

Spanish for Heritage and Native Speakers I-III

Foreign Languages Curriculum Framework

Revised 2013

Course Title: Spanish for Heritage and Native Speakers (SHNS) I-III
Course/Unit Credit: 1 per course
Course Number: SHNS I: 540100 SHNS II: 540110 SHNS III: 540120
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
Grades: 9-12
Prerequisites: There is no prerequisite for SHNS I; however, students should be conversant in Spanish. Students entering SHNS II and SHNS III must successfully complete the preceding year of study.

Spanish for Heritage and Native Speakers I-III

Spanish for Heritage and Native Speakers I, II, and III are intended for native speakers (those raised in an environment using mainly a language other than English) and heritage speakers (those raised in an environment where the language was most likely spoken in the home). The courses provide a thorough review of the Spanish language and are conducted entirely in Spanish. Students improve literacy through extensive, varied writing activities and exposure to a variety of Hispanic literature, newspapers, magazines, films, music, and current issues. Language skills are improved through oral presentations, debates, and class discussions in both formal and informal settings. Hispanic culture and traditions are presented to deepen students' appreciation of the native language. Spanish for Heritage and Native Speakers I, II, and III include applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Although there is no prerequisite for Spanish for Heritage and Native Speakers I, students should be conversant in Spanish. Arkansas Department of Education approval is not required.

Spanish for Heritage and Native Speakers I-III

Strand	Content Standard
Communication	
	1. Students will process oral, written, and/or visual messages in standard Spanish. (interpretive)
	2. Students will interact verbally and/or in writing in standard Spanish. (interpersonal)
	3. Students will present to an audience of listeners and/or readers in standard Spanish. (presentational)
Culture	
	4. Students will investigate the relationship between the practices and perspectives of the culture studied.
	5. Students will investigate the relationship between the products and perspectives of the culture studied.
Connections	
	6. Students will apply the Spanish language to reinforce and expand knowledge of other subject areas.
	7. Students will recognize the distinctive contributions of the language and cultures of the Spanish-speaking world.
Comparisons	
	8. Students will explain the similarities and differences between the Spanish language and the students' primary language.
	9. Students will explain the similarities and differences between the cultures of the Spanish-speaking world and the students' native culture.
Communities	
	10. Students will examine ways to use Spanish personally and professionally.

Notes:

1. The three standards within the communication strand are designated as interpretive, interpersonal, or presentational. These classifications refer to the three modes of communication recognized in the 2012 edition of the "Performance Descriptors for Language Learners" promulgated by the American Council on the Teaching of Foreign Languages (ACTFL).
2. Words that appear in italics within this document are defined in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Common Core State Standards (CCSS) alignment key, R.CCR.1 = Reading.College and Career Ready Anchor Standard.1

Strand: Communication

Content Standard 1: Students will process oral, written, and/or visual messages in standard Spanish. (interpretive)

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CMC.1.SHNSI.1 Identify the structure of short <i>contextualized</i> and <i>adapted texts</i> on a variety of topics (e.g., stanza, introduction, thesis)	CMC.1.SHNSII.1 Interpret words and phrases as used in a short, <i>authentic</i> texts (e.g., technical, connotative, figurative)	CMC.1.SHNSIII.1 Comprehend <i>authentic</i> , complex literary and informational texts independently	R.CCR.5 L.CCR.3, 4, 6
CMC.1.SHNSI.2 Identify main ideas, setting, theme, characters, and details in short <i>contextualized</i> and <i>adapted texts</i>	CMC.1.SHNSII.2 Interpret and make logical inferences about theme, characters, setting, and supporting details in <i>adapted</i> and <i>authentic texts</i>	CMC.1.SHNSIII.2 Analyze elements of a short story in complex <i>authentic</i> texts (e.g., theme, character, setting, supporting details)	R.CCR.1, 2 SL.CCR.2 L.CCR.3, 4, 5, 6
CMC.1.SHNSI.3 Identify <i>literary styles</i> and techniques (e.g., classical literature, modern literature)	CMC.1.SHNSII.3 Compare and contrast <i>literary styles</i> and techniques (e.g., classical literature, modern literature)	CMC.1.SHNSIII.3 Analyze <i>literary styles</i> and techniques (e.g., classical literature, modern literature)	R.CCR.4, 5, 6 L.CCR.3, 4, 5, 6
CMC.1.SHNSI.4 Follow multi-step directions in familiar contexts (e.g., recipes, map directions)	CMC.1.SHNSII.4 Follow multi-step directions in familiar or unfamiliar contexts in which a problem must be solved	CMC.1.SHNSIII.4 Follow spontaneous, complex directions in a variety of unfamiliar situations	R.CCR.4, 6, 7 SL.CCR.2, 3, 10 L.CCR.3, 4, 6
CMC.1.SHNSI.5 Interpret simple correspondence from a variety of sources and <i>registers</i> (e.g., informal letters, business letters, notes, e-mail)	CMC.1.SHNSII.5 Interpret complex correspondence from a variety of sources	CMC.1.SHNSIII.5 Interpret spontaneous, complex correspondence from a variety of sources	R.CCR.1, 4, 6, 7 SL.CCR.2, 3, 10 L.CCR.3, 4, 5, 6

