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Correlated to:

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

NORTH CAROLINA STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Spanish for Native Speakers – Level II	
Major Concepts/Content	
<p>This course is designed specifically for native/heritage speakers of Spanish who already have some oral and written language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to continue developing, maintaining, and enhancing 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 extending beyond the family, school, and immediate community. The course will allow students to explore the cultures of the Hispanic world and it will enable students to gain a better understanding their own language as well as other languages to be acquired.</p>	
<p>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.</p>	
<p>COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in Spanish.</p>	
Objectives	
1.01 Interact with school, family, and community members by:	
<ul style="list-style-type: none"> • using increasingly complex structures 	SE: 3, 24, 25, 27, 38, 40, 51, 56
<ul style="list-style-type: none"> • incorporating expanded vocabulary 	SE: 4, 17, 27, 37, 40, 42, 51, 56
<ul style="list-style-type: none"> • 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) 	SE: 25, 27, 38, 42, 51, 56
1.02 Continue to acquire and use culturally acceptable words, idiomatic expressions and gestures from a variety of Hispanic/Latino cultures by:	
<ul style="list-style-type: none"> • reading authentic fiction and non-fiction materials such as novels, short stories, biographies, essays 	SE: 5, 19-21, 28-36, 43-49, 57-61
<ul style="list-style-type: none"> • viewing films, documentaries 	TG: Guia- 11, 15
<ul style="list-style-type: none"> • using a Spanish-Spanish dictionary 	SE: 38, 71

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NORTH CAROLINA STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
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	SE: 27, 38, 39, 40, 42, 56, 76, 82
• are logical and coherent	SE: 27, 38, 39, 56, 76, 82,
• engage the reader/listener's interest or curiosity	SE: 25, 27, 40, 42, 51, 53, 56
• provide relevant and convincing reasons	SE: 24, 25, 40, 53, 236
• use various types of evidence	SE: 53, 76
• use appropriate and effective language for the audience and purpose	SE: 24-25, 53, 76
• demonstrate awareness of the possible questions, concerns, or counterarguments of the audience	SE: 53, 71, 76
1.04 Sustain conversation using an appropriate level of formality by:	
• circumlocuting	SE: 42, 64, 76, 82
• retelling/ rephrasing	SE: 24, 25, 27, 42, 51
• requesting additional information	SE: 27, 42, 51, 76
• using non-verbal cues	SE: 51, 76
• listening for tone	SE: 38, 51, 71
• asking questions	SE: 27, 38, 42, 76, 82
• acknowledging feelings and messages ?	SE: 24, 25, 38, 42, 51, 76
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)	SE: 337
• editing writing for errors	SE: 25, 64, 65
1.06 Negotiate solutions to problems, interpersonal misunderstandings, and disputes by:	
• responding respectfully to viewpoints and biases	SE: 27, 38, 76, 82, 248

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NORTH CAROLINA STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<ul style="list-style-type: none"> • establishing and defending a point of view 	SE: 248
<ul style="list-style-type: none"> • showing sensitivity or empathy for cultures 	SE: 248
<ul style="list-style-type: none"> • acknowledging different points of view 	SE: 38, 82, 24
<p>COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in Spanish.</p>	
<p>Objectives</p>	
<p>2.01 Demonstrate understanding of increasingly complex print and nonprint materials (e.g., films, lectures, broadcasts, speeches, documentaries, articles, editorials, reports, web sites, and short stories) by:</p>	
<ul style="list-style-type: none"> • summarizing 	SE: 4, 15, 38, 5-, 53, 82, 83
<ul style="list-style-type: none"> • note-taking 	SE: 4, 53, 64, 65, 82, 83
<ul style="list-style-type: none"> • discussing 	SE: 38, 82,
<ul style="list-style-type: none"> • organizing information on visual organizers 	SE: 4, 12, 27, 56, 66, 82, 83, 332, 333
<ul style="list-style-type: none"> • activating cultural knowledge 	SE: 82, 83, 334, 335,
<p>2.02 Interpret and analyze a variety of print and non-print texts such as radio broadcasts, lectures, documentaries, editorials, advertisements, and commercials by:</p>	
<ul style="list-style-type: none"> • identifying main idea and supporting details 	SE: 4, 14, 15, 66, 79, 80
<ul style="list-style-type: none"> • formulating and answering questions 	SE: 4, 76, 332
<ul style="list-style-type: none"> • determining point of view and purpose 	SE: 14, 15, 66, 79
<ul style="list-style-type: none"> • distinguishing opinions from facts 	SE: 62, 334,335
<ul style="list-style-type: none"> • considering style and mood (e.g., sarcasm, humor, irony) 	SE: 38, 51, 66, 82
<ul style="list-style-type: none"> • moving beyond literal comprehension toward more critical reading 	SE: 62, 64, 65, 66, 79, 82, 248
<ul style="list-style-type: none"> • explaining how culture affects personal responses 	SE: 248-249
<ul style="list-style-type: none"> • responding reflectively by relating personal and cultural knowledge to text 	SE: 248 TG: Guia- 8

