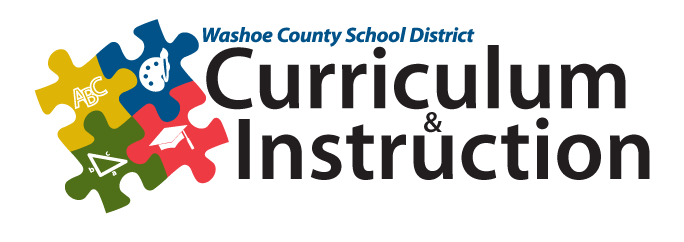
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| **Spanish Literacy 3-4**  **(Grades 9-12)** |



**Washoe County School District World Languages:**

**Spanish Literacy 3-4 (Grades 9-12)**

Each course of Spanish Literacy is divided into four units of instruction, with two units taught in the first semester and two units taught in the second semester. 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 Literacy 3-4 — Intermediate Low

Spanish Literacy 5-6 (Honors) — 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 2021. The committee was led by Melissa Bullard and included the following WCSD World Language Teachers: Diana Bartoo, Melinda Bowers, Melissa Carson, Jovana Figueroa, and Paulina Rios. The Intercultural Communication Benchmarks were adapted from the *NCSSFL-ACTFL Can-Do Statements* document.

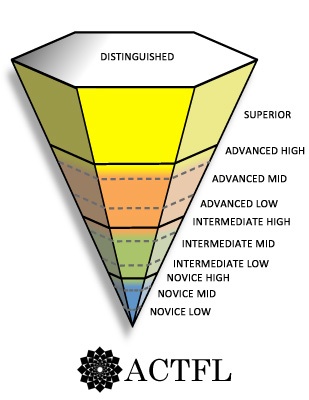


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Spanish Literacy 3-4 Scope and Sequence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quarter** | **Essential Questions** | **Interpretive Communication** | **Interpersonal Communication** | **Presentational Communication** |
| 1st Quarter | ¿Quiénes somos? | \*Develop **basic literacy** (reading and writing abilities) through basic knowledge of the alphabet and phonetics  \*Read a short text, watch a video, or listen to an audio clip and identify **main idea** and some **supporting details** | \***Answer teacher questions in Spanish**  \*Have a short **conversation** about a familiar, everyday topic with a classmate | \*Introduce self and present basic personal information  \*Write paragraphs based on prompts  \*Write short comparisons of familiar and class topics using a graphic organizer such as a Venn diagram |
| 2nd Quarter | ¿Cómo podemos ver los valores de una cultura en sus productos y prácticas? | \*Identify **main idea**, **supporting details**, **sequence**, and cultural **products**, **practices** and **perspectives** from a text, audio, or video | \***Ask and answer questions** about classmates’ presentations  \*Discuss products, practices, and perspectives  \*Have conversations about material covered in class | \***Research** a topic, such as a holiday, and use visual aids such as PowerPoint to **present findings**  \*Write **cultural comparisons** based on **products, practices and perspectives**  \*Write paragraphs that include sequencing and transition words |
| 3rd Quarter | ¿Qué influencia tiene el pasado en el presente? | \*Identify **main idea**, **supporting details**, the **3 Ps**, and **organization** from a text, audio, or video | \***Discuss historic contributions** of target cultures  \*Respond to an **informal email** | \*Write a well-organized paragraph with an introduction, body and conclusion  \*Connect and relate historical events to modern cultures  \*Write a **descriptive essay** |
| 4th Quarter | ¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida? | \*Identify **main idea**, **supporting details**, **3 Ps**, **organization**, and guess the **meaning of unknown words** from context from a **text**, **audio**, or **video**. \***Advanced students** will also make some **inferences**. | \*Start, maintain and end a conversation related to course content  **\*Converse** with members of the school community or wider community  \*Carry out a **survey** | **\***Write a **narrative essay**  **\***Present on information studied in class |