Strand: Communication

Content Standard 1: Students will process oral, written, and/or visual messages in standard Spanish. (interpretive)

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CMC.1.SHNSI.6 Identify <i>cognates</i> , <i>borrowings</i> , <i>idiomatic expressions</i> , abbreviations, and acronyms in context	CMC.1.SHNSII.6 Use <i>colloquialisms</i> , <i>regionalisms</i> , and linguistic <i>borrowings</i> (e.g., coquí, guajolote, palta)	CMC.1.SHNSIII.6 Differentiate between various accents, <i>idiomatic expressions</i> , and proverbs	R.CCR.4, 7 SL.CCR.2 L.CCR.3, 4, 5, 7
CMC.1.SHNSI.7 Identify <i>intonation</i> of syllables to recognize accentuation (e.g., papa vs. papá, hablo vs. hablé)	CMC.1.SHNSII.7 Use <i>intonation</i> of syllables to recognize accentuation (e.g., papa vs. papá, hablo vs. hablé)	CMC.1.SHNSIII.7 Use <i>intonation</i> of syllables to recognize accentuation in complex structures (e.g., <i>hiato</i> , poetic syllables, adverbs such as 'rápidamente')	L.CCR.3, 4

Strand: Communication

Content Standard 2: Students will interact verbally and/or in writing in standard Spanish. (interpersonal)

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CMC.2.SHNSI.1 Exchange ideas and information about familiar and routine matters using appropriate <i>register</i>	CMC.2.SHNSII.1 Discuss a variety of topics using appropriate <i>register</i>	CMC.2.SHNSIII.1 Defend opinions on a variety of topics in <i>standard Spanish</i> with supporting evidence	W.CCR.4, 6, 10 SL.CCR.1, 3 L.CCR.3
CMC.2.SHNSI.2 Initiate spontaneous conversation (e.g., greetings, quick questions)	CMC.2.SHNSII.2 Initiate <i>fluid</i> , spontaneous conversation using appropriate <i>register</i> and nonverbal communication	CMC.2.SHNSIII.2 Sustain extended conversation on a variety of topics	SL.CCR.1, 3 L.CCR.3, 4, 5, 6
CMC.2.SHNSI.3 Correspond in <i>standard Spanish</i> using appropriate <i>register</i> (e.g., letter, e-mail)	CMC.2.SHNSII.3 Use written correspondence to exchange personal viewpoints, ideas, and opinions on concrete and abstract topics	CMC.2.SHNSIII.3 Correspond in formal situations using correct <i>register</i> (e.g., business letters, resués)	R.CCR.1 W.CCR.3, 6, 10 L.CCR.3, 5, 6
CMC.2.SHNSI.4 Express feelings, emotions, and opinions orally and in writing	CMC.2.SHNSII.4 Express detailed feelings, emotions, and opinions orally and in writing	CMC.2.SHNSIII.4 Use persuasion to advocate a point of view orally and in writing	R.CCR.1 W.CCR.3, 6, 10 L.CCR.3, 5, 6
CMC.2.SHNSI.5 Discuss historical events through <i>authentic</i> literary texts	CMC.2.SHNSII.5 Share personal reactions and opinions about historical events using <i>authentic</i> literary texts	CMC.2.SHNSIII.5 Substantiate opinions about historical events through elaboration, summarization, rephrasing, and synthesis of ideas in <i>authentic</i> literary texts	R.CCR.1, 7 SL.CCR.1, 2, 3, 4, 7, 10 L.CCR.3, 4, 5, 6

Strand: Communication

Content Standard 2: Students will interact verbally and/or in writing in standard Spanish. (interpersonal)

