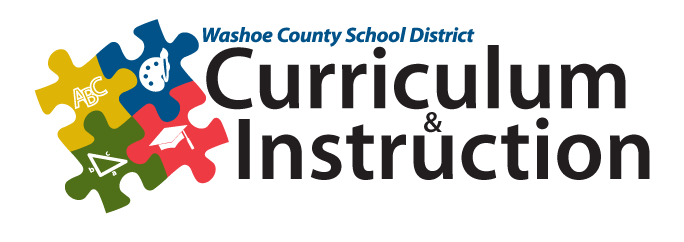
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| **Passports to Proficiency**  **Spanish 1-2** |



**Washoe County School District World Languages:**

**Spanish 1-2**

Each course is divided into nine units of instruction, with five units taught in the first semester and four units taught in the second semester. The units follow scope and sequence of the EMC textbook series, *¡Qué chévere!* The curriculum is meant to provide teachers with a guide for instruction and pacing, following the Nevada Academic Content Standards for World Languages (NVACSWL). Each unit contains a Student Proficiency Passport, where students will demonstrate their language proficiency using various communication strategies. It is up to individual teachers to determine the day-to-day instructional activities for students, while following the approved curriculum guides.

Each course is designed to assist students in reaching a targeted language proficiency level by the end of the year. The American Council on the Teaching of Foreign Languages (ACTFL) developed these proficiency levels:

Spanish 1-2 — Novice Mid

Spanish 3-4 — Novice High

Spanish 5-6 (Honors) — Intermediate Low / Intermediate Mid

AP Spanish Language – Intermediate Mid / Intermediate High

Spanish 9-10 (Honors) – Intermediate Mid / Intermediate High

AP Spanish Literature – Intermediate High

A team of World Language teachers from the Washoe County School District created the following curriculum guides in the spring of 2018. The committee included the following WCSD World Language Teachers: Bryan Arciniega, Melissa Carson, Beatriz DePedro-Robles, Matt Herald, Enos Interiano, and Ryan Smith. The Intercultural Communication Benchmarks were adapted from the *NCSSFL-ACTFL Can-Do Statements* document.

Curriculum Revisions made in the spring of 2022 by Corrine Carlstrom, Melissa Carson, Anna Cicak, Jovana Figueroa, Dustin Granata, Matt Herald, Evelyn Izquierdo, Sylvia Malizia, Liliana Pastor, Isis Rodarte, Rachel Tillotson, Luz Verdin, Erika Weeks

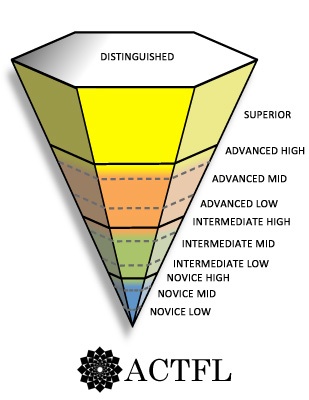


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***Resources***

*-Scope and Sequence*

*-Nevada Academic Content Standards*

*-Proficiency Rubrics*

Scope and Sequence Spanish 1-2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Essential Question** | **Interpersonal Task** | **Interpretive Task** | **Presentational Task** | **Essential Vocabulary and Grammar Structures** |
| **By the end of the unit students will be able to…** | | | | | |
| **Fall Semester** | | | | | |
| **Unit 1**  **6-7 Weeks**    Mucho gusto | How do people reach out to communicate with others? | -Greetings and farewells  -Introductions and other personal information  -Ask how someone is doing | -Identify cognates | -Greetings and farewells  -Introductions and other personal information  -Ask how someone is doing | -Greetings and farewells  -Courtesy expressions  -Days, weeks, months  -Formal vs informal register |
| **Unit 2**  **6-7 Weeks**  Al colegio | How does education promote understanding of different cultures? | -Discuss school schedules  - Talk about what people do in the classroom  -Talk about how people are doing/feeling | -Use the title of an authentic resource to make a prediction | -Describe school schedule  -Talk about what people do in the classroom  -Describe classroom objects | -Classroom objects  -Class schedule  -Basic Clothing  -Basic technology items  -Gender of nouns  -Ar verbs  *-*Ser and Estar  -Using adjectives  -Telling Time |
| **Unit 3**  **3-4 Weeks**  En la ciudad | -How do major cities tell their stories? | -Talk about modes of transportation  -Ask and say where someone is going | -Use cognates to help me understand the theme of an authentic resource | -Identify places in the city | -Basic places in a city  -Modes of Transportation  -Question words  *-Ir and Ir* + *a* + infinitive  -E*r* verbs  -1st and 2nd person of the verb *Querer* |
| **Spring Semester** | | | | | |
| **Unit 4**  **5-6 Weeks**  La familia y los amigos | -How do cultural values shape relationships in Hispanic countries? | -Talk about family and relationships  -Talk about activities people like and don’t like to do | -Skim an authentic text to make predictions about the content | -Describe relationships among friends and family  -Describe the physical traits and personalities of my friends and family  -Discuss activities that people typically do | -Family and other relationships  Leisure-time activities  Physical descriptions  *-Ir* verbs  Using *gustar* to state likes and dislikes  Uses of *ser* and *estar*  1st and 2nd person of the verb *Tener* |
| **Unit 5**  **4-5 Weeks**  La rutina y la diversión | -How do key activities in a society reflect its values? | -describe activities for the coming week | -Use illustrations to make predictions about an authentic resource | -Identify objects in an electronic store | -Weekly schedule  -Ordinal number 1-10  -Tener and idioms  -Using the numbers 101-999,999 |
| **Unit 6**  **5-6 Weeks**  Mi casa es su casa | -What does a house and its contents tell us about the people who live there? | -Express obligations such as chores  -Express wishes  -Make requests | -Organize information into categories or headings to summarize an authentic text | -Describe basic table settings and food  -Identify rooms and floors of a house | Describe a home  Basic chores  *-Tener que* and *deber*  Stem-changing verbs  Expressing wishes with *querer* or *gustaría* |

