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SPANISH

Grades 6 – 12

SPANISH CURRICULUM GRADES 6-12

The emphasis of this program is on:

- Communication through learned words and phrases dealing with familiar topics.
- Pre-reading/writing activities through oral language.
- Connections to the grade level curriculum.
- Awareness of other cultures.
- Comparison of culture and language to the students' own culture and language.
- Awareness of the importance of learning another language and culture.

Curriculum Guiding Principles

According to G. Blanco and I. Garcia (2000), Spanish as a foreign language curriculum should promote the following goals:

Students become cognizant of the linguistic strengths they possess.

Students expand their ability to use Spanish in the communicative, interpersonal, and interpretive modes adding additional skills by using the language in new applications and contexts.

Students determine the social situations in which standard and non standard Spanish should be employed and comfortably adjust the language accordingly.

Students receive opportunities to become bilingual, and bicultural.

- Goal 1. Interpersonal Communication
- Goal 2. Interpretive Communication
- Goal 3. Presentational Communication
- Goal 4. Cultures
- Goal 5. Comparisons
- Goal 6. Connections
- Goal 7. Communities

GRADE 6

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: **INTERPERSONAL COMMUNICATION** - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

- 1.01** Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
- 1.02** Use basic words and short memorized phrases during interactions orally and in writing.
- 1.03** Ask and answer basic questions using learned material orally and in writing.

COMPETENCY GOAL 2: **INTERPRETIVE COMMUNICATION** - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

- 2.01** Follow selected oral and written directions and commands.
- 2.02** Demonstrate understanding of learned /familiar words, phrases, and sentences from simple oral or written passages (e.g., announcements, advertisements, ads) about basic personal needs.

COMPETENCY GOAL 3: **PRESENTATIONAL COMMUNICATION** -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

- 3.01** Name and describe orally people, places, and things using everyday words and phrases.
- 3.02** Present memorized materials such as poetry, rhymes, songs, skits.

COMPETENCY GOAL 4: **CULTURES** - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

- 4.01** Recognize and use selected non-verbal gestures of the target cultures.
- 4.02** Recognize and use common verbal every day greetings of the target cultures.
- 4.03** Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
- 4.04** Demonstrate an awareness of the different target countries, by locating them on a map or globe.
- 4.05** Identify important individuals from the target cultures.
- 4.06** Explore in English aspects of contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.

COMPETENCY GOAL 5: **COMPARISONS** - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).

5.02 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language(s).

5.03 Develop awareness that there are words, phrases, and idioms that do not translate directly from one language to another.

5.04 Identify connections among languages by recognizing cognates and loan words.

5.05 Develop an awareness that people's behaviors may vary according to their culture.

5.06 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, and clothing) between the target culture and his/her own culture(s).

COMPETENCY GOAL 6: **CONNECTIONS** - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

COMPETENCY GOAL 7: **COMMUNITIES** - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology, which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

GRADE 7

Strands: Listening, Speaking, Reading, Writing

COMPETENCY GOAL 1: **INTERPERSONAL COMMUNICATION** - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

- 1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
- 1.02 Use basic words and short memorized phrases during interactions orally and in writing.
- 1.03 Ask and answer questions using learned material orally and in writing.
- 1.04 Share likes and dislikes feelings and emotions with each other orally and in writing.
- 1.05 Engage in conversation to exchange information about everyday topics.
- 1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation orally and in writing.

COMPETENCY GOAL 2: **INTERPRETIVE COMMUNICATION** - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

- 2.01 Follow oral and written directions, commands, and requests.
- 2.02 Demonstrate understanding of words, phrases, and sentences from simple oral or written texts about basic personal needs and familiar topics.
- 2.03 Identify key words and main idea(s) from simple oral and written passages.
- 2.04 Demonstrate understanding of oral and written questions about familiar topics.
- 2.05 Comprehend and make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3: **PRESENTATIONAL COMMUNICATION** -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Write familiar words, phrases, and sentences in context.
- 3.03 Give simple directions and commands orally and in writing.
- 3.04 Present memorized materials such as poetry, songs, rhymes, and skits.

