

Georgia Department of Education

Spanish for Native Speakers (SNS) Level III

Course Description

The Spanish for Native Speakers (SNS) level III course is designed for heritage/native learners of Spanish who bring strong proficiency and literacy skills in Spanish as well as for those who have completed Spanish for Native Speakers II. The recommended entrance requirement for the Spanish for Native Speakers III is the Intermediate-High to Advanced-Low level of proficiency in listening comprehension on the ACTFL scale, and Intermediate-High level of proficiency in reading, writing, and speaking.

This course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, refining language forms and structures with an eye toward use of Spanish in professional settings, and development of a deep understanding of Hispanic cultures and issues of identity of heritage/native speakers of Spanish in the United States. Students will also continue to develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

During this course, students will gain proficiency in using Spanish in increasingly complex ways to express 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. Additional course focus will be placed on refining written Spanish appropriate for professional settings.

Because heritage/native 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.

Special focus will be placed on linking the competitive advantages of bilingualism to student career interests and/or pathways.

By the end of the Spanish for Native Speakers III course, students should exhibit Advanced-Low to Advanced-Mid level proficiency in listening, speaking, reading and writing (ACTFL Proficiency Guidelines, 2012). This course should be taught almost exclusively in the target language.

Georgia Standards of Excellence for SNS Level III

I. Communication

Interpretive Mode of Communication (INT)

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SNS3.INT1	This course should be taught almost exclusively in the target language. 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.
Interpersonal Mode of Communication (IP)	
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.

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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.
Presentational Mode of Communication (P)	
SNS3.P1	Present information in Spanish orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse. The students:
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.
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. The students:
A.	Participate in cultural events.
B.	Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world.

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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. The students:
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. The students:
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. The students:
A.	Compare linguistic elements of Spanish and English, such as pronunciation, usage, and grammatical structure, as well as popular idioms.

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	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. The students:
	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.
Skills and Suggested Themes for Spanish for Native Speakers III		
Typical heritage or native learners of Spanish III 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 Standards of excellence, which may be used for further clarification. Local curricula may vary with respect to topics listed.		
Skills developed in SNSIII		
SNS3.IP1A		Express needs and desires
SNS3.IP1B		Share emotions and preferences
NS2.IP1C		Elicit and express opinions and information
SNS3.IP1D		Exchange personal reactions to spoken and written information related to Hispanic cultures.
SNS3.IP2A		Participate in extended oral and written activities using the appropriate tenses and discourse structures.
SNS3.IP2B		Exchange ideas clearly using level-appropriate language structures and vocabulary
SNS3.IP2C		Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
SNS3.IP2D		Use self-correction
SNS3.IP2E		Demonstrate Advanced-Low to Advanced-High proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.
SNS3.INT1A		Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written texts.

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SNS3.INT1B	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.
SNS3.INT1C	Comprehend and react to current events and issues presented through print and electronic media
SNS3.INT1D	Understand connected discourse.
SNS3.INT1E	Expand knowledge of academic and content-specific vocabulary in Spanish.
SNS3.INT1F	Demonstrate Advanced-Low proficiency in listening, viewing and reading comprehension.
SNS3.INT1G	Comprehend regional and other variations in spoken and written Spanish
SNS3.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
SNS3.P1B	Produce extended oral presentations using visual and technological support as appropriate
SNS3.P1C	Write organized compositions using visual and technological support as appropriate.
SNS3.P1D	Demonstrate Advanced-Low proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
SNS3.P2A	Prepare and present Hispanic poetry, skits or stories.
SNS3.P2B	Prepare and present organized original essays, poetry, skits or stories in Spanish.
SNS3.PPP1A	Participate in cultural events
SNS3.PPP1B	Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world.
SNS3.PPP1C	Identify and evaluate contributions of Hispanic cultures to the modern world.
SNS3.PPP1D	Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
SNS3.PPP1E	Research and report on the history and development of Hispanic cultures and communities.
SNS3.CCC1A	Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures.
SNS3.CCC1B	Identify and discuss how topics studied in other subject areas relate to those studied in Spanish class.
SNS3.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.
SNS3.CCC2A	Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities.

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SNS3.CCC2B	Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States.
SNS3.CCC2C	Recognize and discuss local, regional, and national differences in Spanish speaking countries, i.e., political organization, history, economic development, etc.
SNS3.CCC3A	Compare linguistic elements of Spanish and English, such as pronunciation, usage, and grammatical structure, as well as popular idioms.
SNS3.CCC3B	Identify and use cognates to expand academic vocabulary in Spanish and English.
SNS3.CCC4A	Discuss information acquired through the use of informational and entertainment media and technology in Spanish.
SNS3.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.
SNS3.CCC4C	Identify career paths that require bilingualism.
SNS3.CCC4D	Apply interpreting or translating skills to projects outside the language classroom.
Suggested Topics for Spanish for Native Speakers III:	
Teachers are encouraged to incorporate themes from previous levels and other content areas. The degree of depth of instruction depends upon student ability and interest. Special focus will be placed on linking the competitive advantages of bilingualism to student career interests and/or pathways.	
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	