Scope and Sequence for Middle School

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Essential Question** | **Interpersonal Task** | **Interpretive Task** | **Presentational Task** | **Essential Vocabulary and Grammar Structures** |
| **By the end of the unit students will be able to…** | | | | | |
| **7th Grade** | | | | | |
| **Unit 1**  Mucho gusto | How do people reach out to communicate with others? | -Greetings and farewells  -Introductions and other personal information  -Ask how someone is doing | -Identify cognates | -Greetings and farewells  -Introductions and other personal information  -Ask how someone is doing | -Greetings and farewells  -Courtesy expressions  -Days, weeks, months  -Formal vs informal register |
| **Unit 2**  Al colegio | How does education promote understanding of different cultures? | -Discuss school schedules  - Talk about what people do in the classroom  -Talk about how people are doing/feeling | -Use the title of an authentic resource to make a prediction | -Describe school schedule  -Talk about what people do in the classroom  -Describe classroom objects | -Classroom objects  -Class schedule  -Basic Clothing  -Basic technology items  -Gender of nouns  -Ar verbs  *-*Ser and Estar  -Using adjectives  -Telling Time |
| **Unit 3**  En la ciudad | -How do major cities tell their stories? | -Talk about modes of transportation  -Ask and say where someone is going | -Use cognates to help me understand the theme of an authentic resource | -Identify places in the city | -Basic places in a city  -Modes of Transportation  -Question words  *-Ir and Ir* + *a* + infinitive  -E*r* verbs  -1st and 2nd person of the verb *Querer* |
| **8th Grade** | | | | | |
| **Unit 4**  La familia y los amigos | -How do cultural values shape relationships in Hispanic countries? | -Talk about family and relationships  -Talk about activities people like and don’t like to do | -Skim an authentic text to make predictions about the content | -Describe relationships among friends and family  -Describe the physical traits and personalities of my friends and family  -Discuss activities that people typically do | -Family and other relationships  Leisure-time activities  Physical descriptions  *-Ir* verbs  Using *gustar* to state likes and dislikes  Uses of *ser* and *estar*  1st and 2nd person of the verb *Tener* |
| **Unit 5**  La rutina y la diversión | -How do key activities in a society reflect its values? | -describe activities for the coming week | -Use illustrations to make predictions about an authentic resource | -Identify objects in an electronic store | -Weekly schedule  -Ordinal number 1-10  -Tener and idioms  -Using the numbers 101-999,999 |
| **Unit 6**  Mi casa es su casa | -What does a house and its contents tell us about the people who live there? | -Express obligations such as chores  -Express wishes  -Make requests | -Organize information into categories or headings to summarize an authentic text | -Describe basic table settings and food  -Identify rooms and floors of a house | Describe a home  Basic chores  *-Tener que* and *deber*  Stem-changing verbs  Expressing wishes with *querer* or *gustaría* |

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| --- | --- | --- | --- |
| **Nevada Academic Content Standards for**  **World Languages** | | |  |
| **Novice-Mid**  Learners at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor’s words. Novice-Mid Learners may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, learners frequently resort  to repetition, words from their native language, or silence. | | |  |
|  | **STANDARD** | **PERFORMANCE INDICATORS** | |
| **COMMUNICATION** | 1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | * Greet and leave people in a polite way * Introduce self and others * Answer a variety of simple questions * Make simple statements in a conversation * Ask simple questions | |
| 2. *Interpretive Communication:*  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | * Understand a few courtesy phrases * Recognize and understand basic information * Recognize and understand words for a specific purpose * Recognize and understand words, phrases, and characters with visuals, guidance, or through association with   what learners already know | |
| 3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | * Present information using words or phrases about self, daily activities, likes, and dislikes * Fill out a simple form with basic information * Write about self, using learned phrases as well as memorized expressions * List daily activities and write lists that help in day-to-day life | |