**COMPETENCY
GOAL 4:**

CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.

4.02 Recognize and use common verbal, every day greetings and idiomatic expressions of the target cultures.

4.03 Participate in activities and celebrations, which are characteristic of young adolescents in the target cultures.

4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.

4.05 Identify important people and products of the target cultures.

4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

**COMPETENCY
GOAL 5:**

COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

- 5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02 Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
- 5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
- 5.04 Develop awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
- 5.05 Identify connections among languages by recognizing cognates and loan words.
- 5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
- 5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, and folktales) between the target culture and his/her own culture(s).
- 5.08 Examine the cultural traditions and celebrations that exist in the target culture and other cultures and recognize the viewpoints behind them.
- 5.09 Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.
- 5.10 Identify the mutual contributions of the target cultures and his/her own culture(s).

**COMPETENCY
GOAL 6:**

CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

- 6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- 6.02 Share information about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines
- 6.04 Develop learning strategies in the target language which can be used in other disciplines.

**COMPETENCY
GOAL 7:**

COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

- 7.01 Perform and/or participate in a school or community celebration or competition.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Interact with people of other cultures in the target language about familiar topics.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 Identify occupations within the community and beyond that require proficiency in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

GRADE 8

Strands: Listening, Speaking, Reading, Writing

COMPETENCY

INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

GOAL 1:

Objectives

- 1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
- 1.02 Use basic words and short memorized phrases during interactions orally and in writing.
- 1.03 Ask and answer questions using learned material orally and in writing.
- 1.04 Share likes and dislikes feelings and emotions with each other orally and in writing.
- 1.05 Engage in conversation to exchange information about everyday topics.
- 1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation orally and in writing.

COMPETENCY

INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

GOAL 2:

Objectives

- 2.01 Follow oral and written directions, commands, and requests.
- 2.02 Demonstrate understanding of words, phrases, and sentences from simple oral or written texts about basic personal needs and familiar topics.
- 2.03 Identify key words and main idea(s) from simple oral and written passages.
- 2.04 Demonstrate understanding of oral and written questions about familiar topics.
- 2.05 Comprehend and make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY

PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

GOAL 3:

Objectives

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Write familiar words, phrases, and sentences in context.
- 3.03 Give simple directions and commands orally and in writing.
- 3.04 Present memorized materials such as poetry, songs, rhymes, and skits.

**COMPETENCY
GOAL 4:**

CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

- 4.01** Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
- 4.02** Recognize and use common verbal every day greetings and idiomatic expressions of the target cultures.
- 4.03** Participate in activities and celebrations, which are characteristic of young adolescents in the target cultures.
- 4.04** Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
- 4.05** Identify important people and products of the target cultures.
- 4.06** Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
- 4.07** Identify commonly held positive and negative generalizations about the culture(s) studied.

**COMPETENCY
GOAL 5:**

COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

- 5.01** Identify the sound patterns of the target language and compare them to his/her own language(s).
- 5.02** Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
- 5.03** Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
- 5.04** Develop awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
- 5.05** Identify connections among languages by recognizing cognates and loan words.
- 5.06** Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
- 5.07** Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, and folktales) between the target culture and his/her own culture(s).
- 5.08** Examine the cultural traditions and celebrations that exist in the target culture and other cultures and recognize the viewpoints behind them.
- 5.09** Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.
- 5.10** Identify the mutual contributions of the target cultures and his/her own culture(s).

**COMPETENCY
GOAL 6:**

CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

- 6.01** Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
- 6.02** Share information about topics from other disciplines in the target language.
- 6.03** Recognize and apply learning strategies and processes from other disciplines
- 6.04** Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY

GOAL 7:

COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SPANISH FOR HIGH SCHOOL

GRADE 9

Strands: Cultural Knowledge, Critical Thinking Skills, Other Subject Areas, Language System, Communication Strategies, Learning Strategies, Technology Note: Objectives from the English Language Arts, Social Studies, and Informational Skills Standard Courses of Study were adapted for use in this curriculum.