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NORTH CAROLINA STANDARDS		PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))	
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	SE:	5-9, 19-, 21, 28, 36, 43-49, 57, 61 TG: Guia- 7, 15
	• evaluating how the author's choice and use of genre shapes the meaning of the literary work	SE:	10, 11, 21, 22, 37, 38, 50, 52
	• evaluating what impact literary elements have on the meaning of the text	SE:	22, 37, 38, 52, 53, 62, 63
2.04	Interpret meaning by examining the tone and phrasing of speakers/writers from varied cultures and backgrounds by:		
	• examining word choice	SE:	22, 24, 25, 38, 52, 53
	• interpreting the effect of figures of speech (e.g., personification, oxymoron) and the effect of devices of sound (e.g., alliteration, onomatopoeia).	SE:	22, 37, 38, 52, 66
	• examining elements such as idioms	SE:	52
	• contrasting use of language of various authors	SE:	52, 230
2.05	Examine connections among two or more print and non-print selections by:		
	• comparing/contrasting	SE:	12, 53, 66, 83, 230
	• recognizing common themes and patterns	SE:	37, 52, 53, 62, 230
	• relating cultural and historical contents	TG:	Guia- 11, 14
	• using specific references from text	SE:	37, 52, 53, 66
	• exploring an issue from multiple viewpoints	SE:	38, 53, 248, 249
2.06	Demonstrate evidence of becoming life-long learners of Spanish for personal enrichment and enjoyment by:		
	• keeping a reflective journal of personal readings	SE:	3, 42, 51, 66
	• creating a personal reading list		
	• writing critiques		

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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:
<ul style="list-style-type: none"> • employing varying sentence structures (e.g., introductory phrasing, connectors) 	SE: 38, 52, 53, 335,
<ul style="list-style-type: none"> • analyzing choice of words, sentence structure, and use of language 	SE: 52, 53 TG: Guia- 33
<ul style="list-style-type: none"> • using word recognition strategies to understand vocabulary and exact word choice (e.g., roots, prefixes, suffixes, and idioms) 	SE: 52 TG: Guia- 7, 9, 13
<ul style="list-style-type: none"> • using correct form/format for essays, business letters, research papers, and bibliographies 	SE: 53, 163 TG: Guia- 23
<ul style="list-style-type: none"> • use language effectively to create mood and tone 	SE: 22, 24, 25, 38, 32, 33, 335, 336
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:
<ul style="list-style-type: none"> • prioritizing and organizing information 	SE: 24, 25, 335, 336
<ul style="list-style-type: none"> • using public speaking skills 	SE: 38, 51, TG: Guia- 23
<ul style="list-style-type: none"> • including visuals and graphics to make presentations or products more effective 	SE: 38, TG: Guia- 19
<ul style="list-style-type: none"> • using appropriate levels of formality 	SE: 38, 335, 336, 337
<ul style="list-style-type: none"> • determining when and where dialects and prestige and non- prestige Spanish usage is appropriate 	SE: 52 TG: Guia- 7
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:
<ul style="list-style-type: none"> • addressing main idea(s), supporting details, organization, and coherence 	SE: 24, 25, 50, 53, 79
<ul style="list-style-type: none"> • developing a good beginning, middle, and ending. 	SE: 24, 25, 50, 53, 79,