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
<p>CMC.2.SHNSI.6 Identify, conjugate, and communicate present and past <i>tenses</i> in context</p> <ul style="list-style-type: none"> • immediate future • imperfect • present indicative • preterite • progressive 	<p>CMC.2.SHNSII.6 Identify, conjugate, and communicate using appropriate vocabulary, <i>tenses</i>, and <i>moods</i></p> <ul style="list-style-type: none"> • commands • conditional • future • immediate future • imperfect • perfect <i>tenses</i> • present indicative • preterite • progressive <i>tenses</i> • subjunctive 	<p>CMC.2.SHNSIII.6 Communicate using complex sentences containing appropriate compound <i>tenses</i> and <i>moods</i> (e.g., “if” clauses, sequence of <i>tenses</i>)</p>	<p>R.CCR.4, 5 W.CCR.4, 10 SL.CCR.1 L.CCR.3, 4, 5, 6</p>
<p>CMC.2.SHNSI.7 Identify skills to exchange information about unfamiliar topics (e.g., <i>circumlocution</i>, gestures)</p>	<p>CMC.2.SHNSII.7 Employ <i>circumlocution</i> skills to exchange information about unfamiliar topics</p>	<p>CMC.2.SHNSIII.7 Employ <i>circumlocution</i> skills to exchange information about complex or unfamiliar topics</p>	<p>R.CCR.1, 4 SL.CCR.1 L.CCR.3, 4, 5</p>
<p>CMC.2.SHNSI.8 Communicate using linguistic, structural, and grammatical variations</p> <ul style="list-style-type: none"> • punctuation • simple sentence structure (e.g., subject-verb agreement, placement) • spelling (e.g., accents) 	<p>CMC.2.SHNSII.8 Communicate using linguistic, structural, and grammatical variations</p> <ul style="list-style-type: none"> • complex sentence structure • compound sentence structure • punctuation • spelling (e.g., accents) 	<p>CMC.2.SHNSIII.8 Communicate using linguistic, structural, and grammatical variations</p> <ul style="list-style-type: none"> • compound-complex sentence structure • punctuation • spelling (e.g., accents) 	<p>R.CCR.5 W.CCR.4, 10 L.CCR.1, 2, 3</p>
<p>CMC.2.SHNSI.9 Apply numeric concepts in context in oral and written forms</p> <ul style="list-style-type: none"> • cardinal numbers 0+ • ordinal numbers 1st – 20th 	<p>The SLE is not appropriate for this level/course.</p>	<p>The SLE is not appropriate for this level/course.</p>	<p>R.CCR.7 L.CCR.3</p>

Strand: Communication

Content Standard 3: Students will present to an audience of listeners and/or readers in standard Spanish. (presentational)

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CMC.3.SHNSI.1 Write simple formal and informal compositions on a variety of topics	CMC.3.SHNSII.1 Write clear, detailed, straight-forward compositions on a variety of topics	CMC.3.SHNSIII.1 Formulate well-constructed and relevant compositions on a variety of complex topics	W.CCR.1, 4, 6, 10 L.CCR.3, 4, 5, 6
CMC.3.SHNSI.2 Sustain <i>fluid</i> , sequential, straight-forward written and/or verbal presentations on a variety of topics	CMC.3.SHNSII.2 Sustain <i>fluid</i> , sequential, straight-forward presentations citing evidence and relevant examples	CMC.3.SHNSIII.2 Sustain <i>fluid</i> extemporaneous presentations on complex subjects citing evidence and relevant examples	W.CCR.1, 4, 6, 10 SL.CCR.1, 3, 5, 6
CMC.3.SHNSI.3 Illustrate various historic events from Spanish-speaking communities in the United States and the world	CMC.3.SHNSII.3 Present <i>authentic</i> short literary or musical works illustrating historic events in Spanish-speaking communities in the United States and the world	CMC.3.SHNSIII.3 Respond in written or spoken <i>standard Spanish</i> to literary or musical works which illustrate historic events in Spanish-speaking communities in the United States and the world	R.CCR.1, 3 W.CCR.2, 10 SL.CCR.1, 3 L.CCR.3, 6
CMC.3.SHNSI.4 Write a variety of texts using graphic organizers for pre-writing and rubrics for peer editing	CMC.3.SHNSII.4 Write short informational/explanatory or argumentative compositions citing evidence	CMC.3.SHNSIII.4 Research a complex topic	W.CCR.5, 6, 9, 10 L.CCR.3, 6
CMC.3.SHNSI.5 Produce level-appropriate visual or multimedia demonstrations with special characters using available technology (e.g., poster, brochure, slideshow, <i>blog</i> , <i>podcast</i>)	CMC.3.SHNSII.5 Produce level-appropriate visual or multimedia projects with special characters using available technology (e.g., poster, brochure, slideshow, <i>podcast</i>)	CMC.3.SHNSIII.5 Produce level-appropriate visual or multimedia projects with special characters using available technology (e.g., poster, brochure, slideshow, video, <i>podcast</i>)	W.CCR.6, 10 SL.CCR.1, 2, 3, 6

Strand: Communication

Content Standard 3: Students will present to an audience of listeners and/or readers in standard Spanish. (presentational)

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
The SLE is not appropriate for this level/course.	CMC.3.SHNSII.6 Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level <ul style="list-style-type: none"> • capitalization • <i>phonetic</i> homonyms (e.g., ll/y, g/j, s/c/z) • written accents 	CMC.3.SHNSIII.6 Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level <ul style="list-style-type: none"> • capitalization • <i>phonetic</i> homonyms (e.g., ll/y, g/j, s/c/z) • written accents 	W.CCR.4 SL.CCR.6 L.CCR.1, 2, 3

