

# **Spanish for Fluent Speakers Curriculum Framework**

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# PREFACE

The Arlington Public Schools Spanish for Fluent Speakers Framework is the product of the efforts of the Spanish for Fluent Speakers Staff and Supervisor. Those efforts included work through countywide meetings and summer curriculum projects. Teachers from all levels were involved in discussing, reading, evaluating, writing and revision of the framework over a period of five years. The intent of the framework is to provide guidance and support to teachers to enhance Spanish speakers' learning.

The Spanish for Fluent Speakers Framework is a statement of what students should know and be able to do. The Framework is based on the National Standards for Foreign Language Learning.

The Spanish for Fluent Speakers' Framework includes a vision, mission and belief statement. It identifies program goals and standards, includes placement criteria, progress indicators for levels I-IV, performance standards, and suggestions for assessments and writing proficiency rubrics.

# VISION, MISSION AND BELIEF STATEMENT

## VISION:

***Real life communication is at the heart of second language study. Our goal is to provide students with the sociolinguistic skills to enable them to use their heritage language to communicate with a variety of audiences and for a variety of purposes: personal, social, and academic. Effective communication will be a cornerstone for success and prosperity in the future.***

## MISSION STATEMENT:

**Our purpose is to encourage all students in the Fluent Speakers Program to:**

- ◆ *maintain and further develop Spanish language skills in listening, speaking, reading and writing;*
- ◆ *develop an openness, understanding, and appreciation for other cultures while focusing on the diversity and richness of the Spanish/Hispanic culture;*
- ◆ *develop the necessary skills for functional oral and written communication in Spanish; and*
- ◆ *develop confidence and pride in their ability to function in Spanish.*

## BELIEF:

**We believe that Spanish for Fluent Speakers programs should:**

- *provide all students with an important means for developing knowledge, communication skills, and the understanding of the cultural practices and perspectives in the Spanish-speaking world.*
- *enable students to use their language skills to communicate with a variety of audiences and for a variety of purposes: personal, social academic and beyond.*
- *validate the multiple perspectives that arise from students' experiences and exposure to Spanish (whether by being native or heritage speakers and/or acquired through academic study or exposure*
- *ecognize, celebrate and promote respect towards differences among cultures represented; and*
- **Recognize and validate the lexical variations of Spanish students use in class within the context of a curriculum that focuses on standard Spanish**

- *Provide opportunities for students of varied abilities, learning styles, interests, and goals to begin and continue studies of the native language and culture.*

# ORGANIZING PRINCIPLES

Communication
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**Communication**, is at the heart of Spanish language study, whether the communication takes place face-to-face, in writing, or through the interaction between reader and literary texts. Through the study of Spanish, students gain knowledge and understanding of the many **cultures** where Spanish is spoken and make **connections** to other subjects. Through **comparisons** and contrasts with Spanish as it is spoken in a variety of countries in the Spanish speaking world, students develop greater insight into the many cultures that make up the Hispanic world. Together, these elements enable Hispanic students to participate in **communities** at home and around the world in a variety of contexts and in culturally appropriate ways. None of these goals can be separated from the other. The graph illustrates how they interconnect and suggests the richness embodied in human language.

*(National Standards for Foreign Language 2006)*

# PROGRAM GOALS BASED ON NATIONAL STANDARDS FOR FOREIGN LANGUAGE

## COMMUNICATION:

### ***Goal #1 - Communicate in Spanish***

Learners develop a language best when they are provided opportunities in a variety of contexts to use the target language to communicate. The more learners use the target language in meaningful situations, the more rapidly they achieve language competency. Active use of the language is central to the learning process. Students learn by doing.

*Students will:*

- *use knowledge and language skills for functional and academic oral and written communication in Spanish.*

## CULTURES:

### ***Goal #2 - Gain knowledge of other cultures***

A knowledge of culture drives meaningful communication. Culture provides the context in which communication takes place. The term “culture” is generally understood to include the philosophical perspectives, the behavioral practices, and the products—both tangible and intangible—of a society. Perspectives include the meanings, attitudes, values and ideas of a culture. Practices are the patterns of social interactions, and products include such things as books, foods, laws, music, and games of a society.

*Students will:*

- *gain knowledge and understanding of Spanish/Hispanic cultures.*

## CONNECTIONS:

### ***Goal #3 - Connect with other disciplines and acquire information***

As students become more proficient users of Spanish, they seek out materials of interest to them, analyze the content, compare it to information available in English, and assess the linguistic and cultural differences. As the world becomes a true neighborhood thanks to technological advances, more information is available at home and in the classroom.

*Students will:*

- *relate the study of the Spanish language and culture to experiences in other curricular areas, make interdisciplinary connections and acquire information.*

**COMPARISONS:*****Goal #4 - Develop insight into the nature of language and culture***

Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of the Spanish language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interaction between language and culture.

*Students will:*

- *compare the Spanish language and the Hispanic culture with the English language and culture.*

**COMMUNITIES:*****Goal #5 - Participate in multicultural communities at home and around the world***

Students recognize the interdependence of people throughout the world. Through their ability to communicate in another language, they are better prepared for school and community service projects, for expanded employment opportunities both at home and abroad and for the pursuit of their own interests for personal benefit.

*Students will:*

- *use the language in meaningful contexts and apply learning to the world beyond the classroom.*



# GOALS AND CONTENT STANDARDS

## COMMUNICATION

**GOAL #1: *use knowledge and language skills for functional and academic oral and written communication in Spanish:***

- Standard 1.1 Students will express themselves in conversations, providing and obtaining information, expressing feelings, and exchanging opinions.
- Standard 1.2 Students will understand written and spoken Spanish in social and academic contexts.
- Standard 1.3 Students will present information on a variety of topics.
- Standard 1.4 Students will demonstrate comprehension of a variety of literary forms.
- Standard 1.5 Students will use writing as a tool to express concrete and abstract ideas.

## CULTURE

**GOAL #2: *gain knowledge and understanding of other cultures:***

- Standard 2.1 Students will demonstrate knowledge of specific practices of the target cultures to include social patterns, activities and roles, and leisure and educational activities.
- Standard 2.2 Students will demonstrate an understanding of the relationships between the products (literature, music, dance, drama, art) of a culture and the perspectives of the culture studied.
- Standard 2.3 Students will apply cultural knowledge to establish similarities and differences among cultures.

## CONNECTIONS

**GOAL #3:** *relate the study of the Spanish language to experiences in other curricular areas, make interdisciplinary connections, and acquire information:*

- Standard 3.1 Students will use Spanish to further knowledge of other disciplines or outside interests.
- Standard 3.2 Students will recognize distinctive viewpoints, which are communicated through the language and cultural lens (e.g. role of female in the family).
- Standard 3.3 Students will research, use critical thinking, and make connections among different fields of knowledge.

## COMPARISONS

**GOAL #4:** *compare the Spanish language and culture with other languages and cultures;*

- Standard 4.1 Students will make comparisons of the nature of the Spanish language with other languages.
- Standard 4.2 Students will demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.
- Standard 4.3 Students will develop a capacity to transcend their own culture and become citizens of the world.

## COMMUNITIES

**GOAL #5:** *use Spanish and apply learning to the world beyond the classroom.*

- Standard 5.1 Students will use Spanish both within and beyond the school setting.
- Standard 5.2 Students will use Spanish for personal enjoyment and enrichment.
- Standard 5.3 Students will participate actively in community activities.