**ACTFL Communication Standards and Performance Indicators**

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| **Interpersonal Communication Standards** | **1. Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  **Performance Indicators:**   * Hold a simple conversation on a number of everyday topics, including daily activities and personal preferences * Use the language to meet needs in familiar situations * Start, maintain, and end a conversation on a variety of familiar topics * Exchange information about topics of personal interest to the learners * Discuss course content and personal reactions |
| **Interpretive Communication Standards** | **2. Interpretive Communication**: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  **Performance Indicators:**   * Understand basic information in ads, news media, and recordings * Understand the basic purpose of a message and messages related to everyday life * Understand simple written exchanges between other people * Understand questions and simple statements on everyday topics when part of a conversation * Identify some simple information on forms |
| **Presentational Communication Standards** | **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.  **Performance Indicators:**   * Talk and write about people, activities and experiences * Talk and write about needs and wants * Present songs, short skits, or dramatic readings * Talk and write about topics of interest * Prepare materials for a presentation * Give basic instructions * Present and write about personal and social experiences * Present and write about something learned or researched * Present and write about common interests and issues |



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| **Nevada Academic Content Standards for**  **World Languages** | | |
| **Intermediate-Low**  Learners at the Intermediate-Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low sublevel, Learners are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low Learners manage to sustain the functions of the Intermediate level, although just barely. | | |
|  | **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. | * Hold a simple conversation on a number of everyday topics * Use the language to meet basic needs in familiar situations * Ask and answer questions on factual   information that is familiar |
| 2. *Interpretive Communication:*  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | * Understand the basic purpose of a message and messages related to basic needs * Understand questions and simple statements on everyday topics when part of a conversation * Identify some simple information on forms * Identify some information from news   media |
| 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. | * Talk and write about people, activities, and experiences * Talk and write about needs and wants * Exchange information about plans * Present songs, short skits, or dramatic readings * Talk and write about topics of interest * Give basic instructions * Prepare materials for a presentation |

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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. | * Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations * Compare daily practices of people in the target culture(s) with those of the learner * Interpret and explain the cultural   relevance or historical context of 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. | * Analyze and assess factors that impact cultural products |
| **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. | * Discuss how geographic locations affect practices, perspectives, and products * Analyze and evaluate aspects of authentic texts with some details * Analyze historic contributions of the   target culture |
| 7. *Acquiring Information* and *Diverse Perspectives*:  Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | * Recognize authentic resources * Interact with authentic resources * Analyze, examine, and evaluate cultural products * Interpret perspectives unique to the target culture(s) |

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| **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 the equivalent meanings of idiomatic expressions and other linguistic concepts * Employ 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. | * Analyze cultural differences in traditions, celebrations, and customs * Describe examples of cultural(s) diversity and the contributions of the target culture that exist in the learners’   community |
| **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 language can be used * Demonstrate the ability to find resources that relate to use and understanding of the language * Demonstrate the ability to find resources that relate to the target culture(s) * Communicate and reflect on interactions with members of the   target culture(s) |
| 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 |

Interpersonal Speaking

Heritage Language

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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. |

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|  | Approaching Next Proficiency Level  4 points | Proficient  3 pts | Approaching Current Proficiency Level  2 points | Limited Proficiency  1 point |
| Task:  Do I complete the task? | Stays on topic the entire time and is able to connect additional information or apparent digressions to topic | Stays on topic and completes conversational task | Mostly stays on topic and completes the majority of conversational task | Frequently strays off-topic and/or does not complete conversational task |
| Elaboration:  Do I provide details and ask questions? | Able to answer ALL questions and explain when necessary; frequently asks for more information related to topic or partner’s thoughts | Able to answer most questions and explain when necessary; asks for more information related to topic or partner’s thoughts | Is able to answer most questions and explain when necessary; occasionally asks for more information | Can answer few questions and can explain only occasionally; rarely asks for more information |
| Two-Way Communication:  Do I actively listen to my partner? | Attentive to partner; demonstrates complete engagement in the conversation; reacts often and asks follow-up questions; negotiates meaning when necessary (asks for and provides clarification via examples, gestures, or circumlocution) | Attentive to partner  Able to react or ask some follow-up questions; negotiates meaning when necessary (asks for and provides clarification via examples, gestures, or circumlocution) | Attentive to partner  Able to react or ask some follow-up questions; occasionally negotiates meaning but sometimes pauses communication or resorts to English | Mostly inattentive to partner; does not react or ask follow-up questions; resorts to English or halts communication instead of negotiating meaning |
| Evidence of learning:  Do I make connections to previous and current class topics? | Comprehends questions related to topics, vocabulary, and grammar covered in class; questions about course content demonstrate deeper understanding | Comprehends and asks questions related to topics, vocabulary, and grammar covered in class | Comprehends most questions related to topics, vocabulary, and grammar covered in class; asks a few questions | Comprehends questions related to topics, vocabulary, and grammar covered in class |
| Comprehen-sibility:  Do I make myself understood? | Speaks clearly and communicates ideas effectively | Ideas are mostly clear; makes effort to speak clearly and communicate ideas effectively | Some ideas are clear, but several are obscured by pronunciation (mumbling or little effort to speak clearly) or by an inability to communicate ideas | Very few ideas are clear due to lack of effort to enunciate clearly or an inability to communicate ideas |
| Risk taking:  Do I step out of my comfort zone? | Takes the lead and initiates, maintains, and concludes conversation; incorporates some new vocabulary and / or grammar | Maintains conversation as an equal partner; Incorporates some new vocabulary and / or grammar | Maintains conversation but rarely initiates; mostly follows lead of partner; little ability to incorporate new vocabulary or grammar. | Students only responds to questions; does not incorporate new vocabulary or grammar |