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| **CULTURES** | 4. *Relating Cultural Practices to Perspectives*:  Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of  the cultures studied. | | * Initiate greetings and use appropriate gestures * Identify some common social practices * Describe some aspects of major   traditions and celebrations |
| 5. *Relating Cultural Products to Perspectives*:  Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of  the cultures studied. | | * Identify culture-specific products and their uses * Identify similarities and differences of common expressive products between learners’ culture and the   target culture(s) |
| **CONNECTIONS** | 6. *Making Connections*:  Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | * Describe and situate geographic locations relative to each other on a map * Use basic math functions in target language * Compare and contrast, and discuss and retell aspects of authentic texts * Identify dates, figures, or events of   historical importance | |
| 7. *Acquiring Information* and *Diverse Perspectives*:  Learners access and evaluate information and diverse perspectives that are  available through the language and its cultures. | * Identify measurement systems * Describe cultural products * Recognize and interact with simple authentic resources | |
| **COMPARISONS** | 8. *Language Comparisons*:  Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | * Recognize cognates, word families, and language patterns * Demonstrate that languages have important sound distinctions * Analyze the writing system of the target language * Identify language patterns and   grammatical functions | |
| 9. *Cultural Comparisons*:  Learners use the language to investigate, explain, and reflect on the concept of  culture through comparisons of the cultures studied and their own. | * Identify cultural differences about traditions, celebrations and customs * Recognize various uses of language register | |

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| **COMMUNITIES** | 10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the  globalized world. | * Identify settings where the target language can be used |
| 11. *Lifelong Learning*:  Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | * Apply knowledge of language to personal, real world interests * Self-evaluate acquired skills * Reflect on acquired skills |

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| **Novice-High**  Learners at the Novice-High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High Learners respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions. | | |
|  | **STANDARD** | **PERFORMANCE INDICATORS** |
| **COMMUNICATION** | 1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | * Exchange some personal information * Exchange information using texts, graphs, or pictures * Ask for and give simple directions * Make plans with others * Interact with others in everyday situations |
| 2. *Interpretive Communication:* Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | * Understand simple questions or statements on familiar topics * Understand simple information via pictures and graphs * Usually understand short simple messages on familiar topics * Understand short simple descriptions * Understand the main idea of   published materials |
| 3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers,  or viewers. | * Present and write information using phrases and simple sentences about one´s life and familiar experiences or about a familiar person, place, or thing * Write short notes about things   learned, and request information |
| **CULTURES** | 4. *Relating Cultural Practices to Perspectives*:  Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | * Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations * Investigate common social practices in relevant situations * Examine major traditions and celebrations and the practices   associated with them |

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|  | 5. *Relating Cultural Products to Perspectives*:  Learners use the language to investigate, explain, and reflect on the relationship between the products and  perspectives of the cultures studied. | * Examine how the contributions of people from the target culture(s) have impacted areas such as science, technology, and the arts |
| **CONNECTIONS** | 6. *Making Connections*:  Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | * Describe and identify geographic locations, terms, and features * Use basic math functions in target language * Compare, contrast, and discuss or retell aspects of authentic texts * Identify dates, figures, or events of   historical importance |
| 7. *Acquiring Information* and *Diverse Perspectives*:  Learners access and evaluate information and diverse perspectives that are available through the language  and its cultures. | * Compare and contrast measurement systems * Describe cultural products * Recognize authentic resources * Interact with authentic resources |
| **COMPARISONS** | 8. *Language Comparisons*:  Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | * Recognize cognates, word families, and language patterns * Demonstrate that languages have important sound distinctions * Analyze the writing system of the target language * Identify language patterns and   grammatical functions |
| 9. *Cultural Comparisons*:  Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | * Identify cultural differences about traditions, celebrations, and customs * Recognize various language registers and their uses |
| **COMMUNITIES** | 10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and  the globalized world. | * Identify settings where the target language can be used |
| 11. *Lifelong Learning*:  Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and  advancement. | * Apply knowledge of language to personal, real world interests * Self-evaluate acquired skills * Reflect on acquired skills |

ACTFL’s Interpretive Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Expectations**  **4pts** | **Meets Expectations**  **3 pts** | **Approaches Expectations**  **2 pts** | **Below Expectations**  **1 pts** |
| **Word Recognition** | Identifies all key words appropriately within context of the text. | Identifies majority of key words appropriately within context of the text. | Identifies half of the key words appropriately within the context of the text. | Identifies a few key words appropriately within the context of the text. |
| **Main Idea Detection** | Fully identifies and explains the main idea of the text with textual evidence. | Adequately identifies and explains the main idea of the text with textual evidence. | Identifies the main idea of the text but does not explain. No textual evidence. | Vaguely identifies the main idea of the text. No textual evidence. |
| **Supporting Detail Detection** | Accurately identifies a large variety/all of supporting details from the text and provides information from the text to explain these details. | Identifies most supporting details in the text and provides information from the text to explain some of these details. | Identifies some supporting details in the text and limited information from the text to explain those details or identifies most supporting details but no textual evidence. | Identifies few to no supporting details in the text and does not explain or reference textual evidence. |
| **Guessing Meaning from Context** | Accurately and fully infers the meaning of unfamiliar words in new contexts. | Is on the right track and mostly infers the meaning of unfamiliar words in new contexts. Most inferences are plausible although some are not accurate. | Infers some meanings of unfamiliar words in new contexts. Most inferences are plausible, but many are not accurate. | Is unable to infer or is largely inaccurate when inferring meanings of unfamiliar words in new contexts. |
| **Organizational Features** | Identifies the organizational feature(s) of the text and provides an appropriate rationale. | Identifies the organizational feature(s) of the text; rationale misses some key points. | Identifies in part the organizational feature(s) of the text; rationale may miss some key points or identifies the organizational feature(s) but rationale is not provided. | Attempts to identify the organizational feature(s) of the text but is not successful. |
| **Concept Inferences** | Fully infers, interprets, and explains the text’s meaning in a highly plausible manner | Mostly infers, interprets, and explains the author’s intent for concepts discussed in the text | Infers and interprets the author’s intent for concepts discussed in the text but does not explain | Inference and interpretation of the author’s intent is extremely limited or absent |
| **Author’s Perspective** | Accurately Identifies the author’s perspective and provides a detailed justification | Identifies the author’s perspective and provides a justification. | Identifies the author’s perspective but justification is either inappropriate or incomplete. | Unable to identify the author’s perspective. |
| **Cultural Perspectives** | Accurately identifies the cultural perspectives/norms and provides a detailed connection of cultural products/practices to perspectives | Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives. | Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives. | Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking. |