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# CONTENT AND PERFORMANCE STANDARDS

## Communication:

**They will engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. They will understand and interpret written and spoken Spanish. They will present information, concepts, and ideas to an audience of listeners and readers. They will demonstrate comprehension of a variety of literary forms. They will use writing as a tool to express concrete and abstract ideas.**

Students will

develop **listening skills** through continuous aural input.

- ◆ *recognize and expand vocabulary*
- ◆ *synthesize grammar and syntax*
- ◆ *demonstrate comprehension*
- ◆ *understand the cultural nuances of meaning in formal and informal settings*

develop **speaking skills** by producing sounds to express meaning.

- ◆ *learn and apply pronunciation rules*
- ◆ *apply intonation patterns*
- ◆ *use vocabulary to express meaning*
- ◆ *apply grammatical structures to convey meaning*
- ◆ *use language appropriate to audience (formal-informal speech)*

develop **reading skills** by deriving meaning from the written symbols.

- ◆ *apply and acquire vocabulary*
- ◆ *use context and resources to derive meaning*
- ◆ *extract specific information by interpreting grammar and syntax*
- ◆ *explore a variety of topics and materials for information and pleasure*

develop **writing skills** by using symbols of the Spanish language to express meaning.

- ◆ *reproduce Spanish symbols*
- ◆ *use vocabulary to convey meaning*
- ◆ *apply grammatical forms and structures*
- ◆ *apply writing process*
- ◆ *use a variety of styles appropriate to level (i.e., narrative, descriptive, expository, persuasive)*
- ◆ *use resources to enhance writing*

## **Communities:**

**Students will use Spanish both within and beyond the school *communities*. They will use the language skills for personal enjoyment and enrichment and will participate actively in community endeavors.**

Students will

- ♣ *make practical use of their knowledge of the Spanish language and cultures at school and if possible in the community. (e.g. in everyday conversation, in research, in the workplace, in recreational pursuits)*
- ♣ *interact orally and in writing with individuals in the Spanish/Hispanic cultures.*
- ♣ *use community and Internet resources to research topics related to culture and language study.*
- ♣ *participate in club activities which benefit the school or community.*
- ♣ *participate in career exploration which require proficiency in language and culture.*
- ♣ *listen to songs, music, or play musical instruments from the Spanish/Hispanic world.*
- ♣ *participate both as a group and as individuals in community projects.*

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# FLUENT SPEAKERS PLACEMENT

## **1. WHAT IS A FLUENT SPEAKER?**

A student whose listening and speaking proficiency level of Spanish is fluent (comparable to an intermediate high level on ACTFL proficiency scale).

## **2. ENTRY REQUIREMENTS FOR SFS I:**

(PROFICIENCY LEVEL RANGE: Intermediate Low-MID)

**LISTENING:** Understand a narrative or dialogue about topics familiar to the student.

**SPEAKING:** Complete a successful interview about daily life.

**READING:** Read short paragraphs and understand main ideas.

**WRITING:** Demonstrate emerging writing skills. Write in complete sentences about themselves and other familiar topics; some grammatical errors are expected (which of these should be kept?)

## **3. EXIT CRITERIA FOR SUCCESSFUL COMPLETION OF SFS I LEVEL A:**

**LISTENING:** Use acquired listening strategies to comprehend literal and implied meaning in increasingly complex oral narratives and dialogues.

**SPEAKING:** Use acquired vocabulary and speaking strategies to express ideas and opinions about personal experiences and ideas presented in class.

**READING:** Use acquired reading skills to comprehend a variety of simple reading materials.

**WRITING:** Write in complete sentences about themselves and other familiar topics; some grammatical errors are expected.

**CULTURE:** Recognize, identify, and respect some of the contributions and influence of the Spanish/Hispanic peoples on the American heritage and on the world.

**4. ENTRY REQUIREMENTS FOR SFS I LEVEL B  
FOR STUDENTS ENTERING THE SFS PROGRAM:**

(PROFICIENCY LEVEL: Intermediate Mid)

*LISTENING:* Understand a narrative or dialogue about topics familiar to the student.

*SPEAKING:* Complete a successful interview about daily life and personal experiences.

*READING:*

*WRITING:* Write in complete sentences about themselves and other familiar topics; some grammatical errors are expected.

**5. EXIT CRITERIA FOR SFS I ENTRY CRITERIA FOR SFS II:**

(PROFICIENCY LEVEL: Intermediate High)

*LISTENING:* Use acquired listening strategies to comprehend and interpret literal and implied meaning in a wide range of communicative forms such as dialogues, songs, phone conversations, broadcasts, and authentic literature.

*SPEAKING:* Use acquired vocabulary, language structures, and speaking strategies to express ideas and opinions about personal, social, and cultural topics.

*READING:* Use acquired reading strategies to comprehend literal and implied meaning in increasingly complex and varied reading materials.

*WRITING:* Organize ideas into a coherent piece of writing by using proper syntax in acquired formats which include paragraphs containing a main idea and supporting details.

*CULTURE:* Demonstrate knowledge of the most salient characteristics of the different regions and cultures that make up the Spanish-speaking world.

**6. EXIT CRITERIA FOR SFS II/ENTRY CRITERIA FOR SFS III:**

(PROFICIENCY LEVEL: Advanced Low)

*LISTENING:* Use acquired listening strategies to comprehend, interpret and describe meaningful relationships in topics presented in lectures, speeches, and literary works.

*SPEAKING:* Use acquired vocabulary, language structures, and speaking strategies to convey organized information about selected topics.

*READING:* Use acquired reading strategies to comprehend literal and implied meaning and to evaluate increasingly complex and varied reading materials.

*WRITING:* Present ideas in coherent prose and expressive poetry using appropriate syntax, vocabulary, and spelling.

*CULTURE:* Relate selected themes of Spanish culture to different forms of socio-political, literary, and artistic expression.

**7. EXIT CRITERIA FOR SFS III/ENTRY CRITERIA FOR SFS IV:**

(PROFICIENCY LEVEL: Advanced Mid)

*LISTENING:* Use acquired listening strategies to comprehend, interpret, describe meaningful relationships, summarize, and draw conclusions of topics presented in lectures, speeches, and literary works.

*SPEAKING:* Use acquired vocabulary, language structures, and speaking strategies to convey organized information and to contribute and discuss a wide variety of topics.

*READING:* Use acquired reading strategies to comprehend literal, implied, and interpretative meaning and to evaluate increasingly complex and varied reading material.

*WRITING:* Present complex ideas in coherent prose and expressive poetry using appropriate syntax, vocabulary, spelling, and elements of creative writing.

*CULTURE:* Survey, appreciate, and relate selected themes of Spanish culture to different forms of socio-political, literary and artistic expression.

**8. EXIT CRITERIA FOR SFS IV:**

(PROFICIENCY LEVEL: Advanced High)

*LISTENING:* Use acquired listening strategies to comprehend, interpret, describe meaningful relationships, summarize, and draw conclusions of topics presented in lectures, speeches, and literary works.

*SPEAKING:* Use acquired vocabulary, language structures, and speaking strategies to convey organized information and to contribute and discuss a wide variety of topics.

*READING:* Use acquired reading strategies to comprehend literal, implied, and interpretative meaning and to evaluate increasingly complex and varied reading material.

*WRITING:* Present complex ideas in coherent prose and expressive poetry using appropriate syntax, vocabulary, spelling, and elements of creative writing.

