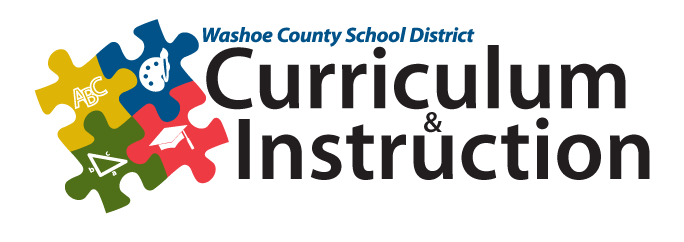
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| **Spanish Literacy 5-6H**  **(Grades 9-12)** |



**Washoe County School District World Languages:**

**Spanish Literacy 5-6H (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.

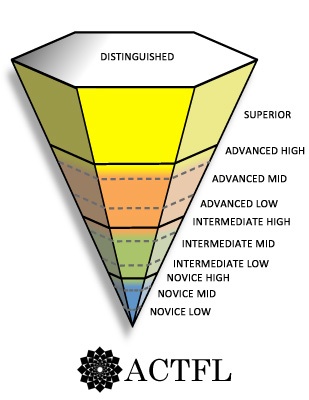


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**Spanish Literacy 5-6 Scope and Sequence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quarter** | **Essential Questions** | **Interpersonal** | **Interpretive** | **Presentational** |
| 1st Quarter | ¿Cómo nos relacionamos e identificamos entre nuestros amigos, dentro de nuestra familia y escuela y cultura? | \*Answer teacher questions in Spanish or have a conversation about a familiar, everyday topic with a classmate  \*Ask and answer questions about classmates’ presentations  \*Discuss products, practices, and perspectives | \*Identify **main idea**, **supporting details**, **3 Ps**, **sequence**, cause and effect, and **guess the meaning** of unknown words from context from a text, audio, or video.  **\*Advanced students** will also make some **inferences**. | -Write personal reactions, cultural comparisons, descriptive, narrative, expository, persuasive, and/or argumentative paragraphs.  -Present information learned from research (expository) |
| 2nd Quarter | ¿Cómo se refleja la diversidad del mundo hispanohablante en los productos, prácticas y perspectivas? | \*Design and carry out a survey  \*Discuss products, practices, and perspectives  \*Answer a formal email | Identify **main idea**, --**supporting details**, **3 Ps**, **organization**, and **guess the meaning** of unknown words from context, and **make inferences** from a text, audio, or video. | -Research a topic and write an expository essay to discuss findings  -Write personal reactions and explain products, practices and perspectives from interpretive |
| 3rd Quarter | ¿Cuáles son los recursos que necesito para tener éxito en el futuro? | \*Write a formal letter or email  \*Participate in a formal conversation, such as a practice job interview or a debate | Identify main idea, supporting details, 3 Ps, organization, and guess the meaning of unknown words from context, and make inferences and **support inferences with evidence**, **identify author’s/speaker’s perspective** from a text, audio, or video. **Compare** how two sources treat the same topic. | -Give a persuasive presentation, utilizing appeals to logic/reason, emotion, ethics, etc.  -Write comparison of how two sources treat the same topic (paragraph or Venn diagram style) |
| 4th Quarter | ¿Cuáles son unos desafíos mundiales y unas soluciones posibles? | \*Participate in a Socratic seminar or debate  \*Design and carry out a survey | Identify **main idea**, **supporting details**, **3 Ps**, **organization**, and **guess the meaning of unknown words** from context, and make **inferences** and **support inferences** with evidence, identify **author’s/speaker’s perspective** from a text, audio, or video. **Compare** how two sources treat the same topic and **evaluate source reliability**. | -Write an argumentative essay  -Write personal reactions and explain products, practices and perspectives from interpretive |



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| **Nevada Academic Content Standards for**  **World Languages** | | |
| **Intermediate-Mid**  Intermediate-Mid Learners are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate-Mid Learners are generally understood by sympathetic interlocutors accustomed to dealing with non-natives. | | |
|  | **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. | * Start, maintain, and end a conversation on a variety of familiar topics * Talk about daily activities and personal preferences * Use language to handle tasks related to personal needs * Exchange information about topics of   personal interest to the learners |
| 2. *Interpretive Communication:*  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | * Understand basic information in ads and recordings * Understand messages related to everyday life * Understand simple written exchanges   between other people |
| 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 about personal and social experiences * Present and write about something learned or researched * Present and write about common interests and issues and * Take a critical stance on a topic of interest * Write messages, announcements, and communications for distribution |

