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Correlated to:

**North Carolina Spanish for Native Speakers Curriculum, Level I  
(Grades 9-12)**

NORTH CAROLINA STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<b>Spanish for Native Speakers – Level I</b>	
Major Concepts/Content	
This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences including the family, school, and the immediate community. The course will allow students to explore the cultures of the Hispanic world including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.	
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.	
<b>COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION</b> - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.	
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:	
<ul style="list-style-type: none"> <li>• asking questions</li> </ul>	SE: 3, 13, 19, 57, 174,
<ul style="list-style-type: none"> <li>• obtaining and providing information</li> </ul>	SE: 3, 9, 13, 19, 22, 36, 37, 46, 57, 59,
<ul style="list-style-type: none"> <li>• clarifying meaning</li> </ul>	SE: 13, 28, 57,
<ul style="list-style-type: none"> <li>• contributing relevant comments and connecting personal experiences to content</li> </ul>	SE: 3, 22, 132, 174, 213, 246
1.02 Acquire and use culturally acceptable vocabulary, idiomatic expressions, and gestures from a variety of Hispanic/Latino cultures represented in the classroom by:	
<ul style="list-style-type: none"> <li>• keeping a personal dictionary</li> </ul>	SE: 3, 13, 21, 40,
<ul style="list-style-type: none"> <li>• using a Spanish-Spanish dictionary</li> </ul>	TG: Guia- del maestro - 6, 27, 34, 50,
<ul style="list-style-type: none"> <li>• viewing current television programs representing different cultures</li> </ul>	TG: Guia- 17
<ul style="list-style-type: none"> <li>• reading authentic selections from newspaper articles and advertisements</li> </ul>	TG: Guia- 3

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<b>NORTH CAROLINA STANDARDS</b>		<b>PAGE(S) WHERE TAUGHT</b> (If submission is not a text, cite appropriate resource(s))	
1.03	Express opinions, preferences, and emotions with peers and adults in the family, school, and community by:		
	• responding appropriately to comments and questions	SE:	3, 9, 13, 19, 35, 46, 57, 59
	• offering personal opinions confidently without dominating	SE:	13, 57, 242
	• giving appropriate reasons that support opinions	SE:	9, 13, 19, 57, 59
	• soliciting and respecting another person's opinion	SE:	3, 13, 57
1.04	Sustain conversation using appropriate vocabulary and cultural expressions by:		
	• retelling	SE:	22, 155, 174, 227
	• requesting additional information	SE:	174, 228, 234
	• circumlocuting	TG:	Guia- 6, 26,
	• 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)	SE: TG:	190, 228, 276, 332 Guia- 8, 53
	• editing writing for common errors (e.g., spelling, accent marks, verb tense, agreement)	SE: TG:	222, 276, 321-322, 383-385 Guia- 7
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	SE: TG:	332 Guia- 7, 8
	• formal vs. non-formal language	SE:	276, 332
	• dialects	SE: TG:	228 Guia- 7

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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	SE: 35, 57, 119, 227
• accessing cultural information or explanations	SE: 4, 13, 19, 227
• drawing inferences	SE: 9, 57, 227
2.02 Follow oral and written directions, commands, and requests from a variety of sources and demonstrate understanding by:	
• rephrasing	SE: 22, 89, 120, 149, 170
• requesting additional information	SE: 35, 103, 160, 174, 242, 282 TG: Guía- 3
• responding appropriately	SE: 9, 13, 19, 22, 34, 35, 37, 46, 56, 57
• completing task.	SE: 20, 22, 35, 37, 46, 56, 57, 135, 223, 246, 279-280
2.03 Demonstrate the ability to read informational texts by:	
• demonstrating comprehension of main ideas	SE: 4, 9, 13, 19, 35, 46, 56, 57, 149, 169, 184, 210, 211, 241, 295
• summarizing major steps.	SE: 13, 35, 56, 210, 261, 319, 321, 383-385
• determining accuracy of the text	SE: 22, 224
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, TV, brochures, articles, memoirs, diaries, correspondence, short stories, poems, essays, plays) by:	
• taking notes	SE: 4, 13, 20, 22, 190
• using graphic/visual organizers	SE: 4, 20, 35, 56, 59, 119, 172
• categorizing	SE: 35, 59, 119, 172
• discussing	SE: 13, 19, 35, 57, 119
• summarizing	SE: 20, 35, 96, 172, 190, 261