*CULTURE:* Survey, appreciate, and relate selected themes of Spanish culture to different forms of socio-political, literary and artistic expression.



# Progress Indicators and Language Forms

## LANGUAGE FORMS

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
ADJECTIVES	Agreement gender and number, placement, possessive adjectives	Demonstrative, descriptive and possessive	All adjectives and adjectives clauses	
NOUNS	Gender, number, & Agreement	Use of proper and common nouns	Concrete and abstract	
PRONOUNS	Subject pronouns and demonstrative pronouns	Personal, demonstrative reflexive	Direct and Indirect Object Pronouns All including indefinite	Neuter pronouns
VERBS	Present tense, regular and common irregular; present progressive -near future - informal and formal commands subject-verb agreement	Present, past, future; indicative and subjunctive moods	Indicative, subjunctive, imperfect moods. Present, past and future. Simple and compound	
OTHER	Prepositions and contractions. Articles (definite and indefinite) Adverbs (introduction) Acentuación, division silábica	Adverbs (modo, tiempo) prepositions and conjunctions articles (definite and indefinite)		

# PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS I

## LEVEL A

### Goal # 1 COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
* find the main ideas and supporting details of an oral presentation	* speak in complete sentences using appropriate word order	* answer who/ what/ when/ where/ why/ questions	* take dictation
* paraphrase oral information	* make oral presentations to small groups and to the class	* identify chronological series of events	* produce the correct written symbols (letters) for the corresponding Spanish phoneme
* follow sequence of oral instructions	* participate in informal conversations and discussions	* identify main idea and secondary ideas	* practice proofreading to rewrite drafts
* distinguish between true and false statements made about an oral narrative	* enunciate well enough to be understood	* differentiate between fact and opinion, reality and fantasy	* write informal notes and letters to friends and relatives
* discriminate Spanish phonemes	* pronounce words correctly with appropriate intonation	* make simple inferences and draw conclusions	* write description based on a picture presented in class
* identify the stressed syllable in a word	* paraphrase oral or written information	* identify primary characters, setting and plot	* write answers to questions
* distinguish between formal and informal speech	* answer oral questions	* read aloud; possibly will read hesitantly with some errors	* write short summaries
			* write about personal experiences
			* express personal opinions in writing
			* write paragraphs about selected topics
			* use pre-writing techniques such as listing ideas, brainstorming, mapping or webbing, and free writing for five minutes
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
* locate the Spanish-speaking countries on a map	* begin to develop an understanding of the influence of the Spanish/Hispanic culture on the American	* demonstrate awareness of the sound and writing systems of Spanish and discriminate between these elements and their	* use standard Spanish to communicate outside the classroom

	heritage	English counterpoints	
* list the countries, capitals, and their most important cities	* present some basic information about school life in the Spanish language	* develop sensitivity to cultural differences and differentiate between stereotypes and authentic culture	* participate in Spanish language community activities with comfort and understanding
* recognize some of the major historical events and personalities in the Americas and Spain			
* recognize various ethnic groups that comprise the Spanish-speaking world			

## Lista de lecturas recomendadas

Características del texto para este nivel: cuentos cortos, fragmentos de obras

Lista de verano:

### Prosa

-Sendas Literarias:

1. Los tres consejos
2. Los novios y Guanina
3. La comadre Sebastiana
4. Once
5. Los chicos
6. Los inocentes
7. Cajas de carton
8. Mi abuela fumaba puros
9. Primer amor
10. Cuando era puertorriquena

### 2. Leyendas latinoamericanas (mitos y leyendas)

### 3. Leyendas de España

Poesía:

Dependiendo del tema de la Unidad

Temas de Sendas Literarias: presentan  
Lecturas...películas...

Alinear temas literarios de Sendas Literarias con las  
expectativas de lenguaje y gramática

#### Reglas de Ortografía

- Mayúsculas y puntuación
- acento prosódico y ortográfico
- Tildación de palabras agudas, graves y esdrújulas
- s/c/ y z/
- b/v
- g y gu
- j, g y h

(acoplar con el texto)

# PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS I

## LEVEL B

### Goal # 1 COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
All of Level A plus.... * complete a cloze exercise by listening to a song and identifying selected words	All of Level A plus... * use appropriate verb tenses and modes in familiar settings	All of Level A plus... * compare and contrast elements in a reading selection	All of Level A plus... * spell words according to spelling rules
* listen critically and distinguish between fact and opinion	* respond spontaneously to unrehearsed questions about familiar events	* determine cause and effect	* capitalize and punctuate correctly
* recognize variations of cultural pattern in oral communication	* describe places, peoples and events orally	* read aloud, using correct articulation, appropriate inflection, and voice projection	* divide words into syllables and identify diphthongs
* listen in order to state purpose and main idea of an oral presentation	* explain events and behavior	* recognize regionalisms and idiomatic expressions	* recognize written accents in familiar words and begin to use accents correctly when writing
	* narrate and describe in past, present, and future tense	* identify secondary characters, as well as primary characters, setting, and plot	* organize thoughts in a logical sequence
	* talk about concrete or factual topics of personal and general interest	* distinguish among some short stories, legends, myths, plays, and poetry	* design a simple interview
	* produce speech which can be understood without difficulty by speakers not used to dealing with language learners		
	* perform well in most informal and some formal settings		
	* perform role play in dialogues and skits		
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
All of Level A plus ... * identify, compare, and contrast the salient climatic and physical characteristics of the different regions that make up the Spanish-speaking world	All of Levels A plus... * use their knowledge of cognates to understand new vocabulary in the Spanish language and other disciplines	All of Level A plus... * compare the basic parts of speech and talk in simple grammatical terms about English and Spanish	All of Levels A plus... * can recognize the breadth and plurality of the Spanish-speaking communities in the United States
* recognize some of the major historical events and leading personalities in the Americas and Spain	* demonstrate how the Spanish/Hispanic cultures are represented through the arts	* identify the influence of everyday objects from Spanish/Hispanic cultures on the American culture	* use Spanish language media resources for information and entertainment
* recognize the wealth and variety of the artistic, literary, and cultural achievements of the Spanish-speaking world	* access information about the Spanish language through a variety of sources including technology	* describe the patterns of behavior which are derived from cultural beliefs, traditions, values, and the world view of Spanish/Hispanic cultures	
* recognize use of non-verbal communication: posture, eye contact, gestures			

## LANGUAGE FORMS FOR SPANISH FOR FLUENT SPEAKERS I

Demonstrate proficiency in the use and recognition of the following language forms:

ADJECTIVES	<ul style="list-style-type: none"> <li>• agreement, placement, possessive adjectives</li> </ul>
NOUNS	<ul style="list-style-type: none"> <li>• gender and number</li> </ul>
PRONOUNS	<ul style="list-style-type: none"> <li>• subject pronouns and demonstrative pronouns</li> </ul>
VERBS	<ul style="list-style-type: none"> <li>• present tense, regular and common irregular; near future with verb "to go" commands, gerund (present progressive)</li> </ul>
OTHER	<ul style="list-style-type: none"> <li>• prepositions and contractions</li> <li>• articles (definite and indefinite)</li> <li>• adverbs</li> </ul>

# PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS II

## Goal #1: COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
All of SFS I A and B plus... * find the main ideas, supporting details, and sequence of events of an oral presentation	All of SFS I A and B plus... * give accurate multi step oral directions	All SFS I A and B plus... * use context clues	All of SFS I A and B plus... * write outline to organize ideas
* summarize oral information	* state opinions in debates	* use table of contents and index to locate information	* identify elements of a paragraph
* increase discrimination of complex sounds and tonalities	* use supporting statements to clarify oral communications	* use a variety of sources, including the Internet, to research assigned topics	* fill out a job application * write a resume
	* act out parts of short plays	* identify message in a reading selection	* design a simple survey * create very short stories
		* identify mood in a reading selection	* use a dictionary to check spelling and division of syllables and to find synonyms
		* identify time setting	* take notes from an oral presentation
		* read and interpret simple poems and short plays	* write from dictation applying punctuation and spelling rules
		* use a dictionary for reading comprehension	* write original poems on selected topics
		* identify prefixes and suffixes	* write a formal letter/business letter
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
All of SFS I A and B plus... * create and improve self-image through the study of the lives and actions of the 20 <sup>th</sup> century Spanish and Hispanic American historical figures, writers, artists and musicians	All of SFS I A and B plus... * understand the influence of the Spanish/Hispanic culture on the American heritage	All SFS I A and B plus... * compare grammatical structures of English and Spanish	All of SFS I A and B plus... * understand and appreciate the influence of the Spanish language literature, history, and social and political systems on world cultures
* research, prepare, and make a presentation on famous women throughout history and society	* present organized information about school life and community life in the Spanish language	* compare and contrast issues related to the family, leisure, the arts, etc...through oral, written, and artistic expressions	* participate in the community of language scholars in cultural events, lectures, contests, and scholarship
* identify major artistic forms and media	* apply their knowledge of cognates to use new vocabulary in the Spanish language and other disciplines	* analyze the perception of the U.S. as viewed through the lens of the Spanish language and cultures	* appreciate the diversity within the Hispanic communities
* produce original artistic expressions in different media	* relate the knowledge of literary themes to other areas of human experience		



## LANGUAGE FORMS FOR SPANISH FOR FLUENT SPEAKERS II

**Demonstrate mastery in the following language forms:**

ADJECTIVES	<ul style="list-style-type: none"> <li>• demonstrative, descriptive, possessive</li> </ul>
NOUNS	<ul style="list-style-type: none"> <li>• proper and common</li> </ul>
PRONOUNS	<ul style="list-style-type: none"> <li>• personal, demonstrative</li> </ul>
VERBS	<ul style="list-style-type: none"> <li>• present, past, future; indicative and subjunctive moods</li> </ul>
OTHER	<ul style="list-style-type: none"> <li>• adverbs, prepositions, and conjunctions</li> <li>• articles (definite and indefinite)</li> </ul>

### Lista de lecturas recomendadas

Características del texto para este nivel: cuentos cortos, fragmentos de obras

Lista de verano:

Prosa

-Sendas Literarias 2:

1. Un oso y un amor
2. Confieso que he vivido
3. Los gaillinazos sin plumas
4. Espuma y nada mas
5. Un día de estos
6. El árbol de oro
7. La casa de Bernada Alba

2. Leyendas latinoamericanas (mitos y leyendas)

3. Leyendas de Espana

Poesia:

Dependiendo del tema de la Unidad

Metas de ortografía

Ser y estar

-tildación...ver nivel I...

# PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS III

## Goal #1: COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
* find the main ideas and supporting details of an oral presentation	* make oral presentations to small groups and to the class	* answer who/ what/ when/ where/ why questions in complex readings	* take dictation
* paraphrase oral information	* participate in informal conversations and discussions	* identify chronological series of events	* practice proofreading to rewrite drafts
* follow sequence of oral instructions	* speak standard Spanish in appropriate situations	* differentiate between fact and opinion, reality and fantasy	* write formal letters to friends and relatives
* distinguish between true and false statements made about an oral narrative	* paraphrase oral or written information	* make inferences and draw conclusions	* write business letters
	* distinguish between formal and informal speech	* identify characters, setting and plot	* write articles and editorials
* draw conclusions on an oral presentation	* participate in and contribute to discussions during an oral activity	* read aloud conveying appropriate meaning	* write summaries and simple essays
		* discern meaningful cues	* write about personal experiences
* synthesize information		* visualize a mental map of the read elements (imagery)	* use pre-writing techniques such as listing ideas, brainstorming, mapping or webbing, and free writing
		* demonstrate comprehension of a variety of literacy forms	* do creative writing
		* use text organizers to predict and categorize information	
		* identify important ideas and provide details for each idea	
		* describe relationships between content and previously learned concepts or skills	
		* abstract thematic components	
		* establish thematic relationships among different pieces of literature	
		* use morphological approaches to decode reading material	
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
* recognize major historical events and personalities in the Americas and Spain and their relationship with the world	* appreciate the influence and the impact of the Spanish/Hispanic culture on the United States and the world	* establish correlations among linguistic patterns of world languages and literary patterns of world literature	* continue use of standard Spanish to communicate outside the classroom
* survey the origins and development of the cultural groups that comprise the Spanish-speaking world			* continue to participate in Spanish language community activities with comfort and understanding

## LANGUAGE FORMS FOR SPANISH FOR FLUENT SPEAKERS III

**Demonstrate proficiency in the use and recognition  
of the following language forms:**

ADJECTIVES	<ul style="list-style-type: none"> <li>• all adjectives and adjective clauses</li> </ul>
NOUNS	<ul style="list-style-type: none"> <li>• concrete and abstract</li> </ul>
PRONOUNS	<ul style="list-style-type: none"> <li>• all including indefinite</li> </ul>
VERBS	<ul style="list-style-type: none"> <li>• indicative, subjunctive, imperfect moods</li> <li>• present, past, future</li> <li>• simple and compound</li> </ul>
OTHER	<ul style="list-style-type: none"> <li>• all parts of speech</li> <li>• morphology</li> <li>• simple and compound sentences (adjective adverbial and nominative clauses)</li> <li>• etymology of words (including prefixes and suffixes)</li> </ul>

# PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS IV

## Goal #1: COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
* find the main ideas and supporting details of an oral presentation	* make oral presentations to small groups and to the class	* answer who/ what/ when/ where/ why questions in complex readings	* take dictation
* paraphrase oral information	* participate in informal conversations and discussions	* identify chronological series of events	* practice proofreading to rewrite drafts
* follow sequence of oral instructions	* speak standard Spanish in appropriate situations	* differentiate between fact and opinion, reality and fantasy	* write formal letters to friends and relatives
* distinguish between true and false statements made about an oral narrative	* paraphrase oral or written information	* make inferences and draw conclusions	* write business letters
	* distinguish between formal and informal speech	* identify characters, setting and plot	* write articles and editorials
* draw conclusions on an oral presentation	* participate in and contribute to discussions during an oral activity	* read aloud conveying appropriate meaning	* write summaries and simple essays
	* participate in formal discussions/debates	* discern meaningful cues * visualize a mental map of the read elements	* write about personal experiences
* synthesize information	* give more extensive oral presentations	* demonstrate comprehension of a variety of literacy forms	* use pre-writing techniques such as listing ideas, brainstorming, mapping or webbing, and free writing
	* tell stories		* write creatively * write elaborate compositions
		* use text organizers to predict and categorize information	
		* identify important ideas and provide details for each idea	
		* describe relationships between content and previously learned concepts or skills	
		* abstract thematic components	
		* establish thematic relationships among different pieces of literature	
		* use morphological approaches to decode reading material	
		* read/analyze short selections and essays written in Spanish	
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	Goal # 5 COMMUNITIES
* recognize major historical events and personalities in the Americas and Spain and their relationship with the world	* appreciate the influence and the impact of the Spanish/Hispanic culture on the United States and the world	* establish correlation's among linguistic patterns of world languages and literary patterns of world literature	* continue use of standard Spanish to communicate outside the classroom
* survey the origins and development of the cultural groups that comprise the Spanish-speaking world			* continue to participate in Spanish language community activities with comfort and understanding