COMPETENCY **INTERPERSONAL COMMUNICATION** - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.

GOAL 1:

Objectives

1.01 Interact orally and in writing in a number of daily life and academic and social school situations employing increasingly complex structures and expanded vocabulary by:

- asking questions
- obtaining and providing information
- clarifying meaning
- contributing relevant comments and connecting personal experiences to content

1.02 Acquire and use culturally acceptable vocabulary, idiomatic expressions, and gestures from a variety of Hispanic/Latino cultures represented in the classroom by:

- keeping a personal dictionary
- using a Spanish-Spanish dictionary
- viewing current television programs representing different cultures
- reading authentic selections from newspaper articles and advertisements

1.03 Express opinions, preferences, and emotions with peers and adults in the family, school, and community by:

- responding appropriately to comments and questions
- offering personal opinions confidently without dominating
- giving appropriate reasons that support opinions
- soliciting and respecting another person's opinion

1.04 Sustain conversation using appropriate vocabulary and cultural expressions by:

- retelling
- requesting additional information
- circumlocution
- using non-verbal cues

1.05 Demonstrate evidence of self-correction in communication with others by:

- developing awareness in speech for features appropriate to purpose and audience (e.g., code switching, slang, formal vs. informal)
- editing writing for common errors (e.g., spelling, accent marks, verb tense, agreement)

1.06 Demonstrate sensitivity and use appropriate level of formality and language for intended audiences according to status and age by knowing when to use:

- prestige vs. non-prestige language
- formal vs. non-formal language
- dialects
- **ATTEND THE INTERNATIONAL DELE “DIPLOMA BÁSICO DE LENGUA EXTRANJERA ESPAÑOL” (9th. Grade)**

**COMPETENCY
GOAL 2:**

INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.

Objectives

2.01 Demonstrate understanding of a wide range of oral and written idiomatic expressions and passages by:

- posing questions prompted by the texts
- accessing cultural information or explanations
- drawing inferences

2.02 Follow oral and written directions, commands, and requests from a variety of sources and demonstrate understanding by:

- rephrasing
- requesting additional information
- responding appropriately
- Completing task.

2.03 Demonstrate the ability to read informational texts by:

- demonstrating comprehension of main ideas
- summarizing major steps.
- determining accuracy of the text

2.04 Identify main ideas and supporting details from authentic print and non-print materials (e.g., live and recorded discussions, presentations, interviews, lectures, advertisements, films, brochures, articles, memoirs, diaries, correspondence, short stories, poems, essays, plays) by:

- taking notes
- using graphic/visual organizers
- categorizing
- discussing
- summarizing

2.05 Interpret a variety of print and non-print materials by:

- activating and applying prior cultural knowledge
- making predictions, inferences, and drawing conclusions
- formulating questions
- supporting answers from textual information, personal experience, and/or other sources
- seeking additional information
- drawing on literary understanding

2.06 Recognize that there are a variety of factors affecting meaning such as:

- intonation
- gestures
- levels of formality
- age and status

2.07 Demonstrate evidence of becoming life-long learners of Spanish for personal enrichment and enjoyment by:

- keeping a reflective journal of personal reading
- creating a personal reading list
- group reading of articles and easy novels
- writing critiques

**COMPETENCY
GOAL 3:**

PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.

Objectives

3.01 Give oral presentations by:

- prioritizing and organizing information
- discussing familiar and unfamiliar topics
- using appropriate level of formality according to setting and intended audience
-
- using public speaking strategies such as eye contact,
- gestures, posture, intonation, and pacing
- including visuals and media to make presentations more effective

3.02 Present, perform, and/or dramatize original and/or published texts, plays, skits, poetry, memoirs, diaries, and dances representative of diverse Hispanic/Latino cultures.