Interpersonal Speaking

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| **Standards:**  **NVACSWL Standard 1- Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  **NVACSWL Standard 2- Interpretive** **Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Approaching Next Level Proficiency**  **4 points** | **Proficient**  **3 points** | **Approaching Current Proficiency Level**  **2 points** | **Limited Proficiency**  **1 point** |
| **Task:** How well do I complete the task? | Communicative goal completed with superior elaboration | Communicative goal completed with appropriate elaboration | Communicative goal completed with some elaboration | Communicative goal attempted with minimal elaboration |
| **Comprehensibility:** How well do other understand me? | Message is fully comprehensible and clear | Message is mostly comprehensible and clear | Message is partly clear and somewhat understood | Message is not clear |
| **Comprehension:** How well do I understand others? | Message is fully understood with immediate response | Message is clearly understood with delayed response | Message is partly understood with delayed response and repetition | Message is not understood |
| **Use of Vocabulary:** How extensive and applicable is my vocabulary? | Use of strong vocabulary that is appropriate and varied | Use of adequate vocabulary that is appropriate with little variation | Vocabulary is limited and repetitive | Vocabulary is extremely limited and repetitive |
| **Language Control:** How accurate is my language? | Few errors occur when using practiced language functions. Errors do not impede communication | Some errors occur when using practiced language functions. Errors do not impede communication | Appropriate language functions are attempted but frequent errors impede communication | Practiced language functions are used incorrectly. Errors impede communication |
| **Fluency and Communication Strategies:** How well do I keep the conversation going? | Conversation is maintained with elaboration and advances the conversation. | Conversation is maintained and participates fully. | Conversation is maintained with difficulty and participates partially. | Conversation cannot be maintained, and participation is minimal. |

Interpersonal Speaking

|  |  |  |
| --- | --- | --- |
| What are the student’s strengths? | **Proficient** | What are the student’s learning goals? |
|  | Communicative goal completed with appropriate elaboration |  |
|  | Message is mostly comprehensible and clear |  |
|  | Message is clearly understood with delayed response |  |
|  | Use of adequate vocabulary that is appropriate with little variation |  |
|  | Some errors occur when using practiced language functions. Errors do not impede communication |  |
|  | Conversation is maintained and participates fully. |  |

Notes:

Interpersonal Speaking

Explanation of Assignment

|  |  |
| --- | --- |
| Thematic Focus: | Targeted Language Level: |
| Vocabulary and Functions Emphasized in Unit: | |
| Explanation of Task (communicative goal): | |
| Can Do Statements: | |
| Guidelines for a Quality Interpersonal Conversation: | |

Interpersonal Writing

|  |
| --- |
| **Standards:**  **NVACSWL Standard 1- Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  **NVACSWL Standard 2- Interpretive** **Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Approaching Next Level Proficiency**  **4 points** | **Proficient**  **3 points** | **Approaching Current Proficiency Level**  **2 points** | **Limited Proficiency**  **1 point** |
| **Task:** How well do I complete the task? | Communicative goal completed with elaboration | Communicative goal completed with some elaboration | Communicative goal completed with minimal elaboration | Communicative goal attempted |
| **Comprehensibility:** How well do others understand me? | Message is fully comprehensible and clear, including the use of the appropriate register | Message is mostly compressible and clear, including the appropriate register most of the time | Message is partially clear and somewhat understood. The appropriate register was not always used | Message is not clear |
| **Mechanics:** How accurately do I use capitalization, punctuation, and spelling? | Makes almost no errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks | Makes some errors in spelling, capitalization, punctuation, abbreviations, and accents and tone marks | Frequent errors in spelling, capitalization, punctuation, abbreviations and accents and tone marks | Makes little or no attempt to use correct spelling and mechanics |
| **Vocabulary Use**: How extensive and applicable is my vocabulary? | Use of strong vocabulary that is appropriate and varied | Use of adequate vocabulary that is appropriate with little variation | Vocabulary is limited and repetitive | Vocabulary is extremely limited and repetitive |
| **Language Control:** How accurate is my language? | Few errors occur when using practiced language functions. Errors do not impede communication | Some errors occur when using practiced language functions. Errors do not impede communication | Appropriate language functions are attempted but frequent errors impede communication | Practiced language functions are used incorrectly. Errors impede communication |
| **Communication Strategies:** How well do I organize my writing? | Writing is well organized with sequencing and transition words. Participates in advancing the conversation | Writing is organized with few transition and sequencing words. Participates fully in the conversation | Writing is somewhat organized with no transition and sequencing words. Participates partially in the conversation | Writing is not organized and participated minimally in the conversation |