# PROGRESS INDICATORS FOR SPANISH FOR FLUENT SPEAKERS V & VI AP LITERATURE

## Goal #1: COMMUNICATION

LISTENING	SPEAKING	READING	WRITING
All of the previous levels * can understand recorded and live lectures on selected topics such as art, society and literature.	All of the previous levels * can make oral presentations on assigned topics.	All of the previous levels plus * can read, understand, and analyze literary texts.	All of the previous levels * can write informative and creative essays, short stories, and poems.
	* can recite or dramatize pieces of literary works.	* can use analytical tools (literary terms) to explain literary passages.	* can use a variety of styles appropriate to level. (i.e. narrative, descriptive, expository, persuasive), using resources to enhance writing.
	* present student-created and culturally authentic essays, poetry, plays, and/or stories.		
Goal # 2 CULTURE	Goal # 3 CONNECTIONS	Goal # 4 COMPARISONS	
All of the previous levels * can be able to refer to important texts that are not on the AP reading list that will represent the larger picture as accurately as possible to help create context to better understand the selection.	All of the previous levels * can analyze the context of historical events to understand their causes and effects, relate them to current events.	All of the previous levels * can compare how authors that represent a variety of genres treat a given theme.	
* can identify for works of literature from other periods.	* can discuss world literature written in Spanish.	* can identify and analyze cultural perspectives reflected in a variety of literary genres.	
* can analyze the context of historical events to understand their causes and effects.	* can present reports using a variety of resources, including role-playing, dramatizations, and technology.	* can recognize the different ways of using syntactical forms to express concepts such as time, tense, and moods.	
* can recognize historical moments of a given nation through the lyrics and rhythms of its musical expressions.	* Can recognize archaic usage as well as neologisms of the Spanish language in certain regions of Latin America.	* can compare the role of women in different periods and cultures.	
* can identify issues such as cultural identity.		* can compare how the characters from different periods and cultures react to conflictive situations, and the ways in which they resolve them.	
* can recognize the values and contributions of the Hispanic community.		* can identify and compare texts that exemplify the development of the Spanish language throughout the ages. * can establish correlations among literary pattern of Spanish literature.	

# SPEAKING/WRITING PROFICIENCY CORRELATION TO ACTFL GUIDELINES

**SFS**

LEVEL I	Speaking	Intermediate-Mid
	Writing	Intermediate-Low
LEVEL II	Speaking	Intermediate-High
	Writing	Intermediate Mid
LEVEL III	Speaking	Advanced Low
	Writing	Intermediate High
LEVEL IV	Speaking	Advanced-Mid
	Writing	Advanced-Low
LEVEL V-VI	Speaking	Advanced-High
	Writing	Advanced-Mid

*Proficiency in the receptive skills (Listening and Reading) is most often higher level than that in the productive skills (Speaking and Writing).*

## ASSESSMENT PRINCIPLES

*The purpose of assessment is to improve student learning and to measure student achievement.*

### **Assessment:**

- is an integral part of the teaching and learning process
- includes a wide range of assessment tools both traditional and alternative
- measures important classroom objectives
- is a continuum which provides important data about the student
- encourages student self-assessment

### **Assessment results should be**

- communicated in a clear and precise format in order to promote an accurate understanding of the student's progress and achievement
- used as a regular feedback about student performance in order to promote continuous progress



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# MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Content Retelling:** The student verbally summarizes the content of a lesson to someone who has not heard the lesson. The students' summary provides an indication of how well the student is able to interact with the material.
- Content Dictation:** The student writes sentences about the content as they are dictated by the teacher. The dictation passage should be read aloud by the teacher three times: first, at the normal rate of speed while the student listens; second, while the student writes, with pauses at natural places in the passage but with sufficient material between pauses so the words are difficult to memorize verbatim; and third, at the natural rate of speed so the student can look over the dictation.
- Cloze Procedure:** The student fills in words or phrases, which have been omitted from a text in a systematic way. Cloze can be used to assess language proficiency, readability levels of materials, and comprehension of content. When used to assess readability levels of materials and/or language proficiency, every 5<sup>th</sup> or 7<sup>th</sup> word must be deleted from the passage, regardless of the word. When used for content or language arts, specific content words can be deleted, or words that require specific grammatical or linguistic forms. The activity can be simplified by providing a list of scrambled words from which the students choose.
- Writing Sample:** The student writes on the content area of interest. This provides information on the student's literacy skills in the language and ability to deal with the content in that language. Examples of writing sample include; student produced newspapers, newsletters, graffiti walls, and Language Experience Approach stories.

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# MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Observation:** The teacher observes the student's interactions with content area material, with his or her peers, and with paraprofessional or others who spend time with the student. Observation may be recorded with anecdote or a more formal checklist may be developed and used as indicated next.
- Checklist:** A checklist is developed for observation of student's interaction with the content. Specific items allow for assessment over time, integration of information, and a focus on critical skills.
- Games:** The teacher adapts traditional board games and other games to assess mastery of content area material. Games such as Trivial Pursuit, Pictionary, Taboo, Concentration, and Jeopardy can work well when modified for this purpose. This provides a fun and challenging way to allow students to interact with content area material, while providing a means for the teacher to assess student's abilities to answer questions and interpret information about the material that they have learned.
- Debates:** The students must consider both sides of an issue derived from the content area, and present arguments for differing points of view. This method of assessment also stimulates higher level thinking.
- Portfolio:** The teacher maintains a portfolio for each student in which dated examples of that child's schoolwork and other student contributions of interest are stored. These student contributions may include writing samples, drawings, a tape of the student speaking, singing or interacting with peers, photographs of the student, school projects, anecdotal observations made by the teacher or contributed by the parents, and other. This type of assessment instrument provides a means for checking the student's progress over time and can be used to monitor learning with regard to curriculum objectives and for monitoring progress in the acquisition of the target language.

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# MENU OF ALTERNATIVE ASSESSMENT INSTRUMENTS

- Student Self Ratings:** Student rate their own performance using either a teacher developed checklist or one they compose cooperatively based on curricular objectives. This provides an indication for the teacher of how the student assesses his or her own abilities.
- Group Testing:** In this cooperative learning technique, all students must contribute in some way to the answer to each problem on the test. The problems considered by students should be worked on chart paper or on the blackboard, and each group must complete its own work using only the information from within the group. The group answer will result in a shared grade by all participants within each group.
- Content-Based Dialogue Journal:** In this type of dialogue journal, students write about topics beyond their personal experiences. Themes or topics are selected from the curriculum. The student can ask questions, provide reflections on information learned or other. The teacher responds to these in writing and asks questions that will elicit more information. These journals provide an opportunity for students to combine their personal reflections with the informational learned. The teacher can use these student contributions to assess the students overall comprehension of content and language/literacy proficiency.
- Venn Diagram:** Students compare two concepts-ideas, books, or other in any content area using a Venn Diagram format (two overlapping circles). This type of assessment provides the student with an opportunity to utilize higher order thinking skills individually or in pairs. Language skills and proficiency in the content area are integrated in a process and product oriented manner.
- Role Play:** Student's role-play characters from literature, social studies, or other relevant content areas.
- Graphic Representation:** Students create a visual representation of content area material. For example, students might form collages, make maps, draw pictures, invent cartoons or comic strips, paint a mural, etc.