Strand: Culture

Content Standard 4: Students will investigate the relationship between the practices and perspectives of the culture studied.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CLT.4.SHNSI.1 Identify social, historical, and literary traditions and viewpoints of Spanish-speaking communities found in the United States and the world	CLT.4.SHNSII.1 Analyze social, historical, and literary traditions and viewpoints of Spanish-speaking communities found in the United States and the world	CLT.4.SHNSIII.1 Investigate social, historical, and literary traditions and viewpoints of Spanish-speaking communities found in the United States and the world	R.CCR.1, 3, 6 W.CCR.7, 10 SL.CCR.2, 3 L.CCR.3, 6
CLT.4.SHNSI.2 Identify the influence of other cultures on the language of Spanish-speaking communities (e.g., lonche, parquear)	CLT.4.SHNSII.2 Analyze the influence of other cultures on the language of Spanish-speaking communities (e.g., aguacate, almohada, ojalá, vos)	CLT.4.SHNSIII.2 Investigate the influence of other cultures on the language of Spanish-speaking communities (e.g., chao/ciao, gua-gua)	R.CCR.1, 3, 4 W.CCR.7, 10 SL.CCR.2, 3 L.CCR.1, 2, 3
CLT.4.SHNSI.3 Identify culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions)	CLT.4.SHNSII.3 Compare and contrast culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions)	CLT.4.SHNSIII.3 Interact using culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions)	W.CCR.4, 10 SL.CCR.1, 6 L.CCR.1, 2, 3
CLT.4.SHNSI.4 Identify gender roles in history, literature, and the media in Spanish-speaking communities found in the United States and the world	CLT.4.SHNSII.4 Analyze gender roles in history, literature, and the media in Spanish-speaking communities found in the United States and the world	CLT.4.SHNSIII.4 Evaluate gender roles in history, literature, and the media in Spanish-speaking communities found in the United States and the world	R.CCR.1, 3, 6, 7 W.CCR.7, 10 SL.CCR.1, 3 L.CCR.3, 4, 5, 6
CLT.4.SHNSI.5 Discuss unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., las posadas, La Tomatina, corridas)	CLT.4.SHNSII.5 Analyze unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., día de los muertos, cinco de mayo, independencia)	CLT.4.SHNSIII.5 Evaluate unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., la Pascua, carnaval, Navidad)	R.CCR.6 W.CCR.1, 2, 3, 4, 7, 10 SL.CCR.1, 2, 3 L.CCR.3, 6

Strand: Culture

Content Standard 5: Students will investigate the relationship between the products and perspectives of the culture studied.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CLT.5.SHNSI.1 Identify <i>products</i> and perspectives of <i>indigenous</i> groups of Spanish-speaking people found in the United States and the world	CLT.5.SHNSII.1 Analyze <i>products</i> and perspectives of <i>indigenous</i> groups of Spanish-speaking people found in the United States and the world	CLT.5.SHNSIII.1 Research the influence of <i>products</i> and perspectives of <i>indigenous</i> groups of Spanish-speaking people found in the United States and the world	R.CCR.7 W.CCR.7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.5, 6
CLT.5.SHNSI.2 Describe artistic expression of the Spanish-speaking world (e.g., visual art, music, dance, plays)	CLT.5.SHNSII.2 Interpret artistic expression of the Spanish-speaking world (e.g., visual art, music, dance, plays)	CLT.5.SHNSIII.2 Create original work, in <i>standard Spanish</i> , if applicable, based on the arts of Spanish-speaking cultures (e.g., visual art, drama, music, dance, plays)	R.CCR.7 W.CCR.4, 7, 8, 9, 10 SL.CCR.1, 2 L.CCR.5, 6
CLT.5.SHNSI.3 Investigate historical contributions of Spanish-speaking communities to the rest of the world through literature and music (e.g., “Un día de estos” by Gabriel García Márquez, flamenco)	CLT.5.SHNSII.3 Research historical contributions of Spanish-speaking communities to the rest of the world through literature and music (e.g., “A Roosevelt” by Ruben Darío, “Mi caballo mago” by Sabine Ulibarrí, salsa)	CLT.5.SHNSIII.3 Analyze historical contributions of Spanish-speaking communities to the rest of the world through literature and music (e.g., “San Manuel Bueno, Mártir” by Miguel de Unamuno, tango)	R.CCR.1, 3, 6 W.CCR.7, 8, 9, 10 SL.CCR.2, 3 L.CCR.3, 4, 5, 6
CLT.5.SHNSI.4 Discuss the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., geography, climate, natural resources, politics, society, migration)	CLT.5.SHNSII.4 Analyze the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., geography, climate, natural resources, politics, society, migration)	CLT.5.SHNSIII.4 Analyze, in <i>standard Spanish</i> , the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., geography, climate, natural resources, politics, society, migration)	R.CCR.1, 3, 7 W.CCR.2, 7, 10 SL.CCR.1, 2 L.CCR.6

