

Course Profile



[LINK TO SNS1 STANDARDS](#)

Communication – Interpersonal Mode (IP)

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 – Interpretive Mode (INT)

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.

Communication Presentational Mode (P)

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.



8th Grade Spanish for Native Speakers (SNS1)

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 (CU)

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 (CCC)

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.

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.



8th Grade Spanish for Native Speakers (SNS1)

Language Proficiency Targets

| | Interpersonal | Speaking | Listening | Reading | Writing |
|---------------------------------|---|---|---|---|---|
| 6 th Grade SNS | Novice-High to Intermediate-Low | Novice-High to Intermediate-Low | Novice-High to Intermediate-Low | Novice-High | Novice-High |
| 7 th Grade SNS | Intermediate-Mid (-) | Intermediate-Mid (-) | Intermediate-Mid (-) | Intermediate-Low | Intermediate-Low |
| 8th Grade SNS | Intermediate-Mid to Intermediate-Mid (+) | Intermediate-Mid to Intermediate-Mid (+) | Intermediate-Mid to Intermediate-Mid (+) | Intermediate-Mid (-) | Intermediate-Mid (-) |
| Spanish for Native Speakers 1 | Intermediate-Mid to Intermediate-Mid (+) | Intermediate-Mid to Intermediate-Mid (+) | Intermediate-Mid to Intermediate-Mid (+) | Intermediate-Mid (-) | Intermediate-Mid (-) |
| Spanish for Native Speakers 2 | 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 (+) |
| Spanish for Native Speakers 3 | 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 |

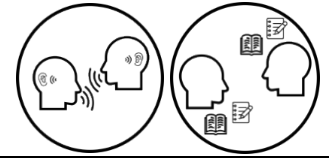


8th Grade Spanish for Native Speakers (SNS1)

AP/IB Alignment

| | Unit I | Unit II | Unit III | Unit IV |
|----------------------------|---|--|--|--|
| AP/IB Themes | 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 |
| 6th Native Speakers | 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 |
| | Unit I | | Unit II | |
| AP/IB Themes | Families and Communities/How We Organize Ourselves Personal and Public Identities/Who We Are | | Global challenges/Sharing the Planet | |
| 7th Native Speakers | Unidad 1 Las familias y enlaces | | Unidad 2 Impacto de la cultura y la lengua | |
| AP/IB Themes | Beauty and Aesthetics/How We Express Ourselves | | Science and Technology/How the World Works Contemporary Life/Where We Are in Place and Time | |
| 8th Native Speakers | 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 |
| AP/IB Themes | 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 |
| Native Speakers 1 | 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 |
| Native Speakers 2 | 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 |
| Native Speakers 3 | 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>NOVICE HIGH: 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>INTERMEDIATE LOW: 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>INTERMEDIATE MID: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</p> | <p>INTERMEDIATE HIGH: I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</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 exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions. I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions. I can explain my interpretation of a text with my peers. I can express my music preferences to my classmates. I can debate with my classmates citing evidence from articles. I can defend my opinion and support it with evidence from an article and share my thoughts with a peer. I can collaborate with peers to summarize the main ideas from an informational text. I can compare data on technology usage and trends. I can recognize artistic practices that exist in other cultures to be able to interact with them. I can explore art in my community and recognize the global influences. I can collaborate with my peers to read an authentic text and prepare written answers to questions about it. I can recognize behaviors that exist in other cultures to be able to interact with them. I can understand and be able to interact with customs and ceremonies as well as different family structures within my community. I can explain my interpretation of a text with my peers. I can participate actively and react to others appropriately in academic debates. I can collaborate with peers to summarize the main ideas from an informational text. I can make cultural connections related to literature, contributions to World art, heritage and music.</p> | <p>I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> |



8th Grade Spanish for Native Speakers (SNS1)

Presentational Speaking



| NOVICE HIGH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. | INTERMEDIATE LOW: I can present information on most familiar topics using a series of simple sentences. | INTERMEDIATE MID: I can make presentations on a wide variety of familiar topics using connected sentences. | INTERMEDIATE HIGH: 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. |
|---|---|--|--|
| 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. | 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. | 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 about the advantages due to innovations in the automotive industry. I can explain how technological advances have shaped contemporary lifestyles. I can make a presentation to my peers in class about a creative writing piece I wrote. I can present a video to my class and analyze what I have learned in the unit. I can talk about the important art pieces in my community. I can talk about customs and ceremonies as well as different family structures within my community. | 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. |