Interpersonal Writing

|  |  |  |
| --- | --- | --- |
| What are the student’s strengths? | **Proficient** | What are the student’s learning goals? |
|  | Communicative goal completed with appropriate elaboration |  |
|  | Message is mostly compressible and clear, including the appropriate register most of the time |  |
|  | Makes some errors in spelling, capitalization, punctuation, abbreviations, and accents and tone marks |  |
|  | Use of adequate vocabulary that is appropriate with little variation |  |
|  | Some errors occur when using practiced language functions. Errors do not impede communication |  |
|  | Writing is organized with few transition and sequencing words. Participates fully in the conversation |  |

Notes:

Interpersonal Writing

Explanation of Assignment

|  |  |
| --- | --- |
| Thematic Focus: | Targeted Language Level: |
| Vocabulary and Functions Emphasized in Unit: | |
| Explanation of Task (communicative goal): | |
| Can Do Statements: | |
| Guidelines for a Quality Interpersonal Conversation: | |

Presentational Speaking

|  |
| --- |
| **Standards:**  **NVACSWL Standard 3- Presentational Communication:** Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Approaching Next Level Proficiency**  **4 points** | **Proficient**  **3 points** | **Approaching Current Proficiency Level**  **2 points** | **Limited Proficiency**  **1 point** |
| **Task:** How well do I complete the task? | Communicative goal completed with elaboration and supported with a variety of examples | Communicative goal completed with some elaboration and some examples | Communicative goal completed with minimal elaboration | Communicative goal attempted |
| **Comprehensibility:** How well do other understand me? | Message is fully comprehensible and clear | Message is mostly comprehensible and clear | Message is partly clear and somewhat understood | Message is unclear |
| **Impact:** How well do I capture and maintain my audience? | Presentation is engaging using varied tone, gestures, eye contact, and visual aids | Presentation is somewhat engaging using varied tone, gestures, eye contact, and visual aids | Presentation is minimally engaging using varied tone, gestures, eye contact, and visual aids | Presentation is not engaging. Audience interest is not maintained |
| **Vocabulary Use**: How extensive and applicable is my vocabulary? | Use of strong vocabulary that is appropriate and varied | Use of adequate vocabulary that is appropriate with little variation | Vocabulary is limited and repetitive | Vocabulary is extremely limited and repetitive |
| **Language Control:** How accurate is my language? | Few errors occur when using practiced language functions. Errors do not impede communication | Some errors occur when using practiced language functions. Errors do not impede communication | Appropriate language functions are attempted but frequent errors impede communication | Practiced language functions are used incorrectly. Errors impede communication |
| **Communication Strategies:** How well do I organize the presentation? | Presentation is well organized, using sequencing and transition words | Presentation is organized with few sequencing and transition words | Presentation is somewhat organized with almost no sequencing or transition words | Presentation isn’t organized |

|  |  |  |
| --- | --- | --- |
| What are the student’s strengths? | **Proficient** | What are the student’s learning goals? |
|  | Communicative goal completed with some elaboration and some examples |  |
|  | Message is mostly compressible and clear |  |
|  | Presentation is somewhat engaging using varied tone, gestures, eye contact, and visual aids |  |
|  | Use of adequate vocabulary that is appropriate with little variation |  |
|  | Some errors occur when using practiced language functions. Errors do not impede communication |  |
|  | Presentation is organized with few sequencing and transition words |  |

Presentational Speaking

Notes:

Presentational Speaking

|  |  |
| --- | --- |
| Thematic Focus: | Targeted Language Level: |
| Vocabulary and Functions Emphasized in Unit: | |
| Explanation of Task (communicative goal): | |
| Can Do Statements: | |
| Guidelines for a Quality Oral Presentation: | |

Presentational Writing

|  |
| --- |
| **Standards:**  **NVACSWL Standard 3- Presentational Communication:** Learners present information, concepts and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Approaching Next Level Proficiency**  **4 points** | **Proficient**  **3 points** | **Approaching Current Proficiency Level**  **2 points** | **Limited Proficiency**  **1 point** |
| Task: How well do I complete the task? | Communicative goal is completed with elaboration and supported with a variety of examples | Communicative goal completed with some elaboration and some examples | Communicative goal completed with minimal elaboration | Communicative goal attempted |
| Comprehensibility: How well do others understand me? | Message is fully comprehensible and clear. Audience interest is maintained | Message is mostly comprehensible and clear. Audience interest is mostly maintained | Message is partly clear and somewhat understood. Audience interest is somewhat maintained | Message is unclear and audience interest is minimally maintained |
| Mechanics: How accurately do I use capitalization, punctuation, and spelling? | Makes almost no errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks | Makes some errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks | Makes frequent errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks | Makes little or no attempt to use correct spelling and mechanics |
| Vocabulary: How extensive and applicable is my vocabulary? | Use of strong vocabulary that is appropriate and varied | Use of adequate vocabulary that is appropriate with little variation | Vocabulary is limited and repetitive | Vocabulary is extremely limited and repetitive |
| Language Control: How accurate is my language? | Few errors occur when using practiced language functions. Errors do not impede communication | Some errors occur when using practiced language functions. Errors do not impede communication | Appropriate language functions are attempted but frequent errors impede communication | Practiced language functions are used incorrectly. Errors impede communication |
| Communication Strategies: How well do I organize my writing? | Presentation is well organized, using sequencing and transition words | Presentation is organized with few sequencing and transition words | Presentation is somewhat organized with almost no sequencing or transition words | Presentation isn’t organized |