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NORTH CAROLINA STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
2.05 Interpret a variety of print and non-print materials by:	
<ul style="list-style-type: none"> <li>• activating and applying prior cultural knowledge</li> </ul>	SE: 103, 174, 197, 227 TG: Guia- 7, 30
<ul style="list-style-type: none"> <li>• making predictions, inferences, and drawing conclusions</li> </ul>	SE: 9, 19, 37, 57, 119, 198 TG: Guia- 11
<ul style="list-style-type: none"> <li>• formulating questions</li> </ul>	SE: 174 TG: Guia- 16, 18
<ul style="list-style-type: none"> <li>• supporting answers from textual information, personal experience, and/or other sources</li> </ul>	SE: 9, 19, 57, 211, 217, 275
<ul style="list-style-type: none"> <li>• seeking additional information</li> </ul>	TG: Guia- 2, 3, 5,
<ul style="list-style-type: none"> <li>• drawing on literary understanding</li> </ul>	SE: 19, 37, 59, 129, 169, 276
2.06 Recognize that there are a variety of factors affecting meaning such as:	
<ul style="list-style-type: none"> <li>• intonation</li> </ul>	SE: 190, 198 TG: Guia- 7, 28
<ul style="list-style-type: none"> <li>• gestures</li> </ul>	
<ul style="list-style-type: none"> <li>• levels of formality</li> </ul>	SE: 198
<ul style="list-style-type: none"> <li>• age and status</li> </ul>	SE: 9, 198
2.07 Demonstrate evidence of becoming life-long learners of Spanish for personal enrichment and enjoyment by:	
<ul style="list-style-type: none"> <li>• keeping a reflective journal of personal reading</li> </ul>	SE: 9, 327
<ul style="list-style-type: none"> <li>• creating a personal reading list group reading of articles and easy novels</li> </ul>	
<ul style="list-style-type: none"> <li>• writing critiques</li> </ul>	
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:	
<ul style="list-style-type: none"> <li>• prioritizing and organizing information</li> </ul>	SE: 47, 57, 59, 119, 170, 317

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	<ul style="list-style-type: none"> <li>discussing familiar and unfamiliar topics</li> </ul>	SE: 57, 59, 119, 227, 228
	<ul style="list-style-type: none"> <li>using appropriate level of formality according to setting and intended audience</li> </ul>	SE: 129, 170, 317
	<ul style="list-style-type: none"> <li>determining when and where dialects and prestige and non-prestige Spanish usage is appropriate .• using public speaking strategies such as eye contact, gestures, posture, intonation, and pacing</li> </ul>	SE: 129, 170, 317
	<ul style="list-style-type: none"> <li>including visuals and media to make presentations more effective</li> </ul>	SE: 47, 279, 327
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.	SE: 129, 170, 317
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:	
	<ul style="list-style-type: none"> <li>expressive</li> </ul>	SE: 11, 20, 37, 57, 59
	<ul style="list-style-type: none"> <li>informational</li> </ul>	SE: 35, 57 TG: Guia- 33
	<ul style="list-style-type: none"> <li>argumentative</li> </ul>	
	<ul style="list-style-type: none"> <li>critical.</li> </ul>	
3.04	Engage in informational writing by:	
	<ul style="list-style-type: none"> <li>prioritizing and organizing information</li> </ul>	SE: 4, 11, 20, 37, 56, 57
	<ul style="list-style-type: none"> <li>incorporating research from appropriate sources such as observations, print and technology sources, and interviews</li> </ul>	SE: 2, 21, 39, 128, 159 TG: Guia- 16, 17, 20, 27, 28
	<ul style="list-style-type: none"> <li>using definition, cause and effect, and problem-solution strategies</li> </ul>	SE: 215-220
	<ul style="list-style-type: none"> <li>addressing a variety of audiences</li> </ul>	SE: 11, 57, 135
3.05	Explain a process that incorporates instructions (e.g., writing a recipe, carrying out everyday activities) by:	
	<ul style="list-style-type: none"> <li>providing complete and accurate information</li> </ul>	SE: 170, 241, 243 TG: Guia- 7