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NORTH CAROLINA STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<ul style="list-style-type: none"> • using language effectively to set mood and tone 	SE: 24, 25, 53,
<ul style="list-style-type: none"> • including appropriate format 	SE: 50, 53, 79,
3.04 Organize and deliver an argument orally and in writing by:	
<ul style="list-style-type: none"> • wording the claim clearly 	SE: 53, 79
<ul style="list-style-type: none"> • establishing and defending a point of view 	SE: 53, 133, 134
<ul style="list-style-type: none"> • addressing concerns of opposition 	SE: 53, 133, 134, 135
<ul style="list-style-type: none"> • developing support through logical reasons. 	SE: 53, 79, 133-135
<ul style="list-style-type: none"> • interpreting researched information accurately and effectively 	SE: 53, 133-135
3.05 Explain a complex process related to an academic discipline (e.g., a scientific experiment or a geometric proof) by:	
<ul style="list-style-type: none"> • considering the audience's degree of knowledge or understanding 	
<ul style="list-style-type: none"> • providing complete and accurate information 	
<ul style="list-style-type: none"> • using visuals and media to make presentations/products more effective 	
<ul style="list-style-type: none"> • using layout and design elements to enhance presentation/product 	
3.06 Demonstrate evidence of ongoing self-correction by:	
<ul style="list-style-type: none"> • monitoring speech for features not characteristic of formal academic language (e.g., code switching, slang, formal vs. informal) 	SE: 318, 319, 320
<ul style="list-style-type: none"> • editing writing for errors 	

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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	SE: 248 TG: Guia- 8,	
	• keeping a journal	SE: 25, 27, 38, 42, 51, 66	
	• using Spanish outside the classroom setting	TG: Guia- 11	
	• 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.	TG: Guia- 8	
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	TG: Guia- 11	
	• researching how a practice began	TG: Guia- 19	
	• drawing inferences	SE: 53, 69, 249	
	• reading authentic literary selections, newspapers, pamphlets, and correspondence	SE: 238 -249 TG: Guia- 7	
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).	SE: 69, 250 TG: Guia- 8, 19	

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NORTH CAROLINA STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
4.05 Explain how geography affects the cultural and linguistic patterns of Hispanic/Latino people by:	
<ul style="list-style-type: none"> researching factors such as climate change, environmental challenges, and resources influencing human migration and distribution patterns of populations 	
<ul style="list-style-type: none"> examining the possibilities and constraints of the physical environment as perceived by different cultural groups 	
<ul style="list-style-type: none"> explaining how the physical and human characteristics of a given area combine to influence cultural identity 	SE: 69, 248-250 TG: Guia- 19
<ul style="list-style-type: none"> assessing the extent to which people reveal their cultural values as they modify and adapt to the environment 	SE: 69
4.06 Evaluate the impact of influential people and events, and their contributions to the global community by:	
<ul style="list-style-type: none"> presenting a first person narrative detailing things a political or historical figure might have done differently. 	
<ul style="list-style-type: none"> participating in role play of two influential people. 	TG: Guia- 23
<ul style="list-style-type: none"> writing a letter to the editor 	
<ul style="list-style-type: none"> researching and writing an essay on the importance of an historical event 	TG: Guia- 11
<ul style="list-style-type: none"> reading primary and secondary sources 	TG: Guia- 11, 19
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:	
<ul style="list-style-type: none"> activating prior cultural knowledge 	SE: 69, 82, TG: Guia- 11
<ul style="list-style-type: none"> accessing a variety of sources including technology 	SE: 64, 65 TG: Guia- 11
<ul style="list-style-type: none"> using graphic organizers to show relationship between historical context and artistic works 	
<ul style="list-style-type: none"> creating a timeline of texts, work of art/or musical compositions and major historical events 	

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4.08	Recognize and explain the impact of Hispanic/Latino historical events on contemporary culture and society by:		
	<ul style="list-style-type: none"> researching historical events such as invasions, conquests, and migrations 		
	<ul style="list-style-type: none"> examining the short and long range effect on political, economic, and social institutions 	SE: 248, 249 TG: Guia- 11	
	<ul style="list-style-type: none"> comparing and contrasting the role of race, status, and identity in Hispanic/Latino societies 	SE: 248, 249 TG: Guia- 11	
	<ul style="list-style-type: none"> developing appropriate strategies such as graphics, essays, and multi media presentations to illustrate points 	TG: Guia- 11	
4.09	Identify contemporary issues via current events that face Hispanics/Latinos in North Carolina and the rest of the United States by:		
	<ul style="list-style-type: none"> describing socio-cultural and major political issues 	SE: 133, 134 TG: Guia- 11, 26	
	<ul style="list-style-type: none"> assessing the economic impact of Hispanics/Latinos on the U.S. and NC 		
<p>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.</p>			
Objectives			
5.01	Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within Spanish dialects and between Spanish and English by:		
	<ul style="list-style-type: none"> interviewing classroom and community members 		
	<ul style="list-style-type: none"> 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:		
	<ul style="list-style-type: none"> listening to and reading a variety of passages/texts 	SE: 28-36, 42, 51, 71 TG: Guia- 7,	
	<ul style="list-style-type: none"> examining how word order impacts meaning 	SE: 52 TG: Guia- 7	

