

## Course Profile



Advanced Mid-  
Advanced High



Advanced Mid-  
Advanced High



Advanced  
Mid



Advanced Mid-  
Advanced High



Advanced  
Mid

### Spanish for Native Speakers 2 GPS

#### Communication in the Interpersonal Mode

**SNS2.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.

**SNS2.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

**SNS2.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

#### Communication in the Presentational Mode

**SNS2.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.



## Spanish for Native Speakers 2

### **SNS2.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**

#### **SNS2.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**

#### **SNS2.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.

#### **SNS2.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.

#### **SNS2.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.

#### **SNS2.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.



Language Proficiency Targets

	Interpersonal	Speaking	Listening	Reading	Writing
Native Speakers I – 6 <sup>th</sup> Grade	Novice-High to Intermediate-Low	Novice-High to Intermediate-Low	Novice-High to Intermediate-Low	Novice-High	Novice-High
Native Speakers I – 7 <sup>th</sup> Grade	Intermediate-Mid (-)	Intermediate-Mid (-)	Intermediate-Mid (-)	Intermediate-Low	Intermediate-Low
Native Speakers I – 8 <sup>th</sup> Grade	Intermediate-Mid to Intermediate-Mid (+)	Intermediate-Mid to Intermediate-Mid (+)	Intermediate-Mid to Intermediate-Mid (+)	Intermediate-Mid (-)	Intermediate-Mid (-)
Native Speakers I	Intermediate-Mid to Intermediate-Mid (+)	Intermediate-Mid to Intermediate-Mid (+)	Intermediate-Mid to Intermediate-Mid (+)	Intermediate-Mid (-)	Intermediate-Mid (-)
Native Speakers II	<b>Intermediate-Mid (+) to Intermediate-High</b>	<b>Intermediate-Mid (+) to Intermediate-High</b>	<b>Intermediate-Mid (+) to Intermediate-High</b>	<b>Intermediate-Mid to Intermediate-Mid (+)</b>	<b>Intermediate-Mid to Intermediate-Mid (+)</b>
Native Speakers III	Intermediate-High to Advanced-Low	Intermediate-High to Advanced-Low	Intermediate-High to Advanced-Low	Intermediate-Mid (+) to Intermediate-High	Intermediate-Mid (+) to Intermediate-High

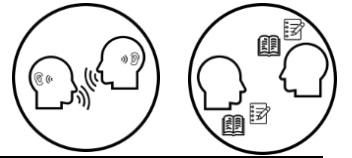


## Spanish for Native Speakers 2

### AP/IB Alignment

	Unit I	Unit II	Unit III	Unit IV
<b>AP/IB Themes</b>	Families and Communities/How We Organize Ourselves Personal and Public Identities/Who We Are	Global challenges/Sharing the Planet	Beauty and Aesthetics/How We Express Ourselves	Science and Technology/How the World Works Contemporary Life/Where We Are in Place and Time
<b>6th Native Speakers</b>	Unidad 1 Las familias y enlaces	Unidad 2 Impacto de la cultura y la lengua	Unidad 3 Contemplando el arte como influencia en la vida	Unidad 4 La tecnología y sus beneficios en la vida diaria
	<b>Unit I</b>		<b>Unit II</b>	
<b>AP/IB Themes</b>	Families and Communities/How We Organize Ourselves Personal and Public Identities/Who We Are		Global challenges/Sharing the Planet	
<b>7th Native Speakers</b>	Unidad 1 Las familias y enlaces		Unidad 2 Impacto de la cultura y la lengua	
<b>AP/IB Themes</b>	Beauty and Aesthetics/How We Express Ourselves		Science and Technology/How the World Works Contemporary Life/Where We Are in Place and Time	
<b>8th Native Speakers</b>	Unidad 1 Contemplando el arte como influencia en la vida		Unidad 2 La tecnología y sus beneficios en la vida diaria	
	Unit I	Unit II	Unit III	Unit IV
<b>AP/IB Themes</b>	Families and Communities/How We Organize Ourselves Personal and Public Identities/Who We Are	Global challenges/Sharing the Planet	Beauty and Aesthetics/How We Express Ourselves	Science and Technology/How the World Works Contemporary Life/Where We Are in Place and Time
<b>Native Speakers 1</b>	Unidad 1 Las familias y enlaces	Unidad 2 Impacto de la cultura y la lengua	Unidad 3 Contemplando el arte como influencia en la vida	Unidad 4 La tecnología y sus beneficios en la vida diaria
<b>Native Speakers 2</b>	<b>Unidad 1</b> <b>La vida contemporánea y sus cambios en las comunidades</b>	<b>Unidad 2</b> <b>La sociedad frente a los retos</b>	<b>Unidad 3</b> <b>Las sociedades en contacto</b>	<b>Unidad 4</b> <b>La construcción del género</b>
<b>Native Speakers 3</b>	Unidad 1 La línea del tiempo	Unidad 2 El arte, un puente hacia la literatura	Unidad 3 Interconexión, colaboración y resultados	Unidad 4 Las múltiples facetas del ser humano