Strand: Culture

Content Standard 5: Students will investigate the relationship between the products and perspectives of the culture studied.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CLT.5.SHNSI.5 Recognize the influence of historical events and figures on individual and group perspectives (e.g., revolutionary movements, Emiliano Zapata, Simón Bolívar)	CLT.5.SHNSII.5 Discuss in <i>standard Spanish</i> the influence of historical events and figures on individual and group perspectives (e.g., revolutionary movements, Emiliano Zapata, Simón Bolívar)	CLT.5.SHNSIII.5 Evaluate the influence of historical events and figures on individual and group perspectives (e.g., revolutionary movements, Emiliano Zapata, Simón Bolívar)	R.CCR.1, 3, 6 W.CCR.7, 10 SL.CCR.2, 3 L.CCR.3, 6
CLT.5.SHNSI.6 Recognize the influence of contemporary events on individual and group perspectives (e.g., elections, immigration)	CLT.5.SHNSII.6 Compare and contrast the influence of contemporary events on individual and group perspectives, in <i>standard Spanish</i> (e.g., narcotráfico, political asylum)	CLT.5.SHNSIII.6 Evaluate the influence of contemporary events on individual and group perspectives, in <i>standard Spanish</i> (e.g., human rights, maquiladoras)	R.CCR.1, 3 W.CCR.7, 10 SL.CCR.2, 3 L.CCR.3, 6
CLT.5.SHNSI.7 Describe the geography of Spanish-speaking communities	CLT.5.SHNSII.7 Analyze the impact of geography on daily life in Spanish-speaking communities	CLT.5.SHNSIII.7 Investigate the impact of geography on the economy of Spanish-speaking communities	W.CCR.2, 10 SL.CCR.1, 2 L.CCR.3, 6
CLT.5.SHNSI.8 Discuss unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., piñata, abanico, mate)	CLT.5.SHNSII.8 Compare and contrast unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., Virgen de Guadalupe, luchadores)	CLT.5.SHNSIII.8 Evaluate unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., calaveras de azúcar, maíz, Popol Vuh)	W.CCR.2, 4, 10 SL.CCR.1, 2, 3 L.CCR.3, 6
CLT.5.SHNSI.9 Recognize facts, informed opinions, and bias in mass media, multimedia, and the Internet	CLT.5.SHNSII.9 Discuss the facts, informed opinions, and bias in mass media, multimedia, and the Internet	CLT.5.SHNSIII.9 Assess the validity, relevance, and sufficiency of the evidence in mass media, multimedia, and the Internet	R.CCR.1, 2, 3, 6, 7, 8 W.CCR.7, 8, 10 SL.CCR.2, 3 L.CCR.3, 4, 5, 6

Strand: Connections

Content Standard 6: Students will apply the Spanish language to reinforce and expand knowledge of other subject areas.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CNN.6.SHNSI.1 Identify various pre-Columbian societies (e.g., Incas, Aztecs, Taironas, Muiscas, Taínos, Mayas)	CNN.6.SHNSII.1 Investigate various aspects of pre-Columbian societies (e.g., social structure, architecture)	CNN.6.SHNSIII.1 Make connections between pre-Columbian societies and modern indigenous communities	R.CCR.1, 7, 10 L.CCR.6
CNN.6.SHNSI.2 Identify various modern Spanish-speaking communities in the United States and the world	CNN.6.SHNSII.2 Investigate various aspects of modern Spanish-speaking communities in the United States and the world (e.g., dance, education, family)	CNN.6.SHNSIII.2 Make connections between modern Spanish-speaking communities in the United States, the world, and pre-Columbian communities	R.CCR.1, 7, 10 L.CCR.6
CNN.6.SHNSI.3 Identify examples of artistic expression in Spanish-speaking communities (e.g., dance, music, art, film/video)	CNN.6.SHNSII.3 Compare and contrast examples of artistic expression representative of Spanish-speaking communities (e.g., art, dance, music, film/video)	CNN.6.SHNSIII.3 Create original examples of artistic expression representative of Spanish-speaking communities, using available technology (e.g., art, music, dance, film/video)	R.CCR.1, 7 L.CCR.6
CNN.6.SHNSI.4 Identify <i>authentic</i> games and sports	CNN.6.SHNSII.4 Participate in <i>authentic</i> games and sports	CNN.6.SHNSIII.4 Make connections between <i>authentic</i> games and sports and their origins	L.CCR.6
CNN.6.SHNSI.5 Identify <i>authentic</i> research sources in various disciplines	CNN.6.SHNSII.5 Evaluate the credibility and accuracy of <i>authentic</i> research sources in various disciplines	CNN.6.SHNSIII.5 Gather and utilize information from credible <i>authentic</i> research sources in various disciplines	R.CCR.8 W.CCR.7, 9, 10 L.CCR.5, 6
CNN.6.SHNSI.6 Recognize the <i>dialects</i> of various geographical regions	The SLE is not appropriate for this level/course.	The SLE is not appropriate for this level/course.	L.CCR.3, 4, 5, 6