Interpersonal Speaking

Heritage Language

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| What are the student’s strengths? | Proficient | What are the student’s learning goals? |
|  | Stays on topic and completes conversational task. |  |
|  | The student can answer their partner’s questions and explain with additional information. The student can also ask their own questions related to the topic. |  |
|  | Student shows attention to partner through reactions, follow-up questions, and requests for clarification. |  |
|  | The student can both ask and answer questions that relate to class topics. |  |
|  | The student makes an effort to communicate their ideas clearly and in a clear, audible tone. |  |
|  | The student demonstrates a growth mindset by taking risks such as asking original questions, asking questions first, and including new vocabulary or class topics in the conversation. |  |

Notes:

Interpersonal Speaking

Heritage Language

Explanation of Assignment

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

Presentational Speaking

Heritage Language

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| 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? | Task completed with full elaboration and supported with a variety of examples | Task completed with some elaboration and some examples | Task completed with minimal elaboration | Task attempted. |
| Comprehensibility: How well do others understand me? | Message is fully comprehensible and clear with very few spoken errors or errors on visual aids | Message is mostly comprehensible and clear; spoken errors or spelling/grammatical errors on visual aids do not detract from communication | Message is partly clear and somewhat understood | Message is not clear |
| Impact: How well do I capture and maintain my audience? | Presentation is engaging, using varied tone, gestures, eye contact, and a clear audible tone | Presentation includes strategies to engage audience such as varied tone, gestures, eye contact, and speaking in clear audible tone | Presentation is minimally engaging with almost no use of varied tone, gestures, eye contact and fluency; speaking is muffled or mumbled | Presentation is not engaging |
| Vocabulary Use: How extensive and applicable is my vocabulary? | Student demonstrates understanding of vocabulary by using many new and higher-level words where appropriate | Vocabulary is appropriate to task and shows incorporation of some new and higher-level words from course content | Vocabulary is appropriate to task but limited and repetitive. Few new or higher-level words are utilized | Vocabulary is extremely limited and repetitive and uses no course vocabulary |
| Essential Learning: How well do I show my understanding of topic covered in class? | Presentation demonstrates that student is well acquainted with required content and/or skills covered in class | Presentation demonstrates knowledge and application of class skills and content | Some knowledge and/or skills from class are present | Presentation demonstrates little knowledge or skills from course content |
| Communication Strategies: How well do I organize my presentation? | Presentation is well organized using sequencing and transition words | Presentation is organized with some sequencing and transition words; titles on visual aids help with comprehension | Presentation is somewhat organized almost no sequencing or transition words | Presentation isn’t organized |

Presentational Speaking

Heritage Language

|  |  |  |
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| What are the student’s strengths? | Proficient | What are the student’s learning goals? |
|  | Student complete assignment with some elaboration and examples. |  |
|  | The message is mostly clear; spoken or written errors don’t confuse the student’s communication. |  |
|  | The student uses presentation strategies such as gestures, eye contact, and speaking in a clear, audible tone to engage their audience. |  |
|  | The student is not repeating the same words and uses some new and higher-level words from the class. |  |
|  | The student includes some class learning and applies some class skills in the presentation. |  |
|  | The student organizes the presentation using sequencing and/or transition words and titles on visual aids. |  |