3.03 Write various types of texts (e.g., letters, memos, essays, journals, memoirs, reports, short stories, poems, songs) about familiar and unfamiliar topics for peers and family using the following modes:

- expressive
- informational
- argumentative
- critical

3.04 Engage in informational writing by:

- prioritizing and organizing information
- incorporating research from appropriate sources such as observations, print and technology sources, and interviews
- using definition, cause and effect, and problem-solution strategies
- addressing a variety of audiences

3.05 Explain a process that incorporates instructions (e.g., writing a recipe, carrying out everyday activities) by:

- providing complete and accurate information
- using visuals and media to make the presentation effective

3.06 Summarize information from authentic materials orally and in writing by:

- determining the importance of information
- organizing information to achieve purpose
- making connections to related topics/information

3.07 Apply understanding of conventional written and spoken expressions in a variety of settings by:

- using appropriate and exact words to influence reactions, perceptions, and beliefs
- including variety and details
- understanding the place and role of dialects and prestige and non-prestige language

3.08 Demonstrate evidence of self-correction by:

- developing an awareness in speech for features not characteristic of formal academic language (e.g., code switching, slang, formal vs. informal)
- independently practicing formal oral presentations
- editing writing for common errors (e.g., spelling, accent marks, verb tenses, and agreements)

**COMPETENCY
GOAL 4:**

CULTURES - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of other(s) culture(s).

Objectives

4.01 Demonstrate a sense of pride in the Hispanic language and culture and most especially in the heritage language and culture associated with own family by:

- sharing cultural information with others
- keeping a journal
- using Spanish outside of the classroom setting
- showing respect for people speaking different dialects

4.02 Investigate and participate in cultural practices, traditions, customs and celebrations of Hispanic/Latino cultures represented in the classroom.

4.03 Explore the similarities and differences among cultural practices, viewpoints, attitudes, and patterns of behavior of Hispanic/Latino cultures represented in and outside of the classroom (e.g., death, time, gender roles, parent/child roles, social activities, everyday life) by:

- interviewing
- sharing personal experiences
- demonstrating mutual respect

4.04 Identify differences in cultural products (e.g., books, tools, laws, games, music, art, food, clothing, costumes), practices and perspectives which lead to generalizations or stereotyping among Hispanic cultures by:

- identifying examples of stereotypes
- interviewing heritage language speakers in the school, the family, and the community
- examining a variety of authentic resources

4.05 Examine via current events how contemporary issues affect Hispanics/Latinos by:

- researching a variety of topics such as education, employment, and citizenship

4.06 Identify important people, events and achievements of the target countries and show their contribution to their own and other cultures by:

- describing the role of key historical figures(such as selected political and revolutionary leaders) or key groups
- researching discoveries, innovations, and inventions

4.07 Examine a variety of literary texts, works of art and/or musical compositions to understand the historical and/or contemporary social context in which they were created by:

- activating prior cultural knowledge
- creating timelines

4.08 Recognize the impact of Hispanic/Latino historical events on contemporary culture and society by:

- comparing and contrasting the role of race, status, and identity in Latin American societies.
- showing a clear, logical connection among events.
- developing appropriate strategies such as graphics, essays, and multimedia presentations to illustrate points.

4.09 Identify major geographical features, cities and regions of the countries where Spanish is spoken and show their relationship to the culture by:

- locating the major sites and features on maps, globes, and atlases
- comparing and contrasting how physical geography (e.g. rivers, mountains, seas, and lakes) impacts the political boundaries
- detecting cause and effect relationship

**COMPETENCY
GOAL 5:**

COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness of regional and national sound pattern differences within Spanish dialects and between Spanish and English by examining:

- pronunciation
- intonation
- word stress

5.02 Develop an awareness of the differences and similarities in structural patterns in Spanish and English by:

- listening to and reading a variety of passages/texts
- examining word order, agreement, use of articles, punctuation spelling, vocabulary, expressions

- discussing how word order may affect meaning

5.03 Recognize words, phrases, and idioms that do not translate directly from one language to another and their impact on communication by:

- identifying words, phrases, and idioms
- recognizing that specific vocabulary and structures are a reflection of the uniqueness of the language