Presentational Writing

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| --- | --- | --- |
| What are the student’s strengths? | **Proficient** | What are the student’s learning goals? |
|  | Communicative goal completed with some elaboration and some examples |  |
|  | Message is mostly comprehensible and clear. Audience interest is mostly maintained |  |
|  | Makes some errors in spelling, capitalization, punctuation, abbreviations, nor accents or tone marks |  |
|  | Use of adequate vocabulary that is appropriate with little variation |  |
|  | Some errors occur when using practiced language functions. Errors do not impede communication |  |
|  | Presentation is organized with few sequencing and transition words |  |

Notes:

Presentational Writing

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| --- | --- |
| Thematic Focus: | Targeted Language Level: |
| Vocabulary and Functions Emphasized in Unit: | |
| Explanation of Task (communicative goal): | |
| Can Do Statements: | |
| Guidelines for a Quality Written Presentation: | |

*Unit 1*

*6-7 Weeks*

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| **Spanish 1-2 Unidad 1: ¡Mucho gusto!** |
| **Essential Question**: How do people reach out to communicate with others? |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 1 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Ask for and give names * Ask and tell where someone is from * Ask for and state age * Ask and tell how someone is doing * Express courtesy |
| **Vocabulary in context to support the learning outcomes:**   * Greetings * Farewells * Alphabet * Names * Numbers 0-100 * How people are doing * Courtesy expressions * Days of the week * Months |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Punctuation * Definite articles * Cognates * Formal vs. informal register |

Notes:

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice)** |
| **Spanish 1-2 Unidad 1: ¡Mucho gusto!** |
| **Essential question**: How do people reach out to communicate with others? |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***I can*** identify products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** identify some typical products related to familiar everyday life. |
| PRACTICES | In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***I can*** interact at a survival level in some familiar everyday contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| BEHAVIOR | ***I can*** use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

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| **Investigate** | In my own and in Spanish-speaking cultures ***I can*** identify familiar landmarks and monuments and what they represent to people. |
| **Interact** | ***I can*** answer simple questions about where various monuments and landmarks are located. |

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| **Investigate** | In my own and other cultures, ***I can*** identify some authors, artists, and musicians, and their contributions. |
| **Interact** | ***I can*** recommend sites to experience the work of authors, artists, and musicians from my own and other cultures. |

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| **Investigate** |  |
| **Interact** |  |

**Passport to Proficiency**

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| --- | --- |
| **Name:** | **Class Period:** |
| **Spanish 1-2 Unidad 1: ¡Mucho gusto!** | |
| **Essential Question**: How do people reach out to communicate with others? | |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 1 resources of the adopted material. | |

**Essential Learning Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| I can ask where someone is from and say where I am from | I can ask for and give names | I can greet and say good-bye appropriately | I can ask others their age and state my mine |
| I can ask and tell how someone is doing |

**Extended Learning Objectives:**

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| --- | --- | --- | --- |
| I can identify where Spanish is spoken in the world | I can count up to 100 | I can interpret a simple narrative in Spanish | I can explain cognates and false cognates |
| I can use Spanish punctuation appropriately | I can recognize the difference between informal and formal Spanish | I can… |

*Unit 2*

*6-7 Weeks*

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| **Spanish 1-2 Unidad 2: ¡Al colegio!** |
| **Essential question**: How does education promote understanding of different cultures? |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 2 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Identify people and classroom objects * Describe classroom objects * Express classroom commands * Discuss school schedules * Describe the classroom setting * Say some things people do * State someone’s location * Talk about how people feel |
| **Vocabulary in context to support the learning outcomes:**   * Identifying people * Saying where a person is from * Classroom objects * Class schedule * Days of the week * Colors * Basic Clothing * Basic technology items * Colors * Time |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Gender of nouns * Present tense of –*ar* verbs * Subject pronouns * *Ser* * Review Definite articles with nouns * Indefinite articles with nouns * Using adjectives to describe * *Estar* * Telling Time |

Notes:

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice)** |
| **Spanish 1-2 Unidad 2: ¡Al colegio!** |
| **Essential question**: How does education promote understanding of different cultures? |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***I can*** identify products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** identify some typical products related to familiar everyday life. |
| PRACTICES | In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***I can*** interact at a survival level in some familiar everyday contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| BEHAVIOR | ***I can*** use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

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| **Investigate** | In my own and other cultures ***I can*** identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture. |
| **Interact** | ***I can*** answer simple questions about my study abroad plans. |

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| **Investigate** | In my own and other cultures ***I can***identify some common product names and show how and why they are globalized, such as food, places, and activities. |
| **Interact** | ***I can*** share with peers various foods, places, and activities which originate in a Spanish-speaking culture. |

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| **Investigate** |  |
| **Interact** |  |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 1-2 Unidad 2: ¡Al colegio!** | |
| **Essential question**: How does education promote understanding of different cultures? | |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 2 resources of the adopted material. | |