Notes:

Presentational Speaking

Heritage Language

Explanation of Assignment

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

Interpersonal Writing

Heritage Language

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| 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. |

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| --- | --- | --- | --- | --- |
|  | **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 task? | Task completed with elaboration. | Student completes the task with some elaboration. | Task completed with minimal elaboration. | Task attempted. |
| **Comprehensibility:** How well do others 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 show that I understood the previous letter? | Student demonstrates comprehension by providing information, responding to ALL requests for information, and including original, relevant questions. | Student demonstrates comprehension by providing relevant information and responds to most questions or requests for information. | Student responds to some request for information, but some information is missing and/or irrelevant. | Student ignores requests for information and asks no responsive questions. |
| **Essential Learning:** How well do I show understanding of topics covered in class? | Student explains and incorporates a variety of information covered in course and applies almost all skills taught during unit instruction. | Student utilizes course content in writing by incorporating themes and applying skills. | Student demonstrates some familiarity with content, but is not able to explain, apply, or incorporate. | Student does not |
| **Mechanics:** How accurately do I use capitalization, punctuation, and spelling? | Makes almost no errors in grammar, spelling, capitalization, and punctuation. | Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling. | Frequent errors in capitalization, punctuation, and spelling. | Makes little or no attempt to use correct spelling, grammar, or capitalization. |
| **Organization and Communication Strategies:** How well do I organize my writing? | Writing is well-organizing, utilizing all required elements of letter-writing and including transition and sequencing words to clarify connections between ideas. | Writing is organized according to letter-writing conventions of target culture, with some transition and sequencing words. | Writing is somewhat organized with no transition and sequencing words; only one or two letter-writing conventions are used. | Writing is not organized; there are no transition words. The body of the letter is there, but the letter-writing conventions are missing. |

Interpersonal Writing

Heritage Language

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| --- | --- | --- |
| What are the student’s strengths? | Proficient | What are the student’s learning goals? |
|  | Student completes the task with some elaboration. |  |
|  | Message is mostly comprehensible and clear. |  |
|  | Student shows their understanding by responding to most questions and requests for information. |  |
|  | Student shows learning by including concepts taught in class and/or applying skills taught in class. |  |
|  | Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling. |  |
|  | Student organizes writing according to the conventions of the target culture. Student includes some transition and/or sequencing words. |  |

Notes:

Interpersonal Writing

Heritage Language

Explanation of Assignment

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| --- | --- |
| Thematic Focus: | Targeted Language Level: |
| Content and Knowledge Emphasized in Unit: | |
| Explanation of Task (communicative goal): | |
| Can Do Statements: | |
| Guidelines for Quality Interpersonal Writing: | |

Presentational Writing

Heritage Language

|  |
| --- |
| 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 pts** | **Proficient**  **3 points** | **Approaching Current Proficiency Level**  **2 points** | **Limited Proficiency**  **1 point** |
| **Task:** How well do I complete task? | Task completed with elaboration. | Student completes the task with some elaboration. | Student completes the task with minimal elaboration. | Task attempted, but not completed. |
| **Comprehensibility:** How well do others understand me? | Message is completely comprehensible and clear. | Message (expression of ideas) is mostly comprehensible and clear. | Message is somewhat comprehensible and clear. | Message is hard to understand. |
| **Mechanics:** How accurately do I use capitalization, punctuation, and spelling? | Almost no errors in grammar, spelling, capitalization, and punctuation. | Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling. | Frequent errors in grammar, spelling, capitalization, and punctuation; little attention to spelling. | Errors in grammar, spelling capitalization, and punctuation obscure meaning and make writing appear highly unprofessional. |
| **Vocabulary:**  How extensive and applicable is my vocabulary? | Student incorporates a variety of new and higher-level vocabulary from course content. | Vocabulary is adequate to write about topic with some variation, but there are not many new or higher-level vocabulary words. | Vocabulary is adequate to write about topic with some variation and higher-level vocabulary but does not incorporate any new words. | Vocabulary is repetitive and limited; no new or higher-level vocabulary. |
| **Essential Learning:** How well do I show understanding of topics covered in class? | Student demonstrates a thorough understanding and application of course content and/or skills. | Student demonstrates knowledge of content and/or applies skills related to the topic or task. | Student shows some understanding of topic and/or applies some skills but needs more growth in learning. | Student shows little knowledge or understanding of course content and/or only applies a few skills from course. |
| **Organization and Communication Strategies:** How well do I organize my writing? | Clear organization with a variety of transition and sequencing words where appropriate. Includes introduction, body, and conclusion. | Writing is organized with some transition and sequencing words, and there is an introduction, body, and conclusion. | Few transition and sequencing words are used, and introduction or conclusion may be unclear. | Uses little or no transition and sequencing words and introduction and/or conclusion may be missing. |