8th Grade Spanish for Native Speakers (SNS1)

Presentational Writing



| NOVICE HIGH: I can write briefly about most familiar topics and present information using a series of simple sentences. | INTERMEDIATE LOW: I can write briefly about most familiar topics and present information using a series of simple sentences. | INTERMEDIATE MID: I can write on a wide variety of familiar topics using connected sentences. | INTERMEDIATE HIGH: 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 make a written comparison of the main ideas in a text to the ones presented on visual stimuli. I can follow orthographic rules to convey clear ideas when I write. I can use specialized vocabulary to write a summary and share my work with my peers. I can write a summary of an informational text. I can draft and revise the introductory paragraph and a clear thesis statement for an essay. | 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. |



8th Grade Spanish for Native Speakers (SNS1)

Interpretive Listening



| NOVICE HIGH: 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. | INTERMEDIATE LOW: 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. | INTERMEDIATE MID: 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. | INTERMEDIATE HIGH: 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. |
|---|---|--|---|
| 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. | 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. | 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 points made in a debate. I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of Spanish-Speaking country. I can summarize what was viewed from a video. In my own and other cultures, I can make connections related to a personal interest in various art forms. I understand personal and public identities: beliefs and values, multiculturalism, language and identity, alienation and assimilation. I understand contemporary life: advertising and marketing, education, professions, lifestyles, social customs and values and travel. | 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. |





Interpretive Reading

| <p>NOVICE HIGH: I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</p> | <p>INTERMEDIATE LOW: I can understand the main idea of short and simple texts when the topic is familiar.</p> | <p>INTERMEDIATE MID: I can understand the main idea of texts related to everyday life and personal interests or studies.</p> | <p>INTERMEDIATE HIGH: 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>I can identify the topic and some isolated facts from simple sentences in informational texts. I can identify the topic and some isolated elements from simple sentences in short fictional texts. I can understand familiar questions and statements from simple sentences in written texts.</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. I can understand the meaning of a poem and how it relates to the author's life. I can understand an article describing the impact that art has on human life. I can understand the main idea and supporting details on an article related to social media. I can compare data on technology usage and trends. I can understand the main idea and supporting details of an article related to the internet and its evolution. In my own and other cultures, I can investigate how different countries can appreciate and value art. I can understand and compare the message various art forms convey. I can recognize the global influence of art in diverse fields around the world. In my own and other cultures, I can compare practices and perspectives related to life, cultural products related to Chile. In my own and other cultures, I can compare practices and perspectives related to life, cultural products related to Colombia. In my own and other cultures, I can compare practices and perspectives related to art, its influence, and financial interest. In my own and other cultures, I can compare practices and perspectives related to life, cultural products, and expressions of El Salvador. I can read an essay that reflects the content of a movie or a novel and how I relate to it as an individual. In my own and other cultures, I can investigate the practice of acceptable use of technology and its influence on daily life. In my own and other cultures, I can research about practices related to life, cultural practices, and expressions of Peru. In my own and other cultures, I can research about practices related to life, cultural practices, and expressions of Costa Rica. I can understand and compare the impact that technology has played in our society through time. In my own and other cultures, I can make comparisons related to personal choices in technology and its economic impact. I can recognize differences and the advantages of knowing and understanding technology and its evolution in society. I can connect economic trends and health issues. I can make connections about different identities, subcultures and lifestyles.</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.</p> |



8th Grade Spanish for Native Speakers (SNS1)

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| | | <p>I can make cultural connections related to literature, contributions to World art, heritage and music.</p> <p>I can compare and contrast how life was before the internet to how it is now.</p> <p>In my own and other cultures, I can compare the practice of acceptable use of technology and its influence on daily life.</p> <p>In my own and other cultures, I can compare practices related to life, cultural practices, and expressions of Peru.</p> <p>In my own and other cultures, I can compare the role that technology has on my future career choices.</p> <p>I can recognize the impact of technology on my own and other cultures in my community.</p> | |
|--|--|---|--|