5.04 Develop an awareness of the similarities and differences of genres of written texts (e.g., simple poems, letter writing) in Spanish and English by:

- listing the characteristics of the different genres
- comparing a variety of texts

5.05 Recognize the changing nature of language and the impact of Spanish and English on each other by:

- recognizing words borrowed from the other language.
- identifying false cognates
- recognizing roots, prefixes, suffixes and identifying their role in Spanish and English vocabulary

5.06 Compare and contrast the historical events of Spain, Latin America, and the United States and their impact on the present by:

- identifying important historical events
- showing a clear, logical connection among events.
- developing appropriate strategies such as timelines and flowcharts to illustrate points

5.07 Develop an appreciation for cultural differences by comparing patterns of his/her own behavior or interaction with others in various cultural settings by:

- role playing
- sharing personal experiences
- interviewing persons from own culture and from others

5.08 Investigate and compare the cultural traditions and celebrations that exist in Hispanic/Latino cultures by:

- interviewing family and community members
- conducting research

COMPETENCY

CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.

GOAL 6:

Objectives

6.01 Develop literacy skills in Spanish that will support student success in other disciplines by:

- learning to develop and support ideas in oral and written expression
- reading and interpreting texts.
- utilizing reading strategies such as skimming and scanning

6.02 Develop and apply learning strategies, processes, and skills in the Spanish classroom and in other disciplines by:

- following writing and reading processes
- using appropriate strategies for the task
- creating and using graphic organizers
- interpreting, clarifying, and following oral and written instructions
- note taking
- establishing strong study skills

6.03 Utilize and cite a variety of authentic sources in Spanish to obtain information that enhances the study of a topic of personal interest or one which is common to other disciplines by:

- exploring and evaluating a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM)
- distinguishing between primary and secondary sources
- adhering to copyright laws and ethical guidelines
- crediting sources in all print, non-print, and electronic products

6.04 Discuss and exchange information acquired from other disciplines in the Spanish classroom to include areas such as:

- math and science concepts
- comparisons of literary genres
- career awareness

**COMPETENCY
GOAL 7:**

COMMUNITIES - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Connect and interact with professional community members from the Hispanic/Latino culture (e.g., healthcare providers, bankers, insurance agents, police/law enforcement officers, and social workers) in person and via electronic media in order to:

- increase vocabulary
- understand and share with others community laws, regulations, and social standards

7.03 Broaden linguistic and cultural knowledge and understanding that reaches beyond the school and local community via media sources such as newspapers, magazines, radio and television.

7.04 Identify role models and explore professions that employ educated native speakers of Spanish (e.g., doctors, lawyers, administrative assistants, paralegals, journalists, translators, and interpreters) by:

- using research skills
- using multiple sources of print and non-print materials from which the information can be attained
- interviewing
- collecting anecdotes and testimonies
- inviting speakers to the classroom
- reading personal accounts
- job shadowing

7.05 Share knowledge of Hispanic culture and language with members of the school community by:

- peer tutoring
- making presentations
- creating displays

GRADE 10 to 12

Strands: Cultural Knowledge, Critical Thinking Skills, Other Subject Areas, Language System, Communication Strategies, Learning Strategies, Technology Note: Objectives from the English Language Arts, Social Studies, and Informational Skills Standard Courses of Study were adapted for use in this curriculum.

COMPETENCY **INTERPERSONAL COMMUNICATION** - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.
GOAL 1:

Objectives

1.01 Interact with school and community members by:

- using increasingly complex structures
- incorporating expanded vocabulary
- including a variety of contexts (e.g., debates, seminars, small groups, discussions, cooperative groups, literary circles, civic groups, e-mails, daily life conversations, dialogs, journals, and letters)

1.02 Continue to acquire and use culturally acceptable words, idiomatic expressions and gestures from a variety of Hispanic/Latino cultures by:

- reading authentic fiction and non-fiction materials such as novels, short stories, biographies, essays
- viewing films, documentaries
- using a Spanish-Spanish dictionary