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<ul style="list-style-type: none"> <li>using visuals and media to make the presentation effective</li> </ul>	SE: 214
3.06 Summarize information from authentic materials orally and in writing by:	
<ul style="list-style-type: none"> <li>determining the importance of information</li> </ul>	SE: 37, 57, 59, 234
<ul style="list-style-type: none"> <li>organizing information to achieve purpose</li> </ul>	SE: 4, 11, 13, 20, 59, 234
<ul style="list-style-type: none"> <li>making connections to related topics/information</li> </ul>	SE: 57 TG: Guia- 19, 23
3.07 Apply understanding of conventional written and spoken expressions in a variety of settings by:	
<ul style="list-style-type: none"> <li>using appropriate and exact words to influence reactions, perceptions, and beliefs</li> </ul>	SE: 11, 20, 133, 227, 228
<ul style="list-style-type: none"> <li>including variety and details</li> </ul>	SE: 11, 20, 37
<ul style="list-style-type: none"> <li>understanding the place and role of dialects and prestige and non-prestige language</li> </ul>	SE: 5-8, 15- 18, 23-39
3.08 Demonstrate evidence of self-correction by:	
<ul style="list-style-type: none"> <li>developing an awareness in speech for features not characteristic of formal academic language (e.g., code switching, slang, formal vs. informal)</li> </ul>	SE: 170
<ul style="list-style-type: none"> <li>independently practicing formal oral presentations</li> </ul>	SE: 129, 170
<ul style="list-style-type: none"> <li>editing writing for common errors (e.g., spelling, accent marks, verb tenses, and agreements)</li> </ul>	SE: 133
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 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:	
<ul style="list-style-type: none"> <li>sharing cultural information with others</li> </ul>	SE: 231,214 TG: Guia- 20
<ul style="list-style-type: none"> <li>keeping a journal</li> </ul>	SE: 227, 228

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	<ul style="list-style-type: none"> <li>using Spanish outside of the classroom setting</li> </ul>	SE:	174 TG: Guia- 20
	<ul style="list-style-type: none"> <li>showing respect for people speaking different dialects</li> </ul>	SE:	174 TG: Guia- 20, 53
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:		
	<ul style="list-style-type: none"> <li>interviewing</li> </ul>	SE:	174
	<ul style="list-style-type: none"> <li>sharing personal experiences</li> </ul>	SE:	227, 228 TG: Guia – 20
	<ul style="list-style-type: none"> <li>demonstrating mutual respect</li> </ul>	TG:	Guia- 20 53,
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:		
	<ul style="list-style-type: none"> <li>identifying examples of stereotypes</li> </ul>		
	<ul style="list-style-type: none"> <li>interviewing heritage language speakers in the school, the family, and the community</li> </ul>	SE:	3, 13, 19,
	<ul style="list-style-type: none"> <li>examining a variety of authentic resources</li> </ul>	TG:	Guia- 16, 17, 19
4.05	Examine via current events how contemporary issues affect Hispanics/Latinos in North Carolina by:		
	<ul style="list-style-type: none"> <li>researching a variety of topics such as education, employment, and citizenship</li> </ul>		
	<ul style="list-style-type: none"> <li>interviewing Hispanic/Latino leaders in North Carolina</li> </ul>		
4.06	Identify important people, events and achievements of the target countries and show their contribution to their own and other cultures by:		
	<ul style="list-style-type: none"> <li>describing the role of key historical figures( such as selected political and revolutionary leaders) or key groups</li> </ul>	TG:	Guia- 53
	<ul style="list-style-type: none"> <li>researching discoveries, innovations, and inventions</li> </ul>	TG:	Guia- 27

