII.4	Investigate <i>authentic</i> activities representative of Spanish-speaking communities (e.g., music, games, sports, celebrations)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SNSIII.1	Identify <i>products</i> particular to the regions and <i>indigenous</i> groups found in the United States and the world (e.g., Inca, Apache, Araucanos)
CLT.5.SNSIII.2	Create original work, in <i>standard Spanish</i> , if applicable, based on the performing arts of Spanish-speaking cultures (e.g., drama, dance, music, movies)
CLT.5.SNSIII.3	Evaluate the historical contributions of literature and music created by Spanish-speaking communities (e.g., tango, <u>A Roosevelt</u> by Ruben Darío)
CLT.5.SNSIII.4	Evaluate, in <i>standard Spanish</i> , the purposes of <i>tangible products</i> (e.g., political cartoons, regional advertisements)
CLT.5.SNSIII.5	Evaluate, in <i>standard Spanish</i> , the purposes of <i>intangible products</i> (e.g., social classes, political institutions)
CLT.5.SNSIII.6	Assess, in Spanish, the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between geography, climate, natural resources, politics, society, migration, deforestation, or pollution and <i>products</i> )
CLT.5.SNSIII.7	Analyze <i>products</i> of the Amazon rainforest and the effects of deforestation and the world

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SNSIII.1	Analyze historical and literary viewpoints of Spanish-speaking cultures found in the United States
CLT.6.SNSIII.2	Analyze the impact of geography on daily life of Spanish-speaking communities
CLT.6.SNSIII.3	Evaluate cultural aspects as presented in mass media, multimedia, and print (e.g., education, entertainment, politics)
CLT.6.SNSIII.4	Evaluate roles of women in history, literature, and media in the Spanish-speaking communities found in the United States and the world
CLT.6.SNSIII.5	Evaluate, in <i>standard Spanish</i> , the influence of historical events and figures on individual and group <i>perspectives</i> (e.g., revolutionary movements, Emilio Zapata, Simon Bolivar)
CLT.6.SNSIII.6	Evaluate, in <i>standard Spanish</i> , the influence of modern events and figures on individual and group <i>perspectives</i> (e.g., elections, immigration, <u>telenovelas</u> , Hugo Chavez, Ricky Martin)
CLT.6.SNSIII.7	Evaluate, in <i>standard Spanish</i> , <i>perspectives</i> reflected in <i>products</i> and <i>practices</i> among Spanish-speaking communities
CLT.6.SNSIII.8	Create, in <i>standard Spanish</i> , original works that reflect the unique <i>perspectives</i> of Spanish-speaking cultures

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SNSIII.1	Make currency and measurement conversions
CNN.7.SNSIII.2	Compare and contrast pre-Columbian societies
CNN.7.SNSIII.3	Compare and contrast modern and pre-Colombian communities
CNN.7.SNSIII.4	Create original examples of artistic expression representative of Spanish-speaking communities, using available technology (e.g., art, music, dance)
CNN.7.SNSIII.5	Create original examples of <i>authentic</i> games and sports
CNN.7.SNSIII.6	Analyze <i>authentic</i> or <i>adapted</i> texts
CNN.7.SNSIII.7	Collect data results, in <i>standard Spanish</i> , using available technology (e.g., population growth among countries)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SNSIII.1	Evaluate the influence of notable Spanish speakers and their contributions
CNN.8.SNSIII.2	Analyze modern views of daily life based on the historical aspects of colonization
CNN.8.SNSIII.3	Analyze modern views of superstitions and legends as they influence immigration or migration
CNN.8.SNSIII.4	Analyze legal and political systems found in the United States and the Spanish-speaking world
CNN.8.SNSIII.5	Evaluate, in <i>standard Spanish</i> , the interdependence that exists between the Spanish-speaking cultures and the world using <i>authentic</i> sources (e.g., imports/exports, natural resources, medicine)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SNSIII.1	Use <i>idioms, regionalisms, colloquialisms</i> , and proverbs in appropriate contexts
CMP.9.SNSIII.2	Use various <i>dialects, pitch, and intonation</i> in appropriate contexts

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SNSIII.1	Compare and contrast visual arts, food, music, and dance
CMP.10.SNSIII.2	Compare and contrast cultural traditions and celebrations
CMP.10.SNSIII.3	Compare and contrast the treatment of controversial issues
CMP.10.SNSIII.4	Compare the social systems of Spanish-speaking communities to those of their own (e.g., education, economy, politics, the arts)
CMP.10.SNSIII.5	Compare and contrast the reporting of international events by the media in Spanish-speaking countries and in the United States
CMP.10.SNSIII.6	Analyze the role of the United States and other countries as presented in literature

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SNSIII.1	Contribute to local and/or regional media in Spanish-speaking communities (e.g., radio announcements, weather reports)
CMN.11.SNSIII.2	Correspond, in <i>standard Spanish</i> , using technology (e.g., <i>key pals</i> , pen pals)
CMN.11.SNSIII.3	Analyze contributions of organizations and leaders to Spanish-speaking communities
CMN.11.SNSIII.4	Demonstrate activities representative of Spanish-speaking communities (e.g., sports, games, travel, media, music)
CMN.11.SNSIII.5	Create Spanish literature for use within the local or global community (e.g., brochures, children's books, <i>wikis</i> )

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SNSIII.1	Use <i>standard Spanish</i> language daily
CMN.12.SNSIII.2	Provide enrichment activities within the school and/or community (e.g., perform dance, read to children in local library)
CMN.12.SNSIII.3	Predict the use of Spanish in daily life and future occupations
CMN.12.SNSIII.4	Explore personal occupation opportunities available in which Spanish language abilities are beneficial

## Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a “Web log”
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., “the thing that stops a car” for “brakes”)
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to a geographical region(s), culture(s), or subculture(s)
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language’s speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, education system, religion, music)
Intonation	The pattern or melody of <i>pitch</i> changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures.
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author’s distinctive way of writing; an author’s use of language, its effects, and its appropriateness to the author’s intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete ( <i>tangible</i> ) or abstract ( <i>intangible</i> ) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing