

# Spanish for Native Speakers II

## Foreign Language Curriculum Framework

Revised 2007

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

### Spanish for Native Speakers II

Spanish for Native Speakers II extends the reading and writing skills of the fluent speaker with attention to problems particular to Spanish-speaking students. Extensive writing improves the grammar, spelling, and mechanics of formal language use. The students read, discuss, and write about various genres of Hispanic literature, focusing on improving reading comprehension, critical thinking, and analytical skills. The course includes cultural, sociological, and literary insights into the Spanish-speaking world. 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 II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Spanish for Native Speakers I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Stand	Content Standard
<b>Communication</b>	
	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).
<b>Culture</b>	
	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> ).
<b>Connections</b>	
	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 ( <i>global perspectives</i> ).
<b>Comparisons</b>	
	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).
<b>Communities</b>	
	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.SNSII.1	Interpret <i>aesthetic qualities</i> of <i>adapted</i> and short <i>authentic</i> literary texts on a variety of topics
CMC.1.SNSII.2	Interpret theme, characters, setting, and supporting details in <i>adapted</i> and short <i>authentic</i> literary texts
CMC.1.SNSII.3	Compare and contrast <i>literary styles</i> and techniques (e.g., classical literature, modern literature)
CMC.1.SNSII.4	Follow detailed instructions or directions for a variety of familiar situations
CMC.1.SNSII.5	Interpret complex correspondence and communication from a variety of sources
CMC.1.SNSII.6	Interpret meaning from a variety of visual and multimedia cues
CMC.1.SNSII.7	Use <i>colloquialisms</i> , <i>regionalisms</i> , and linguistic <i>borrowings</i> (e.g., <u>coquí</u> , <u>guajolote</u> , <u>palta</u> )
CMC.1.SNSII.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.SNSII.1	Discuss a variety of topics using appropriate <i>register</i>
CMC.2.SNSII.2	Initiate <i>fluid</i> spontaneous conversations (e.g., interviews)
CMC.2.SNSII.3	Exchange personal viewpoints, ideas, and opinions on concrete and abstract topics (e.g., written correspondence, debate)
CMC.2.SNSII.4	Express detailed opinions and personal feelings
CMC.2.SNSII.5	Share personal reactions and opinions about <i>authentic</i> literary texts
CMC.2.SNSII.6	Communicate using appropriate vocabulary, <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.SNSII.7	Employ <i>circumlocution</i> skills to exchange information about unfamiliar topics

Strand: Communication

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

CMC.3.SNSII.1	Write clear, detailed, straight-forward compositions on a variety of topics
CMC.3.SNSII.2	Sustain <i>fluid</i> , sequential, straight-forward conversation using supporting ideas and relevant examples
CMC.3.SNSII.3	Produce simple rehearsed dramatic or musical expressions
CMC.3.SNSII.4	Perform short, original literary or musical works using <i>rhetorical devices</i>
CMC.3.SNSII.5	Employ the <i>writing process</i> , including peer editing
CMC.3.SNSII.6	Produce level-appropriate visual or multimedia projects using technology (e.g., poster, brochure, slideshow, <i>podcast</i> )
CMC.3.SNSII.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., ll/y, g/j, s/c/z)</li></ul>

Strand: Culture

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

CLT.4.SNSII.1	Analyze social and cultural traditions of Spanish-speaking communities found in the United States and the world
CLT.4.SNSII.2	Analyze the influence of other languages on the culture of Spanish-speaking communities (e.g., use of <u>vos</u> , <u>Alhambra</u> , <u>ojalá</u> <u>theta</u> )
CLT.4.SNSII.3	Interact using culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions)
CLT.4.SNSII.4	Participate in 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.SNSII.1	Identify <i>products</i> particular to the regions and <i>indigenous</i> groups found in the United States and the world (e.g., Zuni, Yaqui, Maya)
CLT.5.SNSII.2	Interpret the performing arts of Spanish-speaking cultures (e.g., music, dance, movies, plays)
CLT.5.SNSII.3	Analyze the historical contributions of literature and music created by Spanish-speaking communities (e.g., salsa, Don Quijote)
CLT.5.SNSII.4	Analyze, in <i>standard Spanish</i> , the relationship between Spanish-speaking cultures and their <i>tangible products</i> (e.g., national monuments, murals, symbols)
CLT.5.SNSII.5	Analyze, in <i>standard Spanish</i> , the relationship between Spanish-speaking cultures and their <i>intangible products</i> (e.g., Spanish monarchy, Mexican political structures, Colombian educational system)
CLT.5.SNSII.6	Analyze, in <i>standard Spanish</i> , the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between deforestation, pollution, geography, natural resources, politics, society, or migration and <i>products</i> )
CLT.5.SNSII.7	Identify <i>products</i> and effects of the rainforests found in Spanish-speaking countries (e.g., Central America, Amazon)