Strand: Connections

Content Standard 7: Students will recognize the distinctive contributions of the language and cultures of the Spanish-speaking world.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CNN.7.SHNSI.1 Recognize the influence of notable Spanish speakers (e.g., Sonia Sotomayor, Carlos Slim, Eva Perón, Diego Rivera)	CNN.7.SHNSII.1 Investigate the influences of notable Spanish speakers (e.g., Fidel Castro, Jorge Ramos, Salma Hayek)	CNN.7.SHNSIII.1 Analyze the influence of notable Spanish speakers (e.g., Isabel Allende, Pope Francis, Shakira)	W.CCR.1, 2, 7, 10 L.CCR.6
CNN.7.SHNSI.2 Identify regions/countries where Spanish is the predominant or official language	CNN.7.SHNSII.2 Investigate the spread of Spanish language and culture from the Iberian peninsula	CNN.7.SHNSIII.2 Analyze causes and effects of the spread of Spanish language and culture	R.CCR.1, 2, 3, 6 W.CCR.1, 3, 7, 10 L.CCR.6
CNN.7.SHNSI.3 Identify superstitions and legends (e.g., Chupacabra, Siguanaba, Yerba Mate, el duende)	CNN.7.SHNSII.3 Compare and contrast superstitions and legends to those of the United States (e.g., breaking a mirror, mal de ojo, <u>La Llorona</u> , Headless Horseman)	CNN.7.SHNSIII.3 Analyze modern views of superstitions and legends, which influence daily life (e.g., New Year's traditions, "limpias")	R.CCR.7 W.CCR.4, 10 L.CCR.5, 6
CNN.7.SHNSI.4 Identify political systems found in the United States and the Spanish-speaking world (e.g., democracy, monarchy)	CNN.7.SHNSII.4 Compare and contrast political systems of Spanish-speaking countries to those of the United States (e.g., laws protecting citizens' rights, naturalization)	CNN.7.SHNSIII.4 Analyze the effects of political systems found in the United States and the Spanish-speaking world on daily life (e.g., mordidas, los desaparecidos, socialized health care)	W.CCR.1, 2, 7, 10 L.CCR.6

Strand: Connections

Content Standard 7: Students will recognize the distinctive contributions of the language and cultures of the Spanish-speaking world.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
<p>CNN.7.SHNSI.5 Analyze, in <i>standard Spanish</i> using <i>authentic</i> Spanish sources, the influence of the United States as viewed by various Spanish-speaking peoples (e.g., literary viewpoints, political policies, stereotypes)</p>	<p>CNN.7.SHNSII.5 Analyze, in <i>standard Spanish</i> using <i>authentic</i> sources, the interdependence that exists between the Spanish-speaking cultures and the world (e.g., imports/exports, natural resources, medicine)</p>	<p>CNN.7.SHNSIII.5 Discuss, in <i>standard Spanish</i> using <i>authentic</i> sources, the political and economic implications of the interdependence that exists between the Spanish-speaking cultures and the world (e.g., imports/exports, natural resources, medicine)</p>	<p>R.CCR.1, 7, 9 W.CCR.1, 2, 4, 7, 8, 9, 10 L.CCR.6</p>
<p>CNN.7.SHNSI.6 Identify <i>products</i> of Spanish-speaking cultures that are found in other cultures (e.g., piñata, chocolate, sugar cane, coffee, the arts)</p>	<p>CNN.7.SHNSII.6 Investigate the contribution of <i>products</i> to other cultures (e.g., piñata, chocolate, sugar cane, coffee, the arts)</p>	<p>CNN.7.SHNSIII.6 Evaluate the assimilation of <i>products</i> of Spanish-speaking cultures into other cultures (e.g., piñata, chocolate, sugar cane, coffee, the arts)</p>	<p>L.CCR.6</p>