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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:		
	<ul style="list-style-type: none"> <li>• activating prior cultural knowledge</li> </ul>	SE: 213, 214 TG: Guia - 17, 33	
	<ul style="list-style-type: none"> <li>• creating timelines</li> </ul>		
4.08	Recognize the impact of Hispanic/Latino historical events on contemporary culture and society by:		
	<ul style="list-style-type: none"> <li>• comparing and contrasting the role of race, status, and identity in Latin American societies.</li> </ul>	SE: 217	
	<ul style="list-style-type: none"> <li>• showing a clear, logical connection among events.</li> </ul>	SE: 217 TG: Guia- 33	
	<ul style="list-style-type: none"> <li>• developing appropriate strategies such as graphics, essays, and multi media presentations to illustrate points.</li> </ul>	SE: 214-219	
4.09	Identify major geographical features, cities and regions of the countries where Spanish is spoken and show their relationship to the culture by:		
	<ul style="list-style-type: none"> <li>• locating the major sites and features on maps, globes, and atlases</li> </ul>	SE: 217, 218	
	<ul style="list-style-type: none"> <li>• comparing and contrasting how physical geography (e.g. rivers, mountains, seas, and lakes) impacts the political boundaries</li> </ul>	SE: 217, 218	
	<ul style="list-style-type: none"> <li>• detecting cause and effect relationship</li> </ul>		
<p><b>COMPETENCY GOAL 5: COMPARISONS</b> - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.</p>			
Objectives			
5.01	Demonstrate an awareness of regional and national sound pattern differences within Spanish dialects and between Spanish and English by examining:		
	<ul style="list-style-type: none"> <li>• pronunciation</li> </ul>	TG: Guia- 13,	
	<ul style="list-style-type: none"> <li>• intonation</li> </ul>	SE: 13 TG: Guia- 28	
	<ul style="list-style-type: none"> <li>• word stress</li> </ul>		



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5.02	Develop an awareness of the differences and similarities of in structural patterns in Spanish and English by:		
	<ul style="list-style-type: none"> <li>listening to and reading a variety of passages/texts</li> </ul>	SE:	4, 51, 121-127, 194 TG: Guia- 21
	<ul style="list-style-type: none"> <li>examining word order, agreement, use of articles, punctuation ,spelling, vocabulary, expressions</li> </ul>	SE:	36, 48, 194,
	<ul style="list-style-type: none"> <li>discussing how word order may affect meaning</li> </ul>	TG:	Guia- 53
5.03	Recognize words, phrases, and idioms that do not translate directly from one language to another and their impact on communication by:		
	<ul style="list-style-type: none"> <li>identifying words, phases, and idioms</li> </ul>	SE:	3, 13, 19, 22, 36 TG: Guia- 53
	<ul style="list-style-type: none"> <li>recognizing that specific vocabulary and structures are a reflection of the uniqueness of the language</li> </ul>	SE:	19, 36, 48, 56
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:		
	<ul style="list-style-type: none"> <li>listing the characteristics of the different genres</li> </ul>	SE:	37, 47 TG: Guia- 28
	<ul style="list-style-type: none"> <li>comparing a variety of texts</li> </ul>		
5.05	Recognize the changing nature of language and the impact of Spanish and English on each other by:		
	<ul style="list-style-type: none"> <li>recognizing words borrowed from the other language.</li> </ul>		
	<ul style="list-style-type: none"> <li>identifying false cognates</li> </ul>		
	<ul style="list-style-type: none"> <li>recognizing roots, prefixes, suffixes and identifying their role in Spanish and English vocabulary</li> </ul>	SE:	58, 59 170, 171 TG: Guia- 27
5.06	Compare and contrast the historical events of Spain, Latin America, and the United States and their impact on the present by:		
	<ul style="list-style-type: none"> <li>identifying important historical events</li> </ul>	TG:	Guia- 11
	<ul style="list-style-type: none"> <li>showing a clear, logical connection among events.</li> </ul>	TG:	Guia- 33