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# BEST PRACTICES

## **The Spanish for Fluent Speakers Teacher:**

- uses the target language exclusively and encourages students to do the same
- establishes an affective climate in which students feel comfortable taking risks
- connects learning to students' present lives
- connects new learning to what students already know
- develops lessons/tasks that address the range of student abilities, learning styles, and multiple intelligences
- uses a multi-sensory approach for delivery of instruction (e.g., use of manipulative, visuals, and concrete materials)
- provides time for the practice of skills and processes
- systematically incorporates culture into instruction
- guides students in connecting learning to the world
- gives students meaningful choices for demonstrating their learning
- uses a wide range of assessment tools
- establishes assessment criteria and communicates that criteria clearly to students

## **SFS HOLISTIC WRITING PROFICIENCY SCORING RUBRIC LEVEL I**

### **MEDIDAS DEL APROVECHAMIENTO DE LA ESCRITURA Nivel I**

4+

#### **4 SOBRESALIENTE- DEMUESTRA UNA HABILIDAD AMPLIA EN LA ESCRITURA**

Cumple y sigue con todas las instrucciones.

Expresa un mensaje claro y completo; en su mayor parte se entiende muy bien.

Escribe un párrafo en una forma desarrollada y organizada.

Utiliza registros adecuados de acuerdo a la situación con un vocabulario y una gramática básica y variada; rara vez hay errores y no afectan la comunicación.

La ortografía rara vez dificulta la comprensión.

3+

#### **3 APROBADO - INDICA HABILIDAD PARA LA ESCRITURA**

Cumple con algunas de las instrucciones.

Escribe un mensaje claro y básico en su mayor parte. Es comprensible, pero se entiende con un poco de dificultad.

Escribe párrafos simples, poco creativos y a veces sin relación al tema.

Utiliza registros a veces inapropiados con vocabulario básico y estructuras muy simples.\*

3-

La ortografía a veces dificulta la comprensión; hay alguna interferencia de la ortografía y fonética.

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### **NO LLENA LOS REQUISITOS**

#### **2+ INSUFICIENTE – MÍNIMA HABILIDAD EN LA ESCRITURA**

No cumple con la mayoría de las instrucciones de la prueba de escritura.

Expresa un mensaje confuso.

2

Las oraciones no están relacionadas.

Usa oraciones con ideas poco claras y sin detalle.

2-

A veces confunde las personas.

Las palabras están mal escritas. Confunde el inglés con el español.

1+

#### **DESAPROBADO - DEMUESTRA INCOMPETENCIA PARA LA ESCRITURA**

Ignora las instrucciones; casi no se entiende lo que escribe.

Usa frases en vez de oraciones, sin desarrollo ni claridad.

1

Confunde las personas.

Confunde el Tú con el Usted

Expresa muchos errores gramaticales

1-

Usa un vocabulario que no se entiende (inglés o regionalismos o una mezcla de ambos).

La ortografía es mayormente incorrecta.

**\*Nivel I: uso del presente y pretérito e ir a como el futuro.**

## SFS HOLISTIC WRITING PROFICIENCY SCORING RUBRIC LEVEL II

### *MEDIDAS DEL APROVECHAMIENTO DE LA ESCRITURA Nivel II*

4+

#### **4 SOBRESALIENTE - DEMUESTRA GRAN HABILIDAD PARA LA ESCRITURA**

Cumple y sigue todas las instrucciones.

Expresa un mensaje claro y completo y se entiende muy bien.

Escribe un párrafo en una forma desarrollada y organizada.

4- Utiliza registros apropiados con vocabulario y gramática del nivel II.\*

Rara vez comete errores gramaticales y no afectan la comunicación; los errores de ortografía no dificultan la comprensión.

3+

#### **3 APROBADO - INDICA HABILIDAD PARA LA ESCRITURA**

Cumple casi todas las instrucciones.

Expresa un mensaje bastante claro en su mayoría.

3- Utiliza vocabulario adecuado del nivel II.

Comete algunos errores gramaticales pero permiten la comunicación.

Utiliza registros apropiados.

Se permite cierta interferencia de la ortografía del inglés; la ortografía raras veces dificulta la comprensión.

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### NO LLENA LOS REQUISITOS

2+

#### **2 INSUFICIENTE - MINIMA HABILIDAD EN LA ESCRITURA**

Carece algunas de las instrucciones.

Usa oraciones con ideas vagas y desorganizadas.

A veces confunde las personas.

2- Usa un vocabulario limitado; hay problemas mayores con la ortografía.

A menudo se encuentran errores gramaticales.

1+

#### **1 DESAPROBADO - DEMUESTRA INCOMPETENCIA PARA LA ESCRITURA**

No cumple con las instrucciones.

1- Usa frases o fragmentos de palabras en vez de oraciones completas y no tienen claridad.

Confunde las personas gramaticales; no demuestra estructura.

Confunde el Tú con el Usted.

**\*Nivel II: uso del presente, pretérito, imperfecto, presente subjuntivo**

## SFS HOLISTIC WRITING PROFICIENCY SCORING RUBRIC LEVEL III

### *MEDIDAS DEL APROVECHAMIENTO DE LA ESCRITURA Nivel III*

4+

#### 4 **SOBRESALIENTE- CLARAMENTE DEMUESTRA HABILIDAD PARA LA ESCRITURA**

Cumple y sigue todas las instrucciones con elaboración.

Expresa un mensaje claro, detallado y completo.

Usa párrafos en forma coherente; presenta ideas desarrolladas y detalladas.

3- Utiliza registros apropiados con vocabulario y gramática del nivel III.\*

Comete algunos errores gramaticales y ortográficos que no afectan ni dificultan la comunicación y la comprensión.

3+

#### 3 **APROBADO - INDICA HABILIDAD PARA LA ESCRITURA**

Cumple y sigue con las instrucciones.

Escribe mensajes claros y completos en su gran mayoría.

Escribe párrafos en forma desarrollada y en secuencia lógica.

3- Utiliza registros apropiados con un vocabulario y una gramática de acuerdo al nivel III.\*

Hay algunos errores gramaticales que no disminuyen la comunicación.

Los errores ortográficos no dificultan la comprensión.

### NO LLENA LOS REQUISITOS

2+

#### 2 **INSUFICIENTE - INDICA MINIMA HABILIDAD EN LA ESCRITURA POR DEBAJO DE NIVEL DE LA CLASE**

No cumple con las instrucciones del párrafo completamente.

Expresa un mensaje incompleto; se entiende con dificultad.

Escribe párrafos sin desarrollo.

2- A veces confunde las personas.

Usa un vocabulario limitado.

Hay interferencia con la ortografía del inglés; la ortografía puede dificultar la comprensión.

1+

#### 1 **DESAPROBADO - CLARAMENTE DEMUESTRA INCOMPETENCIA PARA LA ESCRITURA**

No cumple con las instrucciones.

Usa oraciones y párrafos incompletos y desorganizados.