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	<ul style="list-style-type: none"> proof reading for accuracy in spelling, accents, punctuation 	SE:	78
	<ul style="list-style-type: none"> editing for grammar conventions 		
	<ul style="list-style-type: none"> producing final drafts that demonstrate accurate structural patterns 	SE:	80, 134
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)	TG:	Guia- 7
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"> listing the characteristics of the different genres. 	SE: TG:	52, 66 Guia- 7
	<ul style="list-style-type: none"> reading a variety of literature and other texts. 	SE:	5-9, 19-21, 28-36, 43-48
	<ul style="list-style-type: none"> interpreting the impact of the genre-specific characteristics on the meaning of the work 	SE:	38, 51, 66, 230
	<ul style="list-style-type: none"> exploring the similarities and differences among the different genres 	SE:	38, 52, 66
5.05	Recognize the changing nature of language and the historical and contemporary impact on Spanish by languages other than English by:		
	<ul style="list-style-type: none"> identifying the influence of indigenous languages on the varieties of Spanish 	SE: TG:	41-42, 248-250 Guia- 19
	<ul style="list-style-type: none"> 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:		
	<ul style="list-style-type: none"> researching events 	TG:	Guia- 14, 19
	<ul style="list-style-type: none"> debating issues 	SE:	69, 249
	<ul style="list-style-type: none"> writing and producing plays 		
	<ul style="list-style-type: none"> reading about the same event from different perspectives 		

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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	TG: Guia- 15
• sharing personal experiences	SE: 14, 17 TG: Guia- 8
• interviewing persons from own culture and from others	
• engaging in reflective writing	TG: Guia- 8, 15
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	TG: Guia- 8, 19
• conducting research	TG: Guia- 8, 15
• interviewing members from other cultures	
5.09 Demonstrate an understanding of globalization by:	
• examining the social impact of one culture on another	SE: 69 TG: Guia- 11
• researching the mutual economic effect of one culture on another	TG: Guia- 14
• studying the political impact of one country's policy on others	TG: Guia- 15, 19
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	SE: 12, 23, 78-79, 337 TG: Guia- 24
• reading and interpreting texts.	SE: 21, 22, 66
• developing and supporting ideas	SE: 66, 79

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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	SE:	79, 80 TG: Guia- 15
	• using research processes to meet information needs	SE:	15, 50, 53, 79
	• using appropriate strategies for the task	SE:	66, 79, 80
	• creating and using graphic organizers	SE:	66, 80
	• interpreting, clarifying, and following oral and written instructions	SE:	50, 51, 66
	• note taking	SE:	51, 66
	• establishing strong study skills	SE:	50 51, 66
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	TG:	Guia- 11
	• exploring and evaluating a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM)	TG:	Guia- 7, 11, 19
	• identifying potential research process models		
	• exploring primary and secondary sources	TG:	Guia- 7, 11, 19
	• adhering to copyright laws, ethical guidelines, and interpretations of the laws and guidelines	TG:	Guia- 7, 11, 19
	• crediting sources in all print, non-print, and electronic products	TG:	Guia- 7, 11, 19
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	SE:	23

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<p>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.</p>		
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:	
	<ul style="list-style-type: none"> • translating 	
	<ul style="list-style-type: none"> • interpreting 	
	<ul style="list-style-type: none"> • developing informational brochures 	SE: 40
7.03	Increase interaction with other speakers from Hispanic/Latino cultures by:	
	<ul style="list-style-type: none"> • accessing electronic media 	SE: 64 TG: Guia- 15
	<ul style="list-style-type: none"> • inviting speakers to class 	
	<ul style="list-style-type: none"> • corresponding with people and organizations beyond the immediate community 	SE: 163
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.	TG: Guia- 7
7.05	Develop an understanding of the importance of post-secondary education to enhance cognitive, social and linguistic skills and expand career opportunities by:	
	<ul style="list-style-type: none"> • observing and working with Hispanic/Latino professionals 	
	<ul style="list-style-type: none"> • visiting a college campus 	
	<ul style="list-style-type: none"> • speaking with counselors 	
7.06	Share knowledge of Hispanic language and culture with members of the community by:	
	<ul style="list-style-type: none"> • peer tutoring 	
	<ul style="list-style-type: none"> • making formal presentations 	

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<ul style="list-style-type: none">• creating displays	
<ul style="list-style-type: none">• 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)