1.03 Exchange, support, and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues with peers, and others that:

- state a personal view clearly
- are logical and coherent
- engage the reader/listener's interest or curiosity
- provide relevant and convincing reasons
- use various types of evidence
- use appropriate and effective language for the audience and purpose
- demonstrate awareness of the possible questions, concerns, or counterarguments of the audience

1.04 Sustain conversation using an appropriate level of formality by:

- retelling/ rephrasing
- requesting additional information
- using non-verbal cues
- listening for tone
- asking questions
- acknowledging feelings and messages

1.05 Demonstrate evidence of ongoing self-correction by:

- monitoring speech for features appropriate to purpose and audience (e.g., code switching, slang, formal vs. informal)
- editing writing for errors

1.06 Negotiate solutions to problems, interpersonal misunderstandings, and disputes by:

- responding respectfully to viewpoints and biases
- establishing and defending a point of view
- showing sensitivity or empathy for cultures
- acknowledging different points of view

**COMPETENCY
GOAL 2:**

INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.

Objectives

2.01 Demonstrate understanding of increasingly complex print and non-print materials (e.g., films, lectures, broadcasts, speeches, documentaries, articles, editorials, reports, web sites, and short stories) by:

- summarizing
- note-taking
- discussing
- organizing information on visual organizers
- activating cultural knowledge

2.02 Interpret and analyze a variety of print and non-print texts such as radio broadcasts, lectures, documentaries, editorials, advertisements, and commercials by:

- identifying main idea and supporting details
- formulating and answering questions
- determining point of view and purpose
- distinguishing opinions from facts
- considering style and mood (e.g., sarcasm, humor, irony)
- moving beyond literal comprehension toward more critical reading
- explaining how culture affects personal responses
- responding reflectively by relating personal and cultural knowledge to text

2.03 Recognize and analyze characteristics of literary genres including fiction, non-fiction, poetry, and drama by:

- reading a variety of literature and other text
- evaluating how the author's choice and use of genre shapes the meaning of the literary work
- evaluating what impact literary elements have on the meaning of the text

2.04 Interpret meaning by examining the tone and phrasing of speakers/writers from varied cultures and backgrounds by:

- examining word choice
- interpreting the effect of figures of speech (e.g., personification, oxymoron) and the effect of devices of sound (e.g., alliteration, onomatopoeia).
- examining elements such as idioms
- contrasting use of language of various authors

2.05 Examine connections among two or more print and non-print selections by:

- comparing/contrasting
- recognizing common themes and patterns
- relating cultural and historical contents
- using specific references from text
- exploring an issue from multiple viewpoints

2.06 Demonstrate evidence of becoming life-long learners of Spanish for personal enrichment and enjoyment by:

- keeping a reflective journal of personal readings
- creating a personal reading list
- writing critiques
- **ATTEND THE INTERNATIONAL DELE “DIPLOMA INTERMEDIO DE LENGUA EXTRANJERA ESPAÑOL” (11th. Grade)**

**COMPETENCY
GOAL 3:**

PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners and readers on a variety of topics in Spanish.

Objectives

3.01 Model use of conventional written and spoken expressions by:

- employing varying sentence structures (e.g., introductory phrasing, connectors)
- analyzing choice of words, sentence structure, and use of language
- using word recognition strategies to understand vocabulary and exact word choice (e.g., roots, prefixes, suffixes, and idioms)
- using correct form/format for essays, business letters, research papers, and bibliographies
- use language effectively to create mood and tone

3.02 Create, present, and critique extensive oral and written reports to a variety of audiences on a range of topics including those in other disciplines by:

- prioritizing and organizing information
- using public speaking skills
- including visuals and graphics to make presentations or products more effective
- using appropriate levels of formality
-

3.03 Write various types of texts (e.g., letters, memos, essays, journals, memoirs, reports, short stories, poems, and songs) about familiar and unfamiliar topics for peers, family, and community members in the expressive, informational, argumentative, and critical contexts by:

- addressing main idea(s), supporting details, organization, and coherence
- developing a good beginning, middle, and ending.
- using language effectively to set mood and tone
- including appropriate format