Presentational Writing

Heritage Language

|  |  |  |
| --- | --- | --- |
| What are the student’s strengths? | **Proficient** | What are the student’s learning goals? |
|  | Student completes the task with some elaboration. |  |
|  | Message (expression of ideas) is mostly comprehensible and clear. |  |
|  | Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling. |  |
|  | Vocabulary is adequate to write about topic with some variation, but there are not many new or higher-level vocabulary words. |  |
|  | Student demonstrates class learning by including concepts covered in class and/or applying related skills. |  |
|  | Writing is organized with some transition and sequencing words, and there is an introduction, body, and conclusion. |  |

Notes:

Presentational Writing

Heritage Language

Explanation of Assignment

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| Thematic Focus: | Targeted Language Level: |
| Content and Knowledge Emphasized in Unit: | |
| Explanation of Task (communicative goal): | |
| Can Do Statements: | |
| Guidelines for Quality Presentational Writing, according to task: | |

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| **Spanish Literacy 3-4, Unidad 1** | | |
| **Essential question**: **¿Quiénes somos?**  **Ideas para temas**: El bilingüismo; términos como Hispano/Latino/Chicano; las rutinas diarias y costumbres de una región; sistemas escolares; los dialectos; la inmigración; la geografía del mundo hispanohablante; etc. | | |
| **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 | | |
| **Essential Interpersonal Objective** | **Essential Interpretive Objective** | **Essential Presentational Objective** |
| * Demonstrate understanding of teacher questions in Spanish (by response, actions, gestures, etc.) | * Student can read a short selection and demonstrate comprehension by identifying some **supporting details** | * Student can introduce self and present basic personal information to peers in one-on-one or small group settings. |
| **Interpersonal Communication Objectives** | **Interpretive Communication Objectives** | **Presentational Communication Objectives** |
| * Students can answer questions about everyday, familiar topics in Spanish, including personal preferences * Students can answer questions related to material covered in class | * Students can read and comprehend a short selection with common, everyday words * Students can understand and copy spoken alphabet letters * Students can understand and write **numerals** for numbers expressed in words (verbal or written) * Students can read a short text, watch a video, or listen to an audio clip and identify the **main idea** | * Write paragraphs based on prompts related to personal reactions and familiar topics * Write short comparisons of familiar and class topics using a graphic organizer such as a Venn diagram |

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish Literacy 3-4, Unidad 1** |
| **Essential question**: ¿Quiénes somos? |

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

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

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| --- | --- |
| **Investigate** | En mi cultura y en la de otros, **yo puedo**... |
| **Interact** | **Yo puedo...** |

|  |  |
| --- | --- |
| **Investigate** | En mi cultura y en la de otros, **yo puedo ...** |
| **Interact** | **Yo puedo...** |

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

**Passport to Proficiency**

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| --- | --- |
| **Name:** | **Class Period:** |
| **Spanish Literacy 3-4, Unidad 1** | |
| **Essential question**: ¿Quiénes somos? | |

**Essential Learning Objectives**

|  |  |  |  |
| --- | --- | --- | --- |
| **Interpersonal** | **Interpretive** | **Presentational** | **Cultural** |
| Puedo comprender y responder a las preguntas e instrucciones de los maestros y los compañeros | Puedo comprender lo que leo y mostrar mi comprensión por identificar unos detalles importantes | Puedo hacer una presentación sobre información personal | Puedo entender y escribir números en español y las letras del alfabeto |

