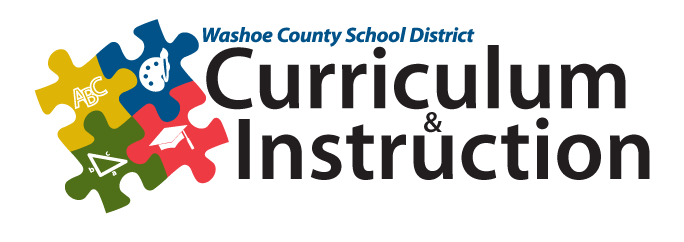
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| **Passports to Proficiency**  **Spanish 3-4** |



**Washoe County School District World Languages:**

**Spanish 3-4**

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

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

Spanish 1-2 — Novice Mid

Spanish 3-4 — Novice High

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

AP Spanish Language – Intermediate Mid / Intermediate High

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

AP Spanish Literature – Intermediate High

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

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

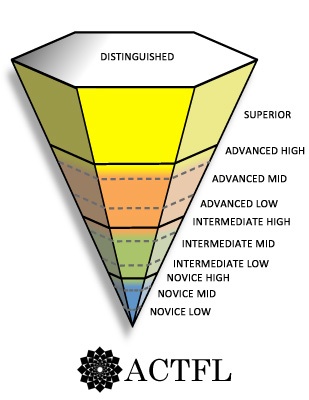


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Resources

* Scope and Sequence
* Nevada Academic Content Standards
* Proficiency Rubrics

Scope and Sequence Spanish 3-4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Essential Question** | **Interpersonal Task** | **Interpretive Task** | **Presentational Task** | **Essential Vocabulary and Grammar Structures** |
| **By the end of the unit students will be able to…** | | | | | |
| **Fall Semester** | | | | | |
| **Bridge Unit**   4-5 Weeks | How do our experiences influence the world around us? | -Express my favorite pastimes and hobbies.  -Ask and answer simple questions. | -Break a text into smaller chunks in order to improve my understanding of authentic material. | -Communicate current events happening  -Express future plans | -Pastimes and hobbies  -Interrogativas  -Present tense regular verbs  -Present tense irregular verbs |
| **Unit 1**  5-6 Weeks  *La tecnología en la vida diaria* | What role does technology play in people’s lives? | -Talk about simple past actions.  -Talk about how technology is regularly used.  -Express negation or disagreement. | -Predict what a reading will be about based upon the title.  -Use cognates to determine meaning. | -Express negation or disagreement.  -React/reply to a social media post. | - Identify types of technology and how they are incorporated into everyday life.  - Speak in the preterit tense |
| **Unit 2**  5-6 Weeks    *Vivir en Salud* | What do people do to feel well? | -Talk about and compare my daily routine  -Communicate my medical ailments | -Use context clues to guess meaning of unfamiliar words | -Identify body parts  -Communicate my medical ailments | -Parts of the body  -Daily routine  -Activities and health  -Reflexive verbs  -Pret. of reflexive verbs |
| **Spring Semester** | | | | | |
| **Unit 3**  4-5 Weeks    *Vamos a la ciudad* | How do people interact with cities? | -Describe places in the city  -Ask and give directions  -Identify specific stores | -Identify the theme of a text by scanning and looking for repetitive words | -Describe places in the city  -Ask and give directions  -Identify specific stores | -Places in the city  -Directions  -Everyday activities  -Commands  -Saber vs. Conocer |
| **Unit 4**  3-4 Weeks  *Diversión para todos* | What brings people together? | -Describe an ongoing event in the past  -Express past intentions | -Identify the main idea of with supporting details in an authentic text | -Describe childhood  -Describe past emotional and physical conditions | -Amusements and pastimes  -Celebrations and Festivals  -Imperfect tense (regular and irregular) |
| **Unit 5**  6-7 Weeks  *De compras* | -How do local products reflect the cultural heritage of a region? | - Describe different types of food  -Talk about shopping  -Narrate a story about past events | -Use specific details to describe a story or a video | - Describe different types of food  -Talk about shopping  -Narrate a story about past events | - Food  -Clothing  -Dining  -Imperfect vs Preterit  -Imperfect progressive  -Hacia (+time) que |