3.04 Organize and deliver an argument orally and in writing by:

- wording the claim clearly
- establishing and defending a point of view
- addressing concerns of opposition
- developing support through logical reasons.
- interpreting researched information accurately and effectively

3.05 Explain a complex process related to an academic discipline (e.g., a scientific experiment or a geometric proof) by:

- considering the audience's degree of knowledge or understanding
- providing complete and accurate information
- using visuals and media to make presentations/products more effective
- using layout and design elements to enhance presentation/product

3.06 Demonstrate evidence of ongoing self-correction by:

- monitoring speech for features not characteristic of formal academic language (e.g., code switching, slang, formal vs. informal)
- editing writing for errors

**COMPETENCY
GOAL 4:**

CULTURES - The learner will gain knowledge and understanding of the relationship among practices, products and perspectives of his/her own culture(s).

Objectives

4.01 Develop a sense of pride in the Hispanic language and culture and most especially in the language and heritage culture represented in the community by:

- sharing cultural information with others
- keeping a journal
- using Spanish outside the classroom setting
- showing respect for people speaking different dialects

4.02 Investigate and participate in cultural practices, traditions, customs and celebrations of Hispanic/Latino cultures beyond the classroom.

4.03 Analyze and discuss why similarities and differences exist among cultural practices, viewpoints, attitudes, and patterns of behavior represented within the cultures of the classroom and the greater Hispanic/Latino community by:

- interviewing
- researching how a practice began
- drawing inferences
- reading authentic literary selections, newspapers, pamphlets, and correspondence

4.04 Explain cultural products (e.g., books, tools, laws, games, music, art, food, clothing, costumes), practices, and perspectives among Hispanic/Latino cultures to avoid generalizations or stereotyping by:

- analyzing material and non material aspects of the culture in terms of their perspectives (meanings, attitudes, values, ideas),
- practices (patterns of social interactions), and products (books, foods, laws, music, games).

4.05 Explain how geography affects the cultural and linguistic patterns of Hispanic/Latino people by:

- researching factors such as climate change, environmental challenges, and resources influencing human migration and distribution patterns of populations
- examining the possibilities and constraints of the physical environment as perceived by different cultural groups
- explaining how the physical and human characteristics of a given area combine to influence cultural identity
- assessing the extent to which people reveal their cultural values as they modify and adapt to the environment

4.06 Evaluate the impact of influential people and events, and their contributions to the global community by:

- presenting a first person narrative detailing things a political or historical figure might have done differently.
- participating in role play of two influential people.
- writing a letter to the editor
- researching and writing an essay on the importance of an historical event
- reading primary and secondary sources

4.07 Explore in depth various genres of literary texts, works of art and/or musical compositions to understand the historical and/or contemporary social context in which they were created by:

- activating prior cultural knowledge
- accessing a variety of sources including technology
- using graphic organizers to show relationship between historical context and artistic works

- creating a timeline of texts, work of art/or musical compositions and major historical events

4.08 Recognize and explain the impact of Hispanic/Latino historical events on contemporary culture and society by:

- researching historical events such as invasions, conquests, and migrations
- examining the short and long range effect on political, economic, and social institutions
- comparing and contrasting the role of race, status, and identity in Hispanic/Latino societies
- developing appropriate strategies such as graphics, essays, and multimedia presentations to illustrate points

4.09 Identify contemporary issues via current events that face Hispanics/Latinos in United States and Brazil by:

- describing socio-cultural and major political issues
- assessing the economic impact of Hispanics/Latinos on the U.S. and São Paulo Brazil

**COMPETENCY
GOAL 5:**

COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within Spanish dialects and between Spanish and English by:

- interviewing classroom and community members
- listening to a variety of speakers in newscasts, movies, TV programs, speeches, informal conversations

5.02 Develop an increased awareness of the differences and similarities in structural patterns (e.g., word order, agreement, use of articles, possessives) of Spanish and English and apply structural patterns accurately in written assignments by:

- listening to and reading a variety of passages/texts
- examining how word order impacts meaning
- proof reading for accuracy in spelling, accents, punctuation
- editing for grammar conventions
- producing final drafts that demonstrate accurate structural patterns

5.03 Contrast words, phrases and idioms that do not translate directly from one language to another (Spanish/English and English/Spanish) and use them correctly in oral and written expression. (e.g. code-switching)

5.04 Compare and contrast the similarities and differences of genres of written texts (e.g., essays, short stories, novellas) in Spanish and English by:

- listing the characteristics of the different genres.
- reading a variety of literature and other texts.
- interpreting the impact of the genre-specific characteristics on the meaning of the work
- exploring the similarities and differences among the different genres

5.05 Recognize the changing nature of language and the historical and contemporary impact on Spanish by languages other than English by:

- identifying the influence of indigenous languages on the varieties of Spanish
- discussing the reasons why words are borrowed from other languages.

5.06 Demonstrate an understanding of the interrelationship of historical or contemporary events in Spanish-speaking countries and the United States by:

- researching events
- debating issues
- writing and producing plays
- reading about the same event from different perspectives

5.07 Develop a continued appreciation for cultural differences by observing and comparing patterns of behavior or interaction in various cultural settings by:

- role playing
- sharing personal experiences
- interviewing persons from own culture and from others
- engaging in reflective writing

5.08 Investigate the reasons behind the cultural traditions and celebrations that exist in other cultures and compare them to those that exist in the Hispanic/Latino culture.

- interviewing family and community members
- conducting research
- interviewing members from other cultures

5.09 Demonstrate an understanding of globalization by:

- examining the social impact of one culture on another
- researching the mutual economic effect of one culture on another
- studying the political impact of one country's policy on others

**COMPETENCY
GOAL 6:**

CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.

Objectives

6.01 Continue to develop literacy skills in Spanish and apply them to other disciplines including English Language Arts in areas such as:

- grammar and language usage
- reading and interpreting texts.
- developing and supporting ideas

6.02 Continue to develop and apply learning strategies, processes, and skills in the Spanish classroom and in other disciplines by:

- following writing and reading processes
- using research processes to meet information needs
- using appropriate strategies for the task
- creating and using graphic organizers
- interpreting, clarifying, and following oral and written instructions
- note taking
- establishing strong study skills

6.03 Conduct research on a topic of interest from an academic discipline (e.g., an event, historical figure or scientific concept) using a variety of sources in Spanish by:

- identifying information needs and formulating questions about those needs
- exploring and evaluating a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM)
- identifying potential research process models
- exploring primary and secondary sources
- adhering to copyright laws, ethical guidelines, and interpretations of the laws and guidelines
- crediting sources in all print, non-print, and electronic products

6.04 Analyze information acquired from other disciplines in the Spanish classroom to include areas such as:

- math concepts
- comparisons of literary genres
- career awareness

**COMPETENCY
GOAL 7:**

COMMUNITIES - The learner will use Spanish and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational and professional growth and enrichment.

Objectives

7.01 Participate in ongoing school or community events and activities that require the use of informal and formal Spanish language skills.

7.02 Increase participation in and service to the local Hispanic/Latino community by:

- translating
- interpreting
- developing informational brochures

7.03 Increase interaction with other speakers from Hispanic/Latino cultures by:

- accessing electronic media
- inviting speakers to class
- corresponding with people and organizations beyond the immediate community

7.04 Access media sources such as newspapers, magazines, radio and television to improve Spanish language skills and broaden understanding of cultural and political events in the greater Hispanic/Latino community.

7.05 Develop an understanding of the importance of post-secondary education to enhance cognitive, social and linguistic skills and expand career opportunities by:

- observing and working with Hispanic/Latino professionals
- visiting a college campus
- speaking with counselors

7.06 Share knowledge of Hispanic language and culture with members of the community by:

- peer tutoring
- making formal presentations
- creating displays
- participating in language clubs with non-native speakers of the language
- creating blogs