**Extended Learning Objectives**

|  |  |  |  |
| --- | --- | --- | --- |
| **Interpersonal** | **Interpretive** | **Presentational** | **Cultural** |
| Puedo conversar sobre temas conocidos | Puedo comprender lo que leo. | Puedo escribir párrafos para contestar preguntas | Puedo… |
| Puedo hablar sobre información que aprendí en clase | Puedo identificar la idea principal de un texto, audio o video | Puedo hacer comparaciones de temas usando un organizador | Puedo… |

|  |  |  |
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| **Spanish Literacy 3-4, Unidad 2** | | |
| **Essential questions**: ¿Cómo podemos ver los valores de una cultura en sus productos y prácticas?  **Ideas para temas**: Los días festivos; la comida; la diversidad del mundo hispanohablante; las costumbres y pasatiempos; la niñez; la salud; estereotipos y roles; etc.) | | |
| **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 | | |
| **Essential Interpersonal Objective** | **Essential Interpretive Objective** | **Essential Presentational Objective** |
| * Use interrogative words to ask and answer questions related to familiar, everyday topics | * Identify supporting details related to products, practices, and perspectives from a text, video, or audio | * Present information learned from research, using visual aids such as PowerPoint |
| **Interpersonal Communication Objectives** | **Interpretive Communication Objectives** | **Presentational Communication Objectives** |
| * Students can ask and answer questions about classmates’ presentations * With scaffolding, students can have simple conversations about products, practices, and perspectives | * Understand and copy spoken alphabet letters * Understand and write **numerals** for numbers expressed in words * Identify the **main idea** and some **supporting details** froma short text, video, or audio clip * Identify the **sequence of events** from a text, audio or video | * Use products, practices and perspectives from interpretive sources to make cultural comparisons * Write paragraphs that include simple sequencing and transition words |

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish Literacy 3-4, Unidad 2** |
| **Essential question**: ¿Cómo podemos ver los valores de una cultura en sus productos y prácticas? |

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

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

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| **Investigate** | En mi cultura y en la de otros, **yo puedo...** |
| **Interact** | **Yo puedo...** |

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| **Investigate** | En mi cultura y en la de otros, **yo puedo...** |
| **Interact** | **Yo puedo** ... |

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

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish Literacy 3-4, Unidad 2** | |
| **Essential question**: ¿Cómo podemos ver los valores de una cultura en sus productos y prácticas? | |

**Essential Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** | **Cultural** |
| Puedo usar palabras interrogativas para hacer y contestar preguntas sobre temas cotidianos | Puedo identificar detalles importantes sobre productos, prácticas y perspectivas culturales | Puedo hacer una presentación sobre algo que investigué | Puedo identificar la ubicación de los países hispanohablantes en un mapa |

**Extended Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** | **Cultural** |
| Puedo hacer y contestar preguntas sobre la presentación de un compañero | Puedo identificar la idea principal y unos detalles importantes de un texto, audio o video | Puedo utilizar productos, prácticas y perspectivas para hacer comparaciones culturales | Puedo… |
| Puedo tener una conversación sobre cultura y hablar de los productos, prácticas y perspectivas | Puedo identificar la secuencia de eventos de texto, audio o video | Puedo escribir párrafos que utilizan transiciones y palabras de secuencia | Puedo… |

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| **Spanish Literacy 3-4, Unidad 3** | | |
| **Essential question**: ¿Qué influencia tiene el pasado en el presente?  **Ideas para temas**: La historia de diferentes países hispanos; grandes civilizaciones precolombinas; mitos y leyendas; eventos históricos; la narración; personajes históricos importantes; *Vida y muerte en la Mara Salvatrucha*; biografías; el arte; etc. | | |
| **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 | | |
| **Essential Interpersonal Objective** | **Essential Interpretive Objective** | **Essential Presentational Objective** |
| * Discuss class concepts and information in Spanish | * Identify the main idea of a text, video or audio clip | * Write a descriptive paragraph or 3-5 paragraph essay with attention to sensory details to help reader create a mental image |
| **Interpersonal Communication Objectives** | **Interpretive Communication Objectives** | **Presentational Communication Objectives** |
| * Respond to an informal email or letter * Discuss historic contributions of target cultures * With scaffolding, continue discussing products, practices, and perspectives | * Identify **products**, **practices**, and **perspectives** from a text, video, or audio * Identify the **organization** of a text, video, or audio from a list of options * **Guess the meaning** of unknown words from context | * Connect and relate the cultural relevance and historical context of traditions and celebrations to current events * Write a well-organized paragraph with an introduction, body, and conclusion, including transition words |