Interpersonal Communication

<p><b>NOVICE HIGH:</b> I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p><b>INTERMEDIATE LOW:</b> I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p><b>INTERMEDIATE MID:</b> I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p>	<p><b>INTERMEDIATE HIGH:</b> I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>
<p>I can exchange some personal information. I can exchange information using texts, graphs, or pictures. I can ask for and give simple directions. I can make plans with others. I can interact with others in everyday situations.</p>	<p>I can have a simple conversation on a number of everyday topics. I can ask and answer questions on factual information that is familiar to me. I can use the language to meet my basic needs in familiar situations.</p>	<p>I can start, maintain, and end a conversation on a variety of familiar topics. I can talk about my daily activities and personal preferences. I can use my language to handle tasks related to my personal needs. I can exchange information about subjects of special interest to me. I can share and justify my opinion on how technology can help societies during a global pandemic. I can share my ideas with peers and discuss different points of view or different perspectives regarding current views. I can explain my interpretation of a text about how modern society is affected by technology with my peers. I can share my ideas with my peers and discuss different points of view with my classmates regarding current news. I can share my ideas with my peers regarding immigration in the United States over the years. I can describe the cultural products, practices and perspectives of my own culture that might be unfamiliar to others. I can explain my point of view after reading a fragment of a play. I can defend my opinion and support it with evidence from articles I read. I can participate actively and react to others appropriately in academic debates providing facts and rational to support my statement. I can describe and defend my point of view after reading a fragment of a play. I can defend my opinion and support it with evidence from articles I read and write about it. I can share and justify my opinion on goal setting. I can participate in a mock interview. I can answer questions related to a song or poem and share my interpretation with my peers. I can share with my peers my opinions on public and private identity. I can share my opinions with my peers on what I view as unethical. I can express the similarities and differences between a text and an art. I can read a text and share my opinions with my peers on what I view as unethical.</p>	<p>I can exchange information related to areas of mutual interest. I can use my language to do a task that requires multiple steps. I can use my language to handle a situation that may have a complication.</p>



## Spanish for Native Speakers 2

I can read an article about the similarities and differences between a text and art and collaborate with my peers to compare them in a summary.

I can understand, describe, and discuss perspectives, practices, and products of Hispanic cultures and how they are interrelated in regard to career opportunities.

I can identify and discuss how topics studied in other subject areas relate to those studied in the target language class in relation to the impact of technology on society.

I can discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States that can affect professional development.

I can discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices, products, and expressions in regard to technology.

I can recognize behaviors in other cultures in order to be able to interact with them.

In my own and other cultures, I can understand and analyze the relevance of political action.

I can relate to social organizations: community, social engagement, education and working world.

I can talk about literature, music and visual arts related to the beauty and aesthetics within my community.

I can, in my own and other cultures, understand and value the importance of collaboration.

I can discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices, products, and expressions.

I can recognize appropriate social behaviors that can have a positive impact on my identity.

I can recognize differences in self-expression through language and culture.

I can recognize the importance of experiences, life stories, customs, and traditions in my community.

I can understand social organization: social relationships, community, social engagement and the working world, and be able to interact with it in my community.