Confunde el Tú con el Usted

3- Usa un vocabulario demasiado limitado para el nivel III.\*

Hay problemas graves de ortografía.

**\*Nivel 3: tiempos: presente, pretérito, imperfecto, pretérito perfecto, pluscuamperfecto, presente subjuntivo.**

## SFS HOLISTIC WRITING PROFICIENCY SCORING RUBRIC Level IV MEDIDAS DEL APROVECHAMIENTO DE LA ESCRITURA Nivel IV

- 4+**  
**4**     **SOBRESALIENTE MUY BIEN A EXCELENTE-CLARAMENTE DEMUESTRA HABILIDAD PARA LA ESCRITURA**  
Cumple con TODAS las instrucciones con elaboración.  
Escribe composiciones claras, amplias y completas.  
Usa párrafos en forma coherente; presenta ideas desarrolladas.
- 3-**     Utiliza registros apropiados con vocabulario variado y hay casi ningún error en la estructura gramatical.  
La ortografía no presenta ningún problema mayor con la comprensión.
- 3+**  
**3**     **APROBADO - INDICA HABILIDAD PARA LA ESCRITURA**  
Cumple con las instrucciones del párrafo completamente.  
Expresa mensajes claros y completos.  
Escribe párrafos en forma desarrollada.
- 3-**     Utiliza registros apropiados con vocabulario y gramática más avanzados.\*  
Hay algunos errores gramaticales que no afectan la comunicación; los errores de ortografía no dificultan la comprensión.

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### NO LLENA LOS REQUISITOS

- 2+**  
**2**     **INSUFICIENTE - INDICA UNA MÍNIMA HABILIDAD EN LA ESCRITURA**  
Cumple con las instrucciones pero no de forma completa.  
Expresa mensajes simples y limitados.  
Escribe composiciones sin desarrollo.
- 2-**     No utiliza un vocabulario de acuerdo al nivel;\* usa registros a veces inapropiados.  
Hay interferencia notable con la ortografía del inglés; la ortografía dificulta la comprensión.
- 1+**  
**1**     **DESAPROBADO - CLARAMENTE DEMUESTRA INCOMPETENCIA PARA LA ESCRITURA**  
No cumple con las instrucciones.  
Usa párrafos con ideas incompletas y desorganizadas.  
Utiliza registros a veces inapropiados.
- 1-**     Usa un vocabulario limitado de acuerdo a los temas estudiados.  
Hay problemas mayores con la ortografía de acuerdo al nivel.

**\*Nivel IV: tiempos: todos los anteriores más el subjuntivo imperfecto y el condicional.**



## LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
<p>EL ARTE DE LA ELOCUCIÓN</p>	<p>Estudiarán las diferentes maneras en que podemos expresar nuestro pensamiento, bien sea en prosa o en verso: la narración, la descripción, la exposición y el diálogo.</p> <p>Estudiarán los diferentes géneros literarios y sus maneras de elocución. Podrán identificar en el texto las diferentes maneras de expresar nuestro pensamiento.</p>	<p>Usar libros de referencia del maestro: Lengua y Literatura 11 y 12 de José Legorburu; Texto y Vida: Introducción a la literatura española por Bárbara Mujica.</p>
<p>FORMAS DE ELOCUCIÓN LITERARIA</p>	<p>Estudiarán las diferentes formas en que podemos expresar nuestro pensamiento por escrito. El uso de cada una de estas formas dependerá del género a que se aplique.</p>	<p><u>Las formas elocutivas son:</u> La narración, la exposición y el diálogo. La descripción literaria señala las características de objeto, persona o hecho en cuestión. Intervienen los aspectos afectivos y subjetivos del autor.</p> <p><u>Tipos de descripción:</u>  <u>Prosopografía:</u> se refiere al aspecto externo de una persona o animal, a sus características físicas en forma extensa y detallada.  <u>Etopeya:</u> describe las cualidades morales de una persona.  <u>Retrato:</u> Aparecen detalladamente las características externas del personaje  <u>El paralelo:</u> Es la descripción comparada de dos o más personajes.  <u>La topografía:</u> Es la descripción de un lugar o sitio determinado.  <u>La cronografía:</u> Es la descripción minuciosa de un objeto o época.</p> <p><u>Narración-</u> es el relato de unos hechos ocurridos en un lugar, en un tiempo de forma determinada. En la narración intervienen personas o seres personificados que realizan una acción.  <u>Diálogo-</u> es la expresión escrita que representa una conversación entre dos o más personajes. El diálogo da agilidad y vitalidad a la narración.</p>

## LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
LENGUAJE FIGURADO	<p>Estudiarán las figuras literarias. Esta es la sección dedicada a la comunicación.</p> <p>Estudiarán una de las funciones del lenguaje que es la poética o estética (el mensaje artístico trata de llamar la atención sobre la forma del mensaje mismo, sobre sus palabras).</p>	<p>Analizarán los poemas asignados para este curso. Centrarán su atención en la invención y disposición ( el planteamiento y la búsqueda de las ideas a tratar.)</p>
PRIMERAS MANIFESTACIONES LITERARIAS	<p>Se estudiarán las jarchas. Se estudiará el cantar de gesta: El cantar del Mío Cid. Se estudiarán los orígenes de los romances.</p>	<p>Las jarchas, selecciones de cantares de gesta, el cantar del Mío Cid.</p> <p>Romances: Del rey moro que perdió Alhama (Ay de mi Alhama!) Romance del conde Arnaldos. Romance Gitano Romance de la luna, luna Romance de la pena negra. Romance de la monja gitana. Prendimiento de Antoñito de Camborio en el camino de Sevilla. Muerte de Antoñito el Camborio. Romance Sonámbulo.</p>
LOS GENEROS LITERARIOS	<p>La poesía, la épica, la lírica, el soneto, la oda, el cuento, el teatro.</p> <p>Estudiarán muestras de cada género en los diversos movimientos literarios dentro de su contexto histórico.</p>	<p>Cuentos y poemas de poetas y de escritores españoles y latinoamericanos.</p> <p>Libro: Antología de literatura en español Tomo 1 Abriendo puertas (19 cuentos, 26 poemas)</p>
ACONTECIMIENTOS HISTORICOS Y CULTURALES DEL SIGLO VII AL SIGLO XV	<p>La convivencia de las tres grandes tradiciones españolas: la musulmana, la cristiana y la judía.</p> <p>La reconquista cristiana y la unificación de España.</p> <p>El descubrimiento de América. La conquista y colonización de América.</p>	<p>Libro: <u>Abriendo Puertas</u> Sección: Cronología.</p>

## LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURAS SELECCIONADAS
SIGLO XVI	<p>Naufragios es una relación de las realidades de la exploración y conquista del nuevo mundo. Este texto refleja momentos dramáticos de la historia de España y del encuentro de la cultura europea y las culturas americanas.</p>	<p>Alvar Núñez Cabeza de Vaca, Naufragios. Capítulo XII, XX, XXI y XXII.</p>
LA EDAD DE ORO Y EL SURGIMIENTO DEL TEATRO ESPAÑOL	<p>Los estudiantes podrán examinar la versión original de la historia del seductor por excelencia que ha llegado a ser un personaje conocido universalmente. Se lee El burlador de Sevilla y Convidado de Piedra</p> <p>Se compara con la versión de Zorrilla: "Don Juan Tenorio"</p> <p>Es importante discutir temas, el desarrollo de la acción y el lenguaje.</p> <p>Los temas del honor y la honra se contrastan con los valores del presente.</p> <p>Se hace un estudio de los personajes masculinos y femeninos en especial el de Don Juan que es irrespetuoso, egoísta y que no teme ni a Dios ni al demonio.</p> <p>En el estudio el lenguaje se incluye las características del drama poético. El teatro barroco encuentra sus representantes en Lope de Vega y Calderón de la Barca. Se crea el teatro nacional.</p>	<p>Tellez. Gabriel (Tirso de Molina) El burlador de Sevilla y Convidado de Piedra</p>

## LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
LA EDAD DE ORO Y EL SURGIMIENTO DEL TEATRO ESPAÑOL	<p>El soneto se presta para el estudio del tema del amor. Se recomienda el uso de cuadros comparativos para entender los sonetos de Góngora y de Garcilaso.</p> <p>El estudio del contraste entre el tono, el colorido y el lenguaje entre los dos poemas es muy importante para expresar visiones del amor a la belleza y de la muerte.</p> <p>Con el soneto amor de Quevedo se analiza el mundo interno del poeta barroco destacando el lenguaje rico en contrastes tan típico de sus contemporáneos. Se expresa una visión humilde del hombre y su posición en el universo. Los esplendores del mundo son al final de poco valor.</p>	<p>Góngora y Argote, Luis de Soneto CIXVI (<u>“Mientras por competir con tu cabello”</u>)</p> <p>Vega, Garcilaso de la Soneto XXIII (“En tanto que de rosa y de azucena”)</p> <p>Quevedo y Villegas, Francisco de Heráclito cristiano: Salmo XVII (“Miré los muros de la patria mía”)</p>
EL SIGLO XVII	<p>La poesía de la primera feminista de América asombra por su modernidad. Se considera a Sor Juana Inés de la Cruz la poetisa más importante de la América colonial. Muchos consideran que su poesía se acerca en espíritu y estilo a la de Góngora y a la de Quevedo. En el soneto “En perseguirme.” se observa un rechazo de las tentaciones del mundo. Se analiza los temas, el tono y el lenguaje de las redondillas. Se hace énfasis en las técnicas usadas para demostrar de modo lógico la incongruencia y la necedad de las actitudes masculinas.</p>	<p style="text-align: center;">Cruz, Sor Juana Inés <u>Soneto</u> “En perseguirme, mundo ¿Qué interesas? <u>Redondilla</u> ”Hombres necios que acusáis”</p>

## LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
<p>EL SIGLO XVIII</p>	<p>Breve discusión acerca del neoclasicismo en el teatro y en la lírica.</p> <p>En especial, se menciona los ataques al teatro barroco del siglo de oro.</p> <p>El teatro toma un carácter didáctico y prosaico.</p>	<p>Textos a usar:</p> <p>Lengua y Literatura de José de Legorburu.</p>
<p>EL SIGLO XIX</p>	<p>Estudiarán los acontecimientos históricos y culturales de España y Latinoamérica durante el Romanticismo.</p> <p>Estudiarán las características del romanticismo y los poetas más importantes de este siglo.</p>	<p>Analizarán los siguientes poemas:</p> <p>De Clarín: Adiós Cordera  De Rubén Darío,  Cantos de Vida y Esperanza  Canción de otoño en primavera  Lo fatal  A Roosevelt  De José María Heredia,  En una tempestad  De Mariano José de Larra,  Vuelva usted mañana.  De José Martí,  Dos patrias tengo yo  Versos sencillos: Yo soy un hombre sincero.  De Ricardo Palma,  El alacrán de Fray Gómez.  De Emilia Pardo Bazán,  Las medias rojas.</p>

## LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
<p>EL SIGLO XX</p>	<p>En la casa de Bernarda Alba aparecen los temas del honor y la honra, la hipocresía, la falta de comunicación y la soledad así como las diferencias de status social. Se discutirá el aspecto trágico de las pasiones que arrastran a los personajes a la muerte.</p> <p>De España se estudia a los autores de la generación del 98. Como consecuencia de desastre de la pérdida de las colonias en América y de su posición en el mundo, estos escritores de profundizaron en busca de una identidad nacional, del carácter español por excelencia.</p> <p>Además de variedad geográfica como en la obra de Horacio Quiroga, se ofrece diversidad a través de obras de autores de diferente origen étnico. La poesía afro-cubana de Nicolás Guillén es un ejemplo de diversidad cultural y de la influencia africana en la cultura y el arte de Latinoamérica. Existe denuncia social y expresión de la identidad mestiza.</p>	<p>García Lorca, Federico  <u>La casa de Bernarda Alba</u>            Dos romances del Romancero gitano</p> <p>Unamuno y Jugo, Miguel de            “San Manuel Bueno, Mártir”</p> <p>Machado, Antonio            “Caminante son tus huellas”            ”He andado muchos caminos”            ”La primavera besaba”</p> <p>Quiroga, Horacio            “El hijo”</p> <p>Guillen, Nicolás            “Balada de los dos abuelos”            “Sensemayá”</p> <p>Rulfo, Juan            “No oyes ladrar los perros”</p>

## LEVEL V-VI AP COURSE SYLLABUS

PANORAMA HISTORICO	CONTENIDO	LECTURA SELECCIONADA
EL SIGLO XX	<p>La obra de mujeres escritoras ofrece una visión de perspectivas acerca del rol de los sexos en la sociedad latinoamericana. A través de una temática de la mujer hacen una crítica de la sociedad machista en que se desenvuelven. La perspectiva de la técnica de la entrevista es innovadora.</p> <p>Estas escritoras son Alfonsina Storni de Argentina, Julia de Burgos de Puerto Rico, Rosario Castellano de México, Carmen Martín Gaité de España, Isabel Allende de Chile.</p> <p>Se estudia y compara muestras selectas de la obra de los más aclamados escritores del siglo XX tales como Jorge Luis Borges, Pablo Neruda y Gabriel García Márquez. Junto a otros autores del "Boom" tales como Cortázar y Carlos Fuentes.</p> <p>En Borges, cabe señalar temas como el destino, la percepción de la realidad, el tiempo circular, la violencia, la venganza, etc.</p> <p>En la obra de Neruda se presenta lo cotiniano, los frutos de la naturaleza, la intimidad del amor.</p> <p>Con García Márquez, se introduce el "realismo mágico". Se estudia el lenguaje y su tendencia a la exageración así como los elementos humorísticos y de crítica social.</p>	<p>Storni, Alfonsina "Peso ancestral" "Tú me quieres blanca"</p> <p>Burgos, Julia de "A Julia de Burgos"</p> <p>Castellanos, Rosario "Autorretrato" "Kinsey report"</p> <p>Martín Gaité, Carmen "Las ataduras"</p> <p>Allende, Isabel "Dos palabras"</p> <p>Borges, Jorge Luis "La muerte y la brújula" "El sur"</p> <p>Neruda, Pablo "Oda a la alcachofa" Residencia en la tierra 2 "Walking around" Veinte poemas de amor y una canción desesperada, Poema 15 "Me gusta cuando callas"</p> <p>Cortazar, Julio "Continuidad de los parques" "La noche boca arriba"</p> <p>Fuentes, Carlos "Chac Mool"</p> <p>Vodanovic, Sergio "El delantal blanco"</p> <p>García Márquez, Gabriel "El ahogado más hermoso del mundo" "Un señor muy viejo con las alas enormes" "Un día de éstos"</p>