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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. | * Analyze social interactions typical of the culture(s) studied * Analyze behavior patterns in the target culture(s) * Connect and relate the cultural relevance and historical context of traditions and celebrations to current   events |
| 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. | * Investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of a culture |
| **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 and   controversies |
| 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) |
| **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 meaning 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 diversity and the contributions of the target culture(s) that exist in the learner’s community |

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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 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 connects 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 | Answers 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 some 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 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. |

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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 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

|  |  |  |
| --- | --- | --- |
| 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

|  |
| --- |
| 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 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

|  |  |  |
| --- | --- | --- |
| 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 a Quality Interpersonal Written Conversation: | |

Presentational Writing

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. |

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| --- | --- | --- | --- | --- |
|  | **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 5-6H, Unidad 1** | | |
| **Essential question**: ¿Cómo nos relacionamos e identificamos entre nuestros amigos, dentro de nuestra familia y escuela y cultura?  **Ideas para temas**: las identidades públicas y privadas; la tecnología y las redes sociales; la historia de países hispanohablantes; la belleza; *La Casa en Mango Street*; dialectos, acentos y modismos; términos como Hispano/Latino/Chicano; autobiografía; 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 discussion relate to class topics entirely in Spanish | * Identify the **main idea** and **supporting details** of a text, audio, or video | * Present personal information (spoken or written) to the whole class or to small groups |
| **Interpersonal Communication Objectives** | **Interpretive Communication Objectives** | **Presentational Communication Objectives** |
| * Answer teacher questions **in Spanish** * Have a conversation about familiar, everyday topics with a classmates * Ask and answer questions about classmates’ presentations * Discuss products, practices and perspectives related to class topics * Respond to an informal letter or email using Hispanic cultural conventions | * Understand letters in Spanish * Use numbers through one million in Spanish * Identify **main idea** and **supporting details** of a text, audio or video * Identify **products**, **practices**, and **perspectives** from a text, audio or video * Outline **sequence** of events in a text, audio or video * **Make educated guesses** about the meaning of unknown words | * Present personal information (spoken or written) to the whole class or to small groups * Write **personal reactions** and **cultural comparisons** about a reading, audio or video * Use products, practices and perspectives to make cultural comparisons * Write a paragraph with an introduction, body, and conclusion |

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Intermediate-Mid)** |
| **Spanish Literacy 5-6H, Unidad 1** |
| **Essential question**: ¿Cómo nos relacionamos e identificamos entre nuestros amigos, dentro de nuestra familia y escuela y cultura? |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***yo puedo*** make comparisons between products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***yo puedo*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***yo puedo*** compare practices related to everyday life and personal interests or studies. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***Yo puedo*** interact at a functional level in some familiar contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***Yo puedo*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. |
| BEHAVIOR | ***Yo puedo*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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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...** |

**Passport to Proficiency**

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| --- | --- |
| **Name:** | **Class Period:** |
| **Spanish Literacy 5-6H, Unidad 1** | |
| **Essential question**: ¿Cómo nos relacionamos e identificamos entre nuestros amigos, dentro de nuestra familia y escuela y cultura? | |

**Essential Learning Objectives**

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| --- | --- | --- |
| **Interpersonal** | **Interpretive** | **Presentational** |
| Puedo empezar, mantener y terminar una conversación sobre temas de la clase | Puedo identificar la idea central y unos detalles importantes de un texto, un video o un audio | Puedo presentar información personal a mi grupo o clase |

**Extended Learning Objectives**

|  |  |  |
| --- | --- | --- |
| **Interpersonal** | **Interpretive** | **Presentational** |
| Puedo hacer y contestar preguntas sobre las presentaciones de mis compañeros | Puedo comprender y decir letras y números en español | Puedo escribir reacciones personales y comparaciones culturales sobre una lectura, un video o un audio |
| Puedo conversar sobre productos, prácticas y perspectivas | Puedo identificar productos, prácticas y perspectivas de un texto, audio o video | Puedo usar productos, prácticas y perspectivas para hacer comparaciones culturales |
| Puedo responder a una carta o un correo informal usando convenciones hispánicas | Puedo identificar el orden de eventos y adivinar el significado de palabras desconocidas | Puedo... |