**Presentational Speaking**

<p><b>NOVICE HIGH:</b> I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p><b>INTERMEDIATE LOW:</b> I can present information on most familiar topics using a series of simple sentences.</p>	<p><b>INTERMEDIATE MID:</b> I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p><b>INTERMEDIATE HIGH:</b> I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.</p>
<p>I can present information about my life using phrases and simple sentences. I can tell about a familiar experience or event using phrases and simple sentences. I can present basic information about a familiar person, place, or thing using phrases and simple sentences. I can present information about others using phrases and simple sentences. I can give basic instructions on how to make or do something using phrases and simple sentences. I can present basic information about things I have learned using phrases and simple sentences.</p>	<p>I can talk about people, activities, events, and experiences. I can express my needs and wants. I can present information on plans, instructions, and directions. I can present songs, short skits, or dramatic readings. I can express my preferences on topics of interest.</p>	<p>I can make a presentation about my personal and social experiences. I can make a presentation on something I have learned or researched. I can make a presentation about common interests and issues and state my viewpoint. I can present to my classmates on the topic of the impact of technology on jobs citing evidence from sources. I can present on a collaborative news video. I can use both informal and formal speech when presenting on a country in an educational video. I can present an oral cultural comparison in the target language. I can express my opinion about issues such as proper management of my digital social identity. I can debate my opinion regarding the use of Spanish. I can make an oral presentation on visual stimuli related to cultures in contact. I can present an oral cultural comparison on contemporary life to my peers. I can present an oral cultural comparison on voting in USA and other countries. I can talk about aspects related to sharing the planet: globalization, urban and rural environment, and ethics. I can, in my own and other cultures, compare practices related to the importance of collaboration. I can, in my own and other cultures, make comparisons related to goal setting. I can talk about ethics, human rights, equality and globalization. I can compare the language and identity, the lifestyles and the subcultures. I can compare the effects of technology on self and society.</p>	<p>I can present information on academic and work topics. I can make a presentation on events, activities, and topics of particular interest. I can present my point of view and provide reasons to support it.</p>





**Presentational Writing**

<p><b>NOVICE HIGH:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p><b>INTERMEDIATE LOW:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p><b>INTERMEDIATE MID:</b> I can write on a wide variety of familiar topics using connected sentences.</p>	<p><b>INTERMEDIATE HIGH:</b> I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.</p>
<p>I can write about people, activities, events, and experiences. I can prepare materials for a presentation. I can write about topics of interest. I can write basic instructions on how to make or do something. I can write questions to obtain information.</p>	<p>I can write about people, activities, events, and experiences. I can prepare materials for a presentation. I can write about topics of interest. I can write basic instructions on how to make or do something. I can write questions to obtain information.</p>	<p>I can write messages and announcements. I can write short reports about something I have learned or researched. I can compose communications for public distribution. I can write short reports on the impact of technology on contemporary life and how global changes have affected communities. I can write a newspaper article. I can document a series of steps to solve a problem. I can make a written comparison of a story I read and the life of someone I might know. I can write a persuasive essay on the power of human adaptation. I can write a curriculum vitae. I can write a formal letter. I can write an informal letter. I can write a paragraph comparing and contrasting an article I read to an audio stimulus. I can express doubts, desires, and hopes in the target language. I can make a written cultural comparison on contemporary life. I can author a short play. I can make a written cultural comparison on voting in USA and other countries.</p>	<p>I can write about school and academic topics. I can write about work and career topics. I can write about community topics and events. I can write about an entertainment or social event.</p>