Strand: Culture

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

CLT.6.SNSII.1	Compare and contrast historical and literary viewpoints of Spanish-speaking cultures found in the United States
CLT.6.SNSII.2	Analyze the impact of geography on the daily life of Spanish-speaking communities
CLT.6.SNSII.3	Analyze cultural aspects as presented in mass media, multimedia, and print (e.g., entertainment, education, politics)
CLT.6.SNSII.4	Analyze roles of women in history, literature, and media in the Spanish-speaking communities found in the United States and the world
CLT.6.SNSII.5	Discuss, 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.SNSII.6	Discuss, 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.SNSII.7	Analyze, in <i>standard Spanish</i> , unique cultural <i>perspectives</i> reflected in <i>products</i> and <i>practices</i> (e.g., <u>sarapes</u> , <u>mate</u> , <u>boleros</u> )

Strand: Connections

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

CNN.7.SNSII.1	Make currency and measurement conversions
CNN.7.SNSII.2	Describe various aspects of pre-Columbian societies (e.g., social structure, architecture)
CNN.7.SNSII.3	Describe various aspects of modern Spanish-speaking communities (e.g., dance, education, family)
CNN.7.SNSII.4	Compare and contrast examples of artistic expression representative of Spanish-speaking communities (e.g., art, dance, music)
CNN.7.SNSII.5	Investigate <i>authentic</i> games and sports
CNN.7.SNSII.6	Discuss <i>authentic</i> or <i>adapted</i> texts

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.SNSII.1	Discuss influences of notable Spanish speakers and their contributions
CNN.8.SNSII.2	Compare and contrast the conquest of the Americas to the colonization of the United States
CNN.8.SNSII.3	Compare and contrast superstitions and legends to those of the United States (e.g., breaking a mirror brings bad luck, avoiding black cats, <u>La Llorona</u> , Headless Horseman)
CNN.8.SNSII.4	Compare and contrast legal and political systems of Spanish-speaking countries to those of the United States (e.g., laws protecting citizens' rights, forms of government)
CNN.8.SNSII.5	Analyze, 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)
CNN.8.SNSII.6	Analyze the contribution of the <i>products</i> of Spanish-speaking cultures on other cultures (e.g., <u>piñata</u> , chocolate, sugar cane, coffee, the arts)

Strand: Comparisons

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

CMP.9.SNSII.1	Compare and contrast <i>idioms, regionalisms, colloquialisms</i> , and proverbs from various Spanish-speaking countries
CMP.9.SNSII.2	Compare and contrast <i>dialects, pitch, and intonation</i> used in Spanish-speaking countries and the United States
CMP.9.SNSII.3	Compare and contrast <i>indigenous</i> languages of Spanish-speaking countries
CMP.9.SNSII.4	Use <i>Anglicisms</i> in appropriate context

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.SNSII.1	Compare and contrast examples of visual arts, music, dance, and food
CMP.10.SNSII.2	Compare and contrast cultural traditions and celebrations
CMP.10.SNSII.3	Compare and contrast belief systems (e.g., social hierarchy, religion)
CMP.10.SNSII.4	Compare social patterns of other Spanish speaking communities to their own (e.g., meeting new people, dating, school, meeting new people, employment, transportation)

Strand: Communities

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

CMN.11.SNSII.1	Contribute to local and/or regional media in Spanish speaking communities (e.g., letter to the editor, interview, artwork, photography)
CMN.11.SNSII.2	Investigate contributions from local and national Spanish-speaking leaders and organizations
CMN.11.SNSII.3	Correspond, in <i>standard Spanish</i> , using technology (e.g., <i>key pals</i> , pen pals)
CMN.11.SNSII.4	Investigate activities representative of Spanish-speaking communities (e.g., sports, games, travel, media, music)

Strand: Communities

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

CMN.12.SNSII.1	Use <i>standard Spanish</i> language daily
CMN.12.SNSII.2	Provide enrichment activities within the school and/or community (e.g., teach Spanish to elementary students)
CMN.12.SNSII.3	Predict the use of Spanish in daily life and future occupations
CMN.12.SNSII.4	Investigate occupations within the local community in which Spanish-language abilities are beneficial (e.g., interview a Spanish-speaking community member about his/her occupation)

## 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