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| **Spanish Literacy 5-6H, Unidad 2** | | |
| **Essential questions**: ¿Cómo se refleja la diversidad del mundo hispanohablante en los productos, prácticas y perspectivas?  **Ideas para temas**: Personajes históricos, afrolatinos, artistas, lugares turísticos, la belleza, la música, 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 cultural products, practices, and perspectives from class sources | * Identify the **main idea, supporting details, organization, and purpose** of a text, audio, or video | * Present (in writing or orally) information gained from class research |
| **Interpersonal Communication Objectives** | **Interpretive Communication Objectives** | **Presentational Communication Objectives** |
| * Discuss products, practices and perspectives * Incorporate prestige vocabulary and awareness of register into conversations about class topics * Answer a formal letter or email using Hispanic cultural conventions | * Identify **main idea** and some **supporting details** of a text, audio or video * Identify **products**, **practices**, and **perspectives** from a text, audio or video * Make inferences based on evidence from a text, audio or video * Identify **cause and effect** * Identify the **organization and purpose** of a text, audio or video | * Research a topic and write an **expository essay** to present findings * Write personal reactions and explain products, practices and perspectives from a text, audio or video * Create PowerPoints to explain a concept learned or researched in class. |

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Intermediate-Mid)** |
| **Spanish Literacy 5-6H, Unidad 2:** |
| **Essential questions**: ¿Cómo se refleja la diversidad del mundo hispanohablante en los productos, prácticas y perspectivas?  (Por ejemplo, personajes históricos, afrolatinos, artistas, lugares turísticos, etc.) |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***yo puedo*** make comparisons between products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***yo puedo*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***yo puedo*** compare practices related to everyday life and personal interests or studies. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***Yo puedo*** interact at a functional level in some familiar contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***Yo puedo*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. |
| BEHAVIOR | ***Yo puedo*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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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...** |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish Literacy 5-6H, Unidad 2** | |
| **Essential questions**: ¿Cómo se refleja la diversidad del mundo hispanohablante en los productos, prácticas y perspectivas? (Por ejemplo, personajes históricos, afrolatinos, artistas, lugares turísticos, etc.) | |

**Essential Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** |
| Puedo hablar de productos, prácticas y perspectivas de fuentes de la clase | Puedo identificar la idea principal, detalles importantes, la organización y el propósito de un texto, audio o video | Puedo presentar a la clase información que aprendí de investigación |

**Extended Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** |
| Puedo contestar una carta formal usando convenciones hispánicas | Puedo identificar productos, prácticas y perspectivas de un texto | Puedo crear un PowerPoint para explicar algo que aprendí |
| Puedo utilizar vocabulario avanzado en una conversación | Puedo hacer inferencias de un texto, audio o video | Puedo escribir un folleto para describir un lugar, una persona o un producto |
| Puedo tener una conversación usando el registro formal | Puedo identificar causa y efecto en la información de un texto, audio o video | Puedo... |

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| **Spanish Literacy 5-6H, Unidad 3** | | |
| **Essential question**: ¿Cuáles son los recursos que necesito para tener éxito en el futuro?  **Ideas para temas**: las carreras, estudios universitarios, ciencia y tecnología, el bienestar del individuo, manejar bien el dinero, la salud, 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** |
| * Write or respond to a formal letter or email, utilizing Hispanic cultural conventions | * Make inferences and support inferences with evidence | * Write a simple, five-paragraph expository essay |
| **Interpersonal Communication Objectives** | **Interpretive Communication Objectives** | **Presentational Communication Objectives** |
| * Write a formal letter or email, such as a *carta de solicitud* for a job * Participate in a formal conversation, such as a practice job interview or a debate * Maintain conversations that include narrating across multiple time frames | * Identify the **main idea, supporting details, organization, and purpose** of a text, audio, or video * Identify **products**, **practices** and **perspectives** from a text, audio or video * Use context to **make an educated guess** about the meaning of unknown words * Make **inferences** * Identify an author’s/speaker’s **perspective** * Compare how two sources treat the same topic | * Give a persuasive presentation, utilizing appeals to logic/reason, emotion, ethics, etc. * Write a comparative paragraph about how two sources treat the same topic * Write a resume |