Strand: Comparisons

Content Standard 8: Students will explain the similarities and differences between the Spanish language and the students' primary language.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CMP.8.SHNSI.1 Identify <i>idioms</i> , <i>regionalisms</i> , and <i>colloquialisms</i> from various Spanish-speaking countries	CMP.8.SHNSII.1 Compare and contrast <i>idioms</i> , <i>regionalisms</i> , <i>colloquialisms</i> , and proverbs from various Spanish-speaking countries	CMP.8.SHNSIII.1 Research the origins of various <i>idioms</i> , <i>regionalisms</i> , <i>colloquialisms</i> , and proverbs	R.CCR.4, 9 L.CCR.3, 4, 5
CMP.8.SHNSI.2 Identify different <i>dialects</i> and pronunciations used in Spanish-speaking countries and the United States	CMP.8.SHNSII.2 Classify <i>dialects</i> , <i>pitch</i> , and <i>intonation</i> used in Spanish-speaking countries and the United States	CMP.8.SHNSIII.2 Research the origins of various <i>dialects</i> , <i>pitch</i> , and <i>intonation</i>	R.CCR.9 L.CCR.3, 4, 5
CMP.8.SHNSI.3 Identify <i>indigenous</i> languages of Spanish-speaking countries	CMP.8.SHNSII.3 Identify the influence of <i>indigenous</i> languages of Spanish-speaking countries on modern Spanish	CMP.8.SHNSIII.3 Research storytelling traditions of <i>indigenous</i> peoples (e.g., hieroglyphics, quipu)	R.CCR.1, 3
CMP.8.SHNSI.4 Identify <i>Anglicisms</i> , <i>false cognates</i> , and <i>code switching</i> (e.g., <i>parquear</i> , <i>asistir/atender</i>)	CMP.8.SHNSII.4 Investigate the various effects of <i>Anglicisms</i> in Spanish-speaking countries	CMP.8.SHNSIII.4 Use <i>Anglicisms</i> and <i>false cognates</i> correctly in appropriate context	R.CCR.4, 9 W.CCR.4, 10 SL.CCR.1 L.CCR.3, 4

Strand: Comparisons

Content Standard 9: Students will explain the similarities and differences between the cultures of the Spanish-speaking world and the students' native culture.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
<p>CMP.9.SHNSI.1 Recognize cultural traditions and celebrations of Spanish-speaking communities (e.g., visual arts, music, dance, food)</p>	<p>CMP.9.SHNSII.1 Investigate cultural traditions and celebrations of Spanish-speaking communities (e.g., visual arts, music, dance, food)</p>	<p>CMP.9.SHNSIII.1 Recreate cultural traditions and celebrations of Spanish-speaking communities (e.g., visual arts, music, dance, food)</p>	<p>R.CCR.7 W.CCR.2, 4, 7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.6</p>
<p>CMP.9.SHNSI.2 Recognize social and religious beliefs and views of Spanish-speaking communities (e.g., social hierarchy, religion)</p>	<p>CMP.9.SHNSII.2 Investigate social and religious beliefs and views of Spanish-speaking communities (e.g., social hierarchy, religion)</p>	<p>CMP.9.SHNSIII.2 Compare and contrast personal viewpoints on controversial issues to viewpoints within the Spanish-speaking communities</p>	<p>R.CCR.7, W.CCR.1, 2, 4, 7, 8, 9, 10 SL.CCR.1, 2, 3 L.CCR.6</p>
<p>CMP.9.SHNSI.3 Identify social <i>conventions</i> (e.g., meeting new people, dating, school, employment, transportation)</p>	<p>CMP.9.SHNSII.3 Compare social <i>conventions</i> of other Spanish-speaking communities to the students' community (e.g., meeting new people, dating, school, employment, transportation)</p>	<p>CMP.9.SHNSIII.3 Compare familiar social systems to social systems of Spanish-speaking communities (e.g., education, economy, politics, the arts)</p>	<p>L.CCR.6</p>

Strand: Communities

Content Standard 10: Students will examine ways to use Spanish personally and professionally.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
CMN.10.SHNSI.1 Identify local businesses and/or media in Spanish-speaking communities	CMN.10.SHNSII.1 Explain the role of businesses and media in Spanish speaking communities, using available technology as appropriate	CMN.10.SHNSIII.1 Examine the role of businesses and media in Spanish-speaking communities, using available technology as appropriate	R.CCR.7 W.CCR.2, 3, 4, 5, 6, 7, 8 SL.CCR.2, 4, 5 L.CCR.6
CMN.10.SHNSI.2 Use Spanish language skills in the classroom, using available technology as appropriate	CMN.10.SHNSII.2 Identify ways to use Spanish language skills in the community and beyond, using available technology as appropriate	CMN.10.SHNSIII.2 Explain the use of Spanish language skills in the community and beyond, using available technology as appropriate	W.CCR.1, 4, 6, 10 SL.CCR.1, 2, 3 L.CCR.5, 6
CMN.10.SHNSI.3 Identify organizations that support Spanish-speaking communities	CMN.10.SHNSII.3 Investigate contributions from local and national Spanish-speaking leaders and organizations	CMN.10.SHNSIII.3 Explain ways that service organizations support Spanish-speaking communities within the United States and globally	R.CCR.7 W.CCR.7, 8
CMN.10.SHNSI.4 Identify <i>authentic</i> activities within the local Spanish-speaking communities (e.g., sports, games, travel, media, music)	CMN.10.SHNSII.4 Discuss <i>authentic</i> activities within the local Spanish-speaking communities (e.g., sports, games, travel, media, music)	CMN.10.SHNSIII.4 Simulate <i>authentic</i> activities representative of Spanish-speaking communities (e.g., carnival, multicultural festival)	R.CCR.7 W.CCR.7, 8 SL.CCR.1, 2
CMN.10.SHNSI.5 Identify available Spanish literature (e.g., informational brochures, official documents, library resources)	CMN.10.SHNSII.5 Discuss available Spanish literature (e.g., informational brochures, official documents, library resources)	CMN.10.SHNSIII.5 Assess the need for Spanish literature within the local community (e.g., brochures for newcomers in the school or community, children's books, Spanish language maps)	R.CCR.7 W.CCR.7, 8

Strand: Communities

Content Standard 10: Students will examine ways to use Spanish personally and professionally.