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<ul style="list-style-type: none"> <li>developing appropriate strategies such as timelines and flowcharts to illustrate points</li> </ul>	SE: 57 TG: Guia- 26
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:
<ul style="list-style-type: none"> <li>role playing</li> </ul>	TG: Guia- 33
<ul style="list-style-type: none"> <li>sharing personal experiences</li> </ul>	TG: Guia- - 37
<ul style="list-style-type: none"> <li>interviewing persons from own culture and from others</li> </ul>	SE: 174
5.08	Investigate and compare the cultural traditions and celebrations that exist in Hispanic/Latino cultures by:
<ul style="list-style-type: none"> <li>interviewing family and community members</li> </ul>	SE: 174
<ul style="list-style-type: none"> <li>conducting research</li> </ul>	
<b>COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce and further his/her knowledge of other disciplines through Spanish as a heritage language.</b>	
Objectives	
6.01	Develop literacy skills in Spanish that will support student success in other disciplines by:
<ul style="list-style-type: none"> <li>learning to develop and support ideas in oral and written expression</li> </ul>	SE: 13, 19, 20, 34, 37, 59, 119
<ul style="list-style-type: none"> <li>reading and interpreting texts.</li> </ul>	SE: 13, 19, 20, 34, 46
<ul style="list-style-type: none"> <li>utilizing reading strategies such as skimming and scanning</li> </ul>	SE: 19, 34, 172, 228
6.02	Develop and apply learning strategies, processes, and skills in the Spanish classroom and in other disciplines by:
<ul style="list-style-type: none"> <li>following writing and reading processes</li> </ul>	SE: 19, 20, 37, 57, 59, 133, 134
<ul style="list-style-type: none"> <li>using appropriate strategies for the task</li> </ul>	SE: 13, 19, 20, 51, 57, 133, 134
<ul style="list-style-type: none"> <li>creating and using graphic organizers</li> </ul>	SE: 4, 20, 35, 40, 133, 134
<ul style="list-style-type: none"> <li>interpreting, clarifying, and following oral and written instructions</li> </ul>	SE: 19, 22, 37, 46, 57, 59
<ul style="list-style-type: none"> <li>note taking</li> </ul>	SE: 4, 9, 13, 22
<ul style="list-style-type: none"> <li>establishing strong study skills</li> </ul>	SE: 13, 19, 20, 22, 35, 37, 51, 57, 59

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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:	
<ul style="list-style-type: none"> <li>• exploring and evaluating a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM)</li> </ul>	SE: 128 TG: Guia- 7, 11, 12, 13, 16-20, 34
<ul style="list-style-type: none"> <li>• distinguishing between primary and secondary sources</li> </ul>	
<ul style="list-style-type: none"> <li>• adhering to copyright laws and ethical guidelines</li> </ul>	TG: Guia- 7, 11, 12, 13, 27
<ul style="list-style-type: none"> <li>• crediting sources in all print, non-print, and electronic products</li> </ul>	TG: Guia- 12, 13, 27
6.04 Discuss and exchange information acquired from other disciplines in the Spanish classroom to include areas such as:	
<ul style="list-style-type: none"> <li>• math and science concepts</li> </ul>	
<ul style="list-style-type: none"> <li>• comparisons of literary genres</li> </ul>	
<ul style="list-style-type: none"> <li>• career awareness</li> </ul>	
<b>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.</b>	
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:	
<ul style="list-style-type: none"> <li>• increase vocabulary</li> </ul>	TG: Guia- 13 34, 50, 70, 79
<ul style="list-style-type: none"> <li>• understand and share with others community laws, regulations, and social standards</li> </ul>	
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.	SE: 135, 154, 223

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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	TG: Guia- 16- 20
• using multiple sources of print and non-print materials from which the information can be attained	
• interviewing	SE: 174
• collecting anecdotes and testimonies	SE: 174
• inviting speakers to the classroom	
• reading personal accounts	TG: Guia- 78
• job shadowing	
7.05 Share knowledge of Hispanic culture and language with members of the school community by:	
• peer tutoring	
• making presentations	
• creating displays	TG: Guia- 74
• participating in language clubs with non-native speakers of the language	

Reference:

[http://www.learnnc.org/dpi/instserv.nsf/Category9/D89C4314CD16036A85256C62005438E8/\\$file/2.Goals%20and%20Objectives.pdf](http://www.learnnc.org/dpi/instserv.nsf/Category9/D89C4314CD16036A85256C62005438E8/$file/2.Goals%20and%20Objectives.pdf)