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish Literacy 3-4, Unidad 3** |
| **Essential question**: ¿Qué influencia tiene el pasado en el presente? |

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

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

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| **Investigate** | En mi cultura y en la de otros**, yo puedo...** |
| **Interact** | **Yo puedo...** |

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| **Investigate** | En mi cultura y en la de otros, **yo puedo...** |
| **Interact** | **Yo puedo...** |

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

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish Literacy 3-4, Unidad 3** | |
| **Essential question**: ¿Qué influencia tiene el pasado en el presente? | |

**Essential Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** | **Cultural** |
| Puedo conversar sobre temas que estudié en la clase | Puedo identificar la idea principal de un texto, audio o video | Puedo escribir un párrafo o ensayo descriptivo | Puedo identificar unas personas o unos eventos históricos importantes del mundo hispanohablante |

**Extended Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** | **Cultural** |
| Puedo contestar una carta o un correo electrónico informal | Puedo identificar la organización de un texto, audio o video | Puedo escribir un párrafo bien organizado con una introducción, cuerpo y conclusión | Puedo… |
| Puedo hablar de la historia de los países hispanohablantes | Puedo usar el contexto para adivinar el significado de palabras desconocidas | Puedo escribir o presentar sobre la conexión entre la historia y las culturas de hoy | Puedo… |

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| **Spanish Literacy 3-4, Unidad 4** | | |
| **Essential question**: ¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida?  **Ideas para temas**: La familia y la comunidad; los estereotipos y roles; la salud; literatura clásica; Mania musical de marzo; personas históricas; metas/preparación para el futuro; la poesía; etc. | | |
| **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 | | |
| **Essential Interpersonal Objective** | **Essential Interpretive Objective** | **Essential Presentational Objective** |
| * Start, maintain, and end a conversation related to course content completely in Spanish | * Write **personal reactions** and **cultural comparisons** based on a source | * Write a narrative (fiction or nonfiction, myth or legend) in the past tense with attention to plot, characters, and setting |
| **Interpersonal Communication Objectives** | **Interpretive Communication Objectives** | **Presentational Communication Objectives** |
| * Respond to an informal email * Converse with members of the school community or wider community * Carry out a survey | * Identify the **main idea,** **supporting details, sequence of events,** and **organization** froma short text, video, or audio clip * Identify **products**, **practices**, and **perspectives** from a text, video, or audio * **Advanced students** will also make some **inferences**. * Use context to make an educated guess about the meaning of unknown words | * Present information related to a topic studied in class such as future goals, an important current or historical figure, travel destinations, etc. |

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish Literacy 3-4, Unidad 4** |
| **Essential question**: ¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida? |

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

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

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| **Investigate** | En mi cultura y en la de otros, **yo puedo...** |
| **Interact** | **Yo puedo...** |

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| **Investigate** | En mi cultura y en la de otros**, yo puedo...** |
| **Interact** | **Yo puedo...** |

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

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish Literacy 3-4, Unidad 4** | |
| **Essential question**: ¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida? | |

**Essential Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** | **Cultural** |
| Puedo empezar, mantener y concluir una conversación sobre temas de clase | Puedo escribir reacciones personales y comparaciones culturales usando información de una fuente | Puedo escribir un ensayo narrativo con elementos como un trama, personajes y ambiente | Puedo definir “la calidad de la vida” según una fuente hispánica como una canción o un cuento |

**Extended Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** | **Cultural** |
| Puedo hacer y contestar preguntas sobre la presentación de un compañero | Puedo identificar la idea principal y unos detalles importantes de un texto, audio o video | Puedo presentar a la clase información que estudié en la clase | Puedo… |
| Puedo tener una conversación sobre cultura y hablar de los productos, prácticas y perspectivas | Puedo usar el contexto para adivinar el significado de palabras desconocidas | Puedo … | Puedo… |