Spanish for Heritage and Native Speakers I	Spanish for Heritage and Native Speakers II	Spanish for Heritage and Native Speakers III	CCSS ELA-Literacy Alignment
<p>CMN.10.SHNSI.6 Identify ways to communicate and/or collaborate with speakers of the Spanish language (e.g., pen pals, <i>e-pals</i>, audio recordings, video recordings)</p>	<p>CMN.10.SHNSII.6 Compare ways to communicate and/or collaborate with speakers of the Spanish language</p>	<p>CMN.10.SHNSIII.6 Examine purposes for communicating and/or collaborating with speakers of the Spanish language</p>	<p>R.CCR.1, 7 SL.CCR.1, 2, 3 L.CCR.3, 5, 6</p>
<p>CMN.10.SHNSI.7 Explore personal occupation opportunities available in which Spanish language abilities are beneficial (e.g., career requirements, educational plan)</p>	<p>CMN.10.SHNSII.7 Investigate occupations within the local community in which Spanish-language abilities are beneficial (e.g., interview a Spanish-speaking community member about his/her occupation)</p>	<p>CMN.10.SHNSIII.7 Research occupation-specific vocabulary related to personal career goals (e.g., role-play careers, presentations, mock employment interview)</p>	<p>R.CCR.1, 7 L.CCR.3, 5, 6</p>

Glossary for Spanish for Heritage and Native Speakers I-III

Adapted text	Printed, non-print, or digital material, source, or medium in the target language, not necessarily from a country or culture where the target language is spoken; may include translations or materials modified, created, or simplified to meet a specific educational purpose
Anglicism	A word in the target language adapted from English
Authentic	Original; without modification; having an undisputed, genuine origin; designed by native speakers for native speakers; authentic materials, sources, or texts are those that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally, a web log
Borrowing	A word or phrase adopted from one language into another with no significant change in spelling or pronunciation
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., “the thing that stops a car” for “brakes”)
Code switching	Alternate use of two or more languages or varieties of language, especially within the same discourse
Cognate	A word from different languages that sounds or looks similar and has a similar meaning, typically evolved from a common origin (e.g., fabuloso, libertad)
Colloquialism	A word or phrase unique to a geographic region, culture, or subculture
Contextualized	Print and non-print materials, sources, or media that help students easily make connections and infer meaning
Convention	A symbol, theme, motif, or archetype
Dialect	Distinct differences of a language which are characteristic of a particular group of the language’s speakers
E-pal	Similar to pen pal except that communication takes place using electronic media
False cognate	A word that looks and sounds similar to a word in more than one language but does not have the same meaning
Fluid	Natural-sounding, smooth-flowing
Hiato	In Spanish, two vowels are separated into different syllables (e.g., baúl, caos)
Idiom or Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word; a group of words that means something other than the literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants indigenous to Argentina; the indigenous peoples of Guatemala)
Intonation	The use of vocal inflections or pitch to contribute to meaning; the pattern or melody of pitch that changes in connected speech, especially the pitch pattern which distinguishes kinds of sentences or speakers of different languages
Literary style	Characteristics of a work that reflect the author’s distinctive way of writing; an author’s use of language, its effects, and its appropriateness to the author’s intent and theme
Mood	A characteristic of a verb that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Orthography	The correct use of writing, symbols, and spelling
Perspective	An attitude or worldview associated with a particular culture or cultures; a traditional idea, attitude, meaning, or value of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter or grapheme of the alphabet stands for one or more sounds or phonemes
Pitch	The degree to which a sound has a high or low quality

Glossary for Spanish for Heritage and Native Speakers I-III

Podcast	An auditory or visual electronic file available via the Internet
Practice	A pattern of behavior accepted by a society; knowledge of what to do, when, and where
Product	A concrete (tangible) or abstract (intangible) cultural element of a society
Regionalism	A variation in speech or writing based on the particular area from which a speaker comes; the variation may occur with respect to pronunciation, vocabulary, or syntax
Register	A manner of addressing another according to the title, relationship, or social situation
Standard Spanish	Spanish language that follows the grammatical and structural rules that have been recognized by the Real Academia Española
Syntax	The order of words required to make grammatically correct sentences
Tense	A characteristic of a verb that indicates the time of the action or state of being that a verb expresses

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