**Essential Learning Objectives:**

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| --- | --- | --- | --- |
| I can describe my school schedule | I can discuss school schedules | I can talk about what people do in the classroom | I can talk about how people are doing/feeling |
| I can describe classroom objects | I can use the title of an authentic resource to make a prediction |

**Extended Learning Objectives:**

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| --- | --- | --- | --- |
| I can identify the topic sentence of an authentic resource | I can hold a simple, short phone conversation in Spanish | I can talk about different people in my school | I can ask and tell who someone is |
| I can identify basic technology items | I can ask for and provide contact information | I can talk about the location of things at school | I can analyze the Hispanic influence in the U.S. |

*Unit 3*

*3-4 Weeks*

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| **Spanish 1-2 Unidad 3: ¡En la ciudad!** |
| **Essential question**: How do major cities tell their stories? |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 3 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Talk about basic places in the city * Discuss how to go somewhere by mode of transportation * Say where someone is going * Say where I am going to go |
| **Vocabulary in context to support the learning outcomes:**   * Basic places in a city * Modes of Transportation * Suggestions and invitations |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Question words * Review: regular –*ar* verbs * Using contractions: *al/del* * Asking questions * *Ir* * *Ir* + *a* + infinitive * Present tense of –*er* verbs * 1st person and 2nd person of the verb Querer |

Notes:

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice)** |
| **Spanish 1-2 Unidad 3: ¡En la ciudad!** |
| **Essential question**: How do major cities tell their stories? |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***I can*** identify products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** identify some typical products related to familiar everyday life. |
| PRACTICES | In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***I can*** interact at a survival level in some familiar everyday contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| BEHAVIOR | ***I can*** use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

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| **Investigate** | In my own and other cultures ***I can*** identify locations to buy something and how culture affects where people shop. |
| **Interact** | ***I can*** use rehearsed behaviors when shopping in a familiar type of store. |

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| **Investigate** | In my own and other cultures ***I can*** identify what and why people eat what they do. |
| **Interact** | ***I can*** act appropriately when obtaining food in familiar situations such as grocery shopping or eating in a restaurant. |

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| **Investigate** |  |
| **Interact** |  |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 1-2 Unidad 3: ¡En la ciudad!** | |
| **Essential question**: How do major cities tell their stories? | |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 3 resources of the adopted material. | |

**Essential Learning Objectives:**

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| I can talk about modes of transportation | I can ask and say where someone is going | I can identify places in the city | I can use cognates to help me understand the theme of an authentic resource |

**Extended Learning Objectives:**

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| --- | --- | --- | --- |
| I can describe basic attributes of a work of art from a Spanish-speaking artist such as Diego Rivera | I can compare transit systems in Spanish-speaking cities, such as Mexico City | I can invite people to go places and to do things | I can ask and say what people doing at different locations around town |
| I can identify products and practices of various cultures in Spanish-speaking countries, such as the three cultures of Mexico | I can describe basic features of landmarks and cuisine in the Spanish-speaking world, such as Mexico | I can describe interesting places to visit in the Spanish-speaking world, such as Mexico City | I can identify specialized vocabulary to anticipate meaning within an authentic resource |

*Unit 4*

*5-6 Weeks*

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| **Spanish 1-2 Unidad 4: La familia y los amigos** |
| **Essential question**: How do cultural values shape relationships in Hispanic countries? |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 4 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Talk about family and relationships * Express possession * Talk about different pastimes and hobbies * State likes and dislikes * Describe people and things |
| **Vocabulary in context to support the learning outcomes:**   * Family relationships * Possession * Leisure-time activities * Relationships with friends * Likes and dislikes * Physical descriptions |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Review: adjectives * Review: regular –*er* verbs * Review: *estar* to express location * Possessive adjectives * Present tense of –*ir* verbs * Describing people and things with *estar* * Using *gustar* to state likes and dislikes * Using *a* to clarify or emphasize * Uses of *ser* and *estar* * 1st person and 2nd person of the verb Tener |

Notes

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice)** |
| **Spanish 1-2 Unidad 4: La familia y los amigos** |
| **Essential question**: How do cultural values shape relationships in Hispanic countries? |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***I can*** identify products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** identify some typical products related to familiar everyday life. |
| PRACTICES | In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***I can*** interact at a survival level in some familiar everyday contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| BEHAVIOR | ***I can*** use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

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| **Investigate** | In my own and Spanish-speaking cultures ***I can*** identify who people consider to be part of their family. |
| **Interact** | ***I can*** appropriately address members of a family who represent different generations and genders. |

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| **Investigate** | In my own and Spanish-speaking cultures ***I can*** identify the different types of dances people practice during celebrations. |
| **Interact** | ***I can*** observe and imitate appropriate behaviors at celebrations. |

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| **Investigate** |  |
| **Interact** |  |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 1-2 Unidad 4: La familia y los amigos** | |
| **Essential question**: How do cultural values shape relationships in Hispanic countries? | |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 4 resources of the adopted material. | |

**Essential Learning Objectives:**

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| I can talk about family and relationships | I can describe relationships among friends and family | I can talk about activities people like and don’t like to do | I can describe the physical traits and personalities of my friends and family |
| I can discuss activities that people typically do | I can skim an authentic text to make predictions about the content |

