

## Course Profile



Advanced Mid-  
Advanced High



Advanced Mid-  
Advanced High



Advanced-Mid



Advanced Mid-  
Advanced High



Advanced-Mid

### [Georgia Standards of Excellence for Spanish for Native Speakers 3](#)

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

**SNS3.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.

**SNS3.IP2 Initiate, sustain, and close oral and written exchanges in Spanish, applying increasingly accurate vocabulary and structures.**

- A. Participate in extended oral and written activities using the appropriate tenses and discourse structures.
- B. Exchange ideas clearly using level-appropriate language structures and vocabulary.
- C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
- D. Use self-correction.
- E. Demonstrate Advanced-mid to Advanced-High proficiency in oral and written exchanges with refined (and approaching native-like) pronunciation, intonation, and writing mechanics.

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

**SNS3.INT1 Comprehend authentic and professional spoken and written language on new and familiar topics presented through a variety of media in Spanish.**

- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written texts (both fiction and non-fiction).
- 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, interpret, and react to current events and issues presented through print and electronic media.
- D. Understand connected discourse
- E. Expand knowledge of academic and content-specific vocabulary in Spanish.
- F. Demonstrate Advanced-mid proficiency in listening, viewing and reading comprehension.
- G. Comprehend regional and other variations in spoken and written Spanish.

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

**SNS3.P1 Present information in Spanish orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse.**

- A. Summarize, communicate, and expand upon 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 Advanced-mid to Advanced-high proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.



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### **SNS3.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 well-organized, thoughtful, original essays, poetry, skits or stories in Spanish.

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

#### **SNS3.PPP1 Understand, describe, and discuss perspectives, practices, and products of Hispanic cultures, how they are interrelated, and how they differ.**

- 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. Articulate and support arguments from various cultural viewpoints.
- E. Research and report on the history and development of Hispanic cultures and communities.

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

#### **SNS3.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 Spanish 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.

#### **SNS3.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.

#### **SNS3.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 pronunciation, usage, and grammatical structure, as well as popular idioms.
- B. Identify and use cognates to expand academic vocabulary in Spanish and English.

#### **SNS3.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 or are enhanced by bilingualism. Students should be able to articulate how being bilingual and biliterate can enhance their chosen pathway or career field.
- D. Apply interpreting or translating skills to projects outside the language classroom.



Language Proficiency Targets

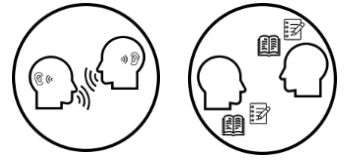
	Interpersonal	Speaking	Listening	Reading	Writing
Native Speakers I – 6 <sup>th</sup> Grade	Novice-High to Intermediate-Low	Novice-High to Intermediate-Low	Novice-High to Intermediate-Low	Novice-High	Novice-High
Native Speakers I – 7 <sup>th</sup> Grade	Intermediate-Mid (-)	Intermediate-Mid (-)	Intermediate-Mid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



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>	Unidad 1 La vida contemporánea y sus cambios en las comunidades	Unidad 2 La sociedad frente a los retos	Unidad 3 Las sociedades en contacto	Unidad 4 La construcción del género
<b>Native Speakers 3</b>	<b>Unidad 1</b> La línea del tiempo	<b>Unidad 2</b> El arte, un puente hacia la literatura	<b>Unidad 3</b> Interconexión, colaboración y resultados	<b>Unidad 4</b> 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 interview someone in the target language. I can share my ideas with peers regarding the importance of what I can do now to plan ahead. I can share my ideas with peers regarding the importance of financial wealth management. I can share my opinions with my peers regarding the mistakes to avoid in adulthood. 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 rationale to support my statement. I can express my opinion on the way technology influences generations. I can collaborate with others in the target language when creating a commercial. I can discuss different points of view with my classmates regarding current news. I can share my ideas with peers regarding the importance of promoting street artists. I can share my ideas with peers regarding the similarities between poetry and music. I can share and justify my opinion on common issues such as street art. I can collaborate with others in the target language when discussing finances. I can share and justify my opinion on common issues such as interpersonal relationships. I can collaborate with others in the target language when discussing consumerism and marketing. I can support my interpretation of a text with supporting details. I can, in my own and other cultures, interact at a competent level in some familiar and unfamiliar contexts regarding the importance of prioritizing time &amp; tasks. I can recognize the impact verbal &amp; nonverbal communication has on an audience and be able to interact accordingly in my community. I can compare practices and perspectives related to goals and be able to interact with them in my community. I can collaborate with peers to read and analyze a text related to planning and time management. I can, in my own and other cultures, understand and compare the impact and evolution that technological innovation</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>