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Intermediate-Mid)** |
| **Spanish Literacy 5-6H, Unidad 3** |
| **Essential question**: ¿Cuáles son los recursos que necesito para tener éxito en el futuro? (Por ejemplo, las carreras, estudios universitarios, ciencia y tecnología, el bienestar del individuo, manejar bien el dinero, la salud, etc.) |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***yo puedo*** make comparisons between products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***yo puedo*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***yo puedo*** compare practices related to everyday life and personal interests or studies. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***Yo puedo*** interact at a functional level in some familiar contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***Yo puedo*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. |
| BEHAVIOR | ***Yo puedo*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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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...** |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish Literacy 5-6H, Unidad 3** | |
| **Essential question**: ¿Cuáles son los recursos que necesito para tener éxito en el futuro? (Por ejemplo, las carreras, estudios universitarios, ciencia y tecnología, el bienestar del individuo, manejar bien el dinero, la salud etc.) | |

**Essential Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** |
| Puedo responder a una carta o un correo electrónico formal, usando convenciones hispánicas | Puedo hacer inferencias y defender las inferencias con información del texto | Puedo escribir un ensayo expositivo |

**Extended Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** |
| Puedo participar en una conversación formal como una entrevista de trabajo o un debate | Puedo identificar la idea principal, detalles importantes, la organización y el propósito de un texto, audio o video | Puedo escribir un párrafo comparativo sobre el tratamiento de un tema en dos fuentes |
| Puedo participar en una conversación que incluye diferentes tiempos como el pasado o futuro | Puedo identificar la perspectiva del autor o presentador | Puedo escribir un resume |
| Puedo… | Puedo comparar el tratamiento de un tema en dos fuentes diferentes | Puedo… |

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| **Spanish Literacy 5-6H, Unidad 4** | | |
| **Essential question**: ¿Cuáles son unos desafíos mundiales (por ejemplo, la política, la inmigración, los derechos humanos, el medio ambiente, vivir en salud, etc.) y unas soluciones posibles? | | |
| **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** |
| * Participate in a formal discussion such as a Socratic seminar or debate, demonstrating awareness of register | * Compare how two sources treat the same topic and evaluate the reliability of a source | * Write an argumentative or persuasive essay; OR give an argumentative or persuasive presentation |
| **Interpersonal Communication Objectives** | **Interpretive Communication Objectives** | **Presentational Communication Objectives** |
| * Participate in a Socratic seminar or debate * Discuss products, practices and perspectives * Design and carry out a survey | * Identify the **main idea, supporting details, organization, and purpose** of a text, audio, or video * Identify **products**, **practices** and **perspectives** from a text, audio or video * Use context to **make an educated guess** about the meaning of unknown words * Make **inferences** * Identify an author’s/speaker’s **perspective** * **Compare** how two sources treat the same topic * **Evaluate** the **reliability** of a source | * Write an argumentative essay * Write personal reactions and explain products, practices and perspectives from interpretive source (text, audio or video) |

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Intermediate-Mid)** |
| **Spanish Literacy 5-6H, Unidad 4** |
| **Essential question**: ¿Cuáles son unos desafíos mundiales (por ejemplo, la política, la inmigración, los derechos humanos, el medio ambiente, la salud, etc.) y unas soluciones posibles? |

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| INVESTIGATE  Investigate Products And Practices  To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| In my own and other cultures ***yo puedo*** make comparisons between products and practices to help me understand perspectives. | |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***yo puedo*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***yo puedo*** compare practices related to everyday life and personal interests or studies. |

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| INTERACT  Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| ***Yo puedo*** interact at a functional level in some familiar contexts. | |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***Yo puedo*** converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. |
| BEHAVIOR | ***Yo puedo*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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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...** |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish Literacy 5-6H, Unidad 4** | |
| **Essential question**: ¿Cuáles son unos desafíos mundiales (por ejemplo, la política, la inmigración, los derechos humanos, el medio ambiente, la salud, etc.) y unas soluciones posibles? | |

**Essential Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** |
| Puedo participar en una conversación formal como un debate o un seminario Socrático | Puedo comparar el tratamiento de un tema en dos fuentes diferentes | Puedo escribir un ensayo argumentativo o persuasivo o puedo hacer una presentación argumentativa o persuasiva |

**Extended Learning Objectives**

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| **Interpersonal** | **Interpretive** | **Presentational** |
| Puedo expresar y apoyar mi opinión con evidencia del texto | Puedo identificar la idea principal, detalles importantes, la organización y el propósito de un texto, audio o video | Puedo presentar los resultados de una encuesta |
| Puedo diseñar y hacer una encuesta | Puedo hacer inferencias y defenderlas | Puedo… |
| Puedo… | Puedo evaluar si una fuente es fiable o no | Puedo… |