**Extended Learning Objectives:**

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| --- | --- | --- | --- |
| I can describe typical music in Spanish-speaking countries such as the Dominican Republic, and compare it to that of the US | I can describe how people are feeling or their current state | I can express the importance of different sports in Spanish-speaking countries, such as baseball in the Dominican Republic | I can explain the Hispanic naming tradition, and compare it to that of my own culture or family |
| I can talk about where people live | I can analyze the role of the family in Spanish-speaking countries such as the Dominican Republic | I can compare the languages and peoples in Spanish-speaking countries or territories such as Puerto Rico | I can |

*Unit 5*

*4-5 Weeks*

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| **Spanish 1-2 Unidad 5: La rutina y la diversión** |
| **Essential question**: How do key activities in a society reflect its values? |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 5 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Talk about basic electronics * Describe everyday activities |
| **Vocabulary in context to support the learning outcomes:**   * Review: Electronic equipment * Weekly schedule * Review: Leisure-time activities * Numbers 101-999,999 * Review: Months * Ordinal number 1-10 |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Tener and idioms * Using the numbers 101-999,999 |

Notes

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice)** |
| **Spanish 1-2 Unidad 5: La rutina y la diversión** |
| **Essential question**: How do key activities in a society reflect its values? |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***I can*** identify products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** identify some typical products related to familiar everyday life. |
| PRACTICES | In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***I can*** interact at a survival level in some familiar everyday contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| BEHAVIOR | ***I can*** use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

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| **Investigate** | In my own and Spanish-speaking cultures ***I can*** identify how people use their free time and why. |
| **Interact** | ***I can*** participate in a sport with peers by observing and imitating them. |

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| **Investigate** | In my own and Spanish-speaking cultures ***I can*** identify how people celebrate local and national holidays or festivals. |
| **Interact** | ***I can*** observe and imitate appropriate behaviors at a holiday or festival celebration. |

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| **Investigate** |  |
| **Interact** |  |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 1-2, Unidad 5: La rutina y la diversión** | |
| **Essential question**: How do key activities in a society reflect its values? | |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 5 resources of the adopted material. | |

**Essential Learning Objectives:**

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| I can identify objects in an electronic store | I can describe activities for the coming week | I can count using numbers 101 to 1,000,000 | I can use illustrations to make predictions about an authentic resource |

**Extended Learning Objectives:**

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| --- | --- | --- | --- |
| I can compare holidays and celebrations between the US and a Spanish-speaking country such as Nicaragua | I can answer questions about my friends and family | I can describe festivals in Spanish-speaking countries such as Nicaragua | I can identify specific events using exact days, months and years |
| I can analyze the relationship between citizens and the environment in Spanish-speaking countries, such as Costa Rica | I can discuss the importance of natural reserves in Spanish-speaking countries, such as Monteverde Cloud Forest Reserve in Costa Rica | I can interpret a poem by a Spanish-speaking poet such as Ruben Dario the cultural values reflected in a country’s celebrations and/or festivals | I can |

*Unit 6*

*5-6 Weeks*

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| **Spanish 1-2 Unidad 6: Mi casa es su casa** |
| **Essential question**: What does a house and its contents tell us about the people who live there? |
| **Resource Alignment:** The material in this unit closely aligns with level 1, unit 6 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Identify basic table setting items * Express obligations, wishes, and preferences * Discuss food and basic table items * Identify rooms in a home * Describe a household * Talk about basic chores |
| **Vocabulary in context to support the learning outcomes:**   * Basic table setting and cleanup * At the dinner table * Rooms and floors of a house * Describe a home * Basic chores * Use common expressions within the context of a conversation (*tener* idioms) |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Review: regular present tense verbs * Expressing obligation with *tener que* and *deber* * Stem-changing verbs: *e* to *ie* and *e* to *i* * *Decir* * Expressing wishes with *querer* or *gustaría* |

Notes:

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice)** |
| **Spanish 1-2, Unidad 6: Mi casa es su casa** |
| **Essential question**: What does a house and its contents tell us about the people who live there? |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***I can*** identify products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** identify some typical products related to familiar everyday life. |
| PRACTICES | In my own and other cultures ***I can*** identify some typical practices related to familiar everyday life. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***I can*** interact at a survival level in some familiar everyday contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness. |
| BEHAVIOR | ***I can*** use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. |

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| **Investigate** | In my own and Spanish-speaking cultures ***I can*** identify various types of living spaces and how people utilize them. |
| **Interact** | ***I can*** work with a peer to compare and contrast different living spaces in different countries. |

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| **Investigate** |  |
| **Interact** |  |

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| **Investigate** |  |
| **Interact** |  |

**Passport to Proficiency**

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| --- | --- |
| **Name:** | **Class Period:** |
| **Spanish 1-2, Unidad 6: Mi casa es su casa** | |
| **Essential question**: What does a house and its contents tell us about the people who live there? | |

**Essential Learning Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| I can describe basic table settings and food | I can express obligations such as chores | I can identify rooms and floors of a house | I can express wishes |
| I can make requests | I can organize information into categories or headings to summarize an authentic text |

**Extended Learning Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| I can describe and compare different types of housing in Spanish-speaking countries such as Colombia | I can report what other people say | I can talk about typical foods in Spanish-speaking countries, such as Venezuela | I identify items based upon their proximity |
| I can describe the geography of various regions of the Spanish-speaking world, such as Venezuela | I can |