

## **Spanish for Native Speakers Level I**

### **Course Description**

Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. The recommended entrance requirement for the Spanish for Native Speakers I is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak or write at the Intermediate level prior to entering the course.

This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities.

Because heritage speakers of Spanish students may have widely varying educational backgrounds, teachers must adjust the vocabulary and content of this course to reflect developmentally appropriate interests. This course may be taught over one year (e.g., traditional middle or high school programs) or during one semester (e.g., 4 x 4 block schedule). The integration of technology is an important tool in accessing Spanish resources and materials that reinforce the acquisition of academic language.

By the end of the Spanish for Native Speakers I course, students should exhibit Intermediate-Mid level proficiency in listening, speaking, reading and writing, and some students may attain Intermediate-High proficiency or above (ACTFL Proficiency Guidelines, 1999).

## **Georgia Performance Standards for Spanish for Native Speakers Level I**

### **Standards with Elements**

#### **Communication in the Interpersonal Mode**

- SNS1.IP1 Exchange a variety of oral and written information and ideas in Spanish on topics related to contemporary events and issues, utilizing cultural references where appropriate.
- A. Express needs and desires.
  - B. Share emotions and preferences.
  - C. Elicit and express opinions and information.
  - D. Exchange personal reactions to spoken and written information related to Hispanic cultures.
- SNS1. IP2 Initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
- A. Participate in extended oral and written activities using the appropriate tenses and discourse structures.
  - B. Exchange ideas clearly using level-appropriate language.
  - C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
  - D. Use self-correction.
  - E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.

#### **Communication in the Interpretive Mode**

- SNS1.INT1 Comprehend spoken and written language on new and familiar topics presented through a variety of media in Spanish, including authentic materials.
- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
  - B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages.
  - C. Comprehend and react to current events and issues presented through print and electronic media.
  - D. Understand connected discourse.
  - E. Expand knowledge of academic vocabulary in Spanish.
  - F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension.

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### **Communication in the Presentational Mode**

- SNS1.P1 Present information in Spanish orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse.
- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
  - B. Produce extended oral presentations using visual and technological support as appropriate.
  - C. Write organized compositions using visual and technological support as appropriate.
  - D. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
- SNS1.P2 Present student-created as well as culturally authentic stories, poems, and/or skits in Spanish.
- A. Prepare and present Hispanic poetry, skits or stories.
  - B. Prepare and present organized original essays, poetry, skits or stories in Spanish.

### **Cultural Perspectives, Practices, and Products**

- SNS1.PPP1 Understand, describe, and discuss perspectives, practices, and products of Hispanic cultures and how they are interrelated.
- A. Participate in cultural events.
  - B. Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world.
  - C. Identify and evaluate contributions of Hispanic cultures to the modern world.
  - D. Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
  - E. Research and report on the history and development of Hispanic cultures and communities.

### **Connections, Comparisons, and Communities**

- SNS1.CCC1 Reinforce and broaden knowledge of connections between Spanish and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.
- A. Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures.
  - B. Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
  - C. Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

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- SNS1.CCC2 Investigate the similarities and differences that exist within and among Spanish-speaking cultures.
- A. Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities.
  - B. Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States.
  - C. Recognize and discuss local, regional, and national differences in Spanish-speaking countries, i.e., political organization, history, economic development, etc.
- SNS1.CCC3 Expand knowledge of the English language through the study and analysis of the Spanish language.
- A. Compare linguistic elements of Spanish and English, such as the different structures used to express time, tense, and mood, as well as popular idioms.
  - B. Identify and use cognates to expand academic vocabulary in Spanish and English.
- SNS1.CCC4 Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
- A. Discuss information acquired through the use of informational and entertainment media and technology in Spanish.
  - B. Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
  - C. Identify career paths that require bilingualism.

## Georgia Performance Standards for Spanish for Native Speakers Level I

### **Skills and Suggested Themes for Spanish for Native Speakers**

Typical heritage learners of Spanish will exhibit varying levels of proficiency. The following lists should serve as a guide for instruction. Note that the Skills Developed List is referenced to the Georgia Performance Standards, which may be used for further clarification. Local curricula may vary with respect to topics listed.

#### **Skills developed in SNS I:**

<b>SNS1.IP1A</b>	Express needs and desires.
<b>SNS1.IP1B</b>	Share emotions and preferences.
<b>SNS1.IP1C</b>	Elicit and express opinions and information.
<b>SNS1.IP1D</b>	Exchange personal reactions to spoken and written information related to Hispanic cultures.
<b>SNS1.IP2A</b>	Participate in extended oral and written activities using the appropriate tenses and discourse structures.
<b>SNS1.IP2B</b>	Exchange ideas clearly using level-appropriate language.
<b>SNS1.IP2C</b>	Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
<b>SNS1.IP2D</b>	Use self-correction.
<b>SNS1.IP2E</b>	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.
<b>SNS1.INT1A</b>	Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
<b>SNS1.INT1B</b>	Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages.
<b>SNS1.INT1C</b>	Comprehend and react to current events and issues presented through print and electronic media.
<b>SNS1.INT1D</b>	Understand connected discourse.
<b>SNS1.INT1E</b>	Expand knowledge of academic vocabulary in Spanish.
<b>SNS1.INT1F</b>	Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension.
<b>SNS1.P1A</b>	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
<b>SNS1.P1B</b>	Produce extended oral presentations using visual and technological support as appropriate.
<b>SNS1.P1C</b>	Write organized compositions using visual and technological support as appropriate.
<b>SNS1.P1D</b>	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
<b>SNS1.P2A</b>	Prepare and present Hispanic poetry, skits or stories.
<b>SNS1.P2B</b>	Prepare and present organized original essays, poetry, skits or stories in Spanish.
<b>SNS1.PPP1A</b>	Participate in cultural events.
<b>SNS1.PPP1B</b>	Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world.
<b>SNS1.PPP1C</b>	Identify and evaluate contributions of Hispanic cultures to the modern world.
<b>SNS1.PPP1D</b>	Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
<b>SNS1.PPP1E</b>	Research and report on the history and development of Hispanic cultures and communities.

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- SNS1.CCC1A** Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures.
- SNS1.CCC1B** Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
- SNS1.CCC1C** Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
- SNS1.CCC2A** Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities.
- SNS1.CCC2B** Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States.
- SNS1.CCC2C** Recognize and discuss local, regional, and national differences in Spanish-speaking countries, i.e., political organization, history, economic development, etc.
- SNS1.CCC3A** Compare linguistic elements of Spanish and English, such as the different structures used to express time, tense, and mood, as well as popular idioms.
- SNS1.CCC3B** Identify and use cognates to expand academic vocabulary in Spanish and English.
- SNS1.CCC4A** Discuss information acquired through the use of informational and entertainment media and technology in Spanish.
- SNS1.CCC4B** Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
- SNS1.CCC4C** Identify career paths that require bilingualism.

### Suggested Topics for Spanish for Native Speakers I:

Teachers are encouraged to incorporate themes from previous levels. The degree of depth of instruction depends upon student ability and interest.

- Bilingual/Bicultural Identity
- Career and Business
- Communities
- Future Goals and Expectations
- Geography and Map Skills
- Health and Fitness
- History of Spanish-Speaking Countries and Communities
- Leisure
- Media and Technology
- Political Issues and Structures
- Pop Culture
- Relationships
- Socio-linguistic Stereotypes