**Interpretive Listening**

<p><b>NOVICE HIGH:</b> I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p><b>INTERMEDIATE LOW:</b> I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p>	<p><b>INTERMEDIATE MID:</b> I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p>	<p><b>INTERMEDIATE HIGH:</b> I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p>
<p>I can sometimes understand simple questions or statements on familiar topics. I can understand simple information when presented with pictures and graphs. I can understand simple information when presented with pictures and graphs.</p>	<p>I can understand the basic purpose of a message. I can understand messages related to my basic needs. I can understand questions and simple statements on everyday topics when I am part of the conversation.</p>	<p>I can understand basic information in ads, announcements, and other simple recordings. I can understand the main idea of what I listen to for personal enjoyment. I can understand messages related to my everyday life. I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish-speaking country in regard to technology. I can understand the points in a debate. I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish-speaking country. I can infer meaning from a song or poem. I can understand and compare life choices related to career opportunities and their evolution. I can recognize behaviors that exist in other cultures in regard to preparation for career paths and to be able to interact with them in my community. I understand about, and can recognize in my community, public identities: multiculturalism, alienation and assimilation and nationalism and patriotism. I can recognize differences in formal and informal settings relating to cultural products and interactions. I can connect artistic expressions, communication, media, and technology. I can find a connection between literature and visual and performing arts.</p>	<p>I can easily understand straightforward information or interactions. I can understand a few details in ads, announcements, and other simple recordings. I can sometimes understand situations with complicated factors.</p>





**Interpretive Reading**

<p><b>INTERMEDIATE LOW:</b> I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p><b>INTERMEDIATE MID:</b> I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p><b>INTERMEDIATE HIGH:</b> I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p><b>ADVANCED LOW:</b> I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.</p>
<p>I can understand messages in which the writer tells or asks me about topics of personal interest. I can identify some simple information needed on forms. I can identify some information from news media.</p>	<p>I can understand simple personal questions. I can understand personal questions to complete a profile on a social media site. I can understand basic information in ads, announcements, and other simple texts. I can understand the main idea of what I read for personal enjoyment.</p>	<p>I can understand accounts of personal events or experiences. I can sometimes follow short, written instructions when supported by visuals. I can understand the main idea of and a few supporting facts about famous people and historic events. I can understand the main idea and supporting details of an article related to social adaptations during challenging times. I can analyze a quote and summarize its main idea. I can understand the main idea, author’s purpose, and relationship to my community of an informative article. I can understand texts on the importance of culture in my identity. I can understand the main idea and supporting details of an article related to the importance of the Latino vote. I can understand the main idea and supporting details of an article related to immigration in the United States. I can analyze a quote and summarize its main idea. I can understand the main idea and supporting details in an article related to social and economic inequality. I can understand an article related to the various forms of corruption. I can understand the main idea and the supporting details on an article related to digital identity and the impact my digital footprint on my future career choice. I can understand the main idea and supporting details of an article to evolution of language. I can, in my own and other cultures, compare how transportation has evolved to meet the current needs and demands of global lifestyles. I can make comparisons related to the skills needed to be prepared for the new demands in the workforce. In my own and other cultures, I can investigate the impact of globalization and my responsibilities as a citizen. In my own and other cultures, I can research about practices related to life cultural practices related to life cultural practices and expressions of the Dominican Republic. In my own and other cultures, I can understand and analyze the relevance of political action. I can recognize differences and the advantages of knowing the political processes.</p>	<p>I can find and use information for practical purposes. I can read texts that compare and contrast information. I can follow simple written instructions.</p>



## Spanish for Native Speakers 2

		<p>I can understand and compare life choices related to technology and economic advancement. In my own and other cultures, I can make comparisons related to the opportunities and challenges of human migration.</p> <p>I can recognize and understand the effects that human interactions have on contemporary life. I can find connections between different experiences: leisure activities, life stories, travel, and migration.</p> <p>I can find connections in global challenges: economic issues, environmental issues, diversity issues and human rights.</p> <p>In my own and other cultures, I can compare and understand the impact of globalization and my responsibilities as a citizen.</p> <p>In my own and other cultures, I can compare practices related to life cultural practices related to life cultural practices and expressions of the Dominican Republic.</p> <p>In my own and other cultures, I can compare practices related to life cultural practices and expressions of Cuba.</p> <p>I can understand and compare my community with other community structures in other cultures. I can, in my own and other cultures, compare and understand the impact of the interconnection of cultures in a community.</p> <p>In my own and other cultures, I can compare how cultures assimilate when they come in contact. In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Puerto Rico.</p> <p>In my own and other cultures, I can understand the impact of my decision-making progress. In my own and other cultures, I can compare practices related to life, cultural practices and expressions of Bolivia.</p> <p>I can understand and compare how cultures influence the language of a community. In my own and other cultures, I can understand how unethical practices impact society.</p>	
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