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		<p>has on society in order to be able to interact at a competent level in some familiar and unfamiliar contexts.</p> <p>I can, in my own and other cultures, compare practices related to life, cultural practices and artistic expressions and interact with them in my community.</p> <p>I can, in my own and other cultures, understand, describe, and discuss perspectives, practices, and products related to the concept of collaboration, how they are interrelated, and how they differ.</p> <p>I can, in my own and other cultures, understand and compare life choices related to personal decisions in finance in order to interact at a competent level in some familiar and unfamiliar contexts.</p> <p>I can, in my own and other cultures, compare practices related to interpersonal relations and interact appropriately with them in my community.</p> <p>I can, in my own and other cultures, understand, describe, and discuss perspectives, practices, and products relating to personal and public identities, how they are interrelated, and how they differ.</p> <p>I can, in my own and other cultures, understand the importance of the multiple roles we play in society in order to be able to interact at a competent level in some familiar and unfamiliar contexts.</p>	
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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 express my opinion on questions related to events I have witnessed. I can present an oral cultural comparison on how different cultures use/spend their time. I can express ideas by creating a commercial, vlog or podcast. I can create a podcast on creating a personal budget. I can make an oral cultural comparison on the power of creativity. I can express my opinions regarding the use of DNA to find my lineage. I can present an oral cultural comparison on interpersonal relations. I can express my opinions regarding racial and cultural issues. I can make an oral presentation comparing and contrasting personal and public identities. I can, in my own and other cultures, compare how one’s talent can be a source of income. I can, in my own and other cultures, make comparisons related to street art and fine art. I can narrate a video on street artists. I can, in my community, compare practices related to life, cultural practices and cultural expressions of the coexistence of cultures within the United States.</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>



# Spanish for Native Speakers 3 Presentational Writing



<b>NOVICE HIGH:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.	<b>INTERMEDIATE LOW:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.	<b>INTERMEDIATE MID:</b> I can write on a wide variety of familiar topics using connected sentences.	<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.
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.	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.	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 about the activities I am able to do now vs. those in the future. I can write an argumentative essay on the power of communication. I can write using the appropriate grammatical structure of the target language. I can create a blog about street art. I can write an email. I can write a script for a podcast or video. I can author an email to a friend providing the steps in which they should open their own business. I can write a persuasive essay on entrepreneurship. I can write an article/informative text. I can author a new ending to a story I read. I can create an informational brochure on discovering talents. I can write a college letter. I can appropriately respond to a formal email. I can write an argumentative essay on global citizenship. I can, in my own and other cultures, make comparisons related to the impact that cultural exchanges have on society.	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.







## 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 understand the main idea and supporting details of a story containing humor. I can understand the points made 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 summarize what was viewed from a video on the culture of a Spanish-speaking country. I can understand the points made in a debate. I can identify different types of art forms that currently exist. I can identify similarities and differences between poetry and music. I can understand the main idea and some details narrated in an editorial. I can understand the main idea and some details of a resource on the different roles one plays in society. I can recognize self-expression and creativity through various art forms. I can, in my own and other cultures, recognize behaviors that lead to positive interpersonal relationships. I can, in my own and other cultures, make comparisons related to the impact of interpersonal relationships. I can, in my community, recognize and understand the effects that appropriate financial planning has on our present and future lifestyles. I can, in my community, recognize and understand the value and importance of interpersonal relationships.</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 persuasion via debates. I can understand the main idea and supporting details of an article related to taking the most advantage of my time. I can identify key points that will help me prepare for the future. I can read and understand the main idea and supporting details in an article related to historic athletes and the financial stability that many of them lose and some enjoy. I can understand the main idea and some details from an article related to the poetry found in songs. I can read and understand the main idea and supporting details of an article related to street artists. I can read and understand the main idea and supporting details of an article related to music and poetry. I can understand the main idea and some details from an article related to entrepreneurship. I can understand the main idea and some details from an article related to my role as a global citizen and the positive change that my actions can have. I can, in my own and other cultures, compare practices &amp; perspectives related to how people choose to invest their time. I can connect how the past and present impact the future. I can recognize the importance of making short and long-term goals. I can compare practices and perspectives related to goal setting &amp; perseverance. I can compare practices and perspectives related to money management. I can connect the similarities and differences that exist within and among artistic products and expressions of Spanish-speaking cultures. I can, in my own and other cultures, compare how art is universal. I can recognize in my community how human talent and creativity contribute to innovations in various fields of study. I can, in my own and other cultures, compare and understand the importance of collaboration in communities and society. I can, in my own and other cultures, compare how investing in networking and financial planning contributes to a more successful lifestyle. I can, in my own and other cultures, recognize what it means to be a global citizen. I can, in my own and other cultures, compare and understand the impact of globalization and my responsibilities as a citizen. I can, in my own and other cultures, compare and understand the importance of networking for future goals.</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>