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

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

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| **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 |

ACTFL’s Interpretive Rubric

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

Interpersonal Speaking

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

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

Interpersonal Speaking

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

Notes:

Interpersonal Speaking

Explanation of Assignment

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

Interpersonal Writing

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

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

Interpersonal Writing

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

Notes:

Interpersonal Writing

Explanation of Assignment

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

Presentational Speaking

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

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

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

Presentational Speaking

Notes:

Presentational Speaking

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

Presentational Writing

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

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

Presentational Writing

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

Notes:

Presentational Writing

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

Bridge Unit

4-5 Weeks of Instruction

|  |
| --- |
| **Spanish 3-4: Bridge Unit** |
| **Essential question**: How do our experiences influence the world around us? |
| **Resource Alignment:** The material in this bridge unit closely aligns with level 1, units 7-9 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Express favorite pastimes and Hobbies * Ask and answer questions * Use all regular ar/er/ir present tense verbs * Use irregular present tense verbs * Use the present progressive * Use the simple future tense |
| **Vocabulary in context to support the learning outcomes:**   * Pastimes and hobbies * Everyday activities * Interrogatives * Emotions * Invitations |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Review: present tense of –*ar*, -*er*, and –*ir* verbs * Review/Introduce: present tense of irregular verbs (stem-changers and irregular “yo” verbs) * Review/Introduce: present progressive * Review/Introduce: *ir a* * Review/Introduce: direct and indirect object pronouns |

Notes:

Suggested Vocabulary:

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| **Pastimes and Hobbies:** |
| esquiar to ski  sacar fotos to take pictures  hacer ejercicio to do exercise  andar en bicicleta to ride a bike  montar en bicicleta to ride a bike  participar en pista y campo to participate in track  patinar to skate  andar en patineta to skateboard  acampar to camp  pasar un rato con … to spend time with…  montar a caballo to go horseback riding  saber to know (how) |

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| **Interrogative Words** |
| ¿Qué? What?  ¿Cuándo? When?  ¿Dónde? Where?  ¿Por qué? Why?  Porque because  ¿Quién? Who?  ¿Quiénes?  ¿Cómo? How?  ¿Con quién? With whom?  ¿Cuál? What? / Which?  ¿Cuáles? What? Which?  ¿Cuánto? How much?  ¿Cuántos? How many?  ¿Verdad? Right? |

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| **Activities** |
| ver la televisión to watch TV  escuchar música to listen to music  ir de compras to go shopping  leer to read  escribir to write  bailar to dance  cantar to sing  estudiar to study  comer to eat  trabajar to work  viajar to travel  cocinar to cook  nadar to swim  jugar to play (a sport)  hacer to do  dibujar to draw  tocar to play (an instrument)  correr to run  usar la computadora to use the computer |

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| **Emotions** |
| deprimido depressed  emocionado excited  nervioso nervous  histérico hysterical  estresado stressed  alegre  feliz happy  triste sad  aburrido bored  enojado angry  preocupado worried  tranquilo calm  asustado frightened  contento pleased  relajado relaxed  cansado tired |

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| **Invitations** |
| ¿Te gustaría…? Would you like to…?  ¿Por qué no…? Why don’t…?  ¿Qué tal si…? How about…?  No puedo. I can’t.  No tengo tiempo. I don’t have time.  No me interesa. I don’t feel like it.  Tengo otros planes. I have other plans.  ¿Cuáles son tus planes? What are your plans? |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 3-4: Bridge Unit** | |
| **Essential question**: How do our experiences influence the world around us? | |
| **Resource Alignment:** The material in this bridge unit closely aligns with level 1, units 7-9 resources of the adopted material. | |

**Essential Learning Objectives:**

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| I can express my favorite pastimes and hobbies. | I can ask and answer simple questions. | I can break a text into smaller chunks in order to improve my understanding of authentic material. |
| I can communicate current events that are happening in my life. | I can say what I am doing or where I am going right now. | I can express about what I plan to do in the future. |

Unit 1

5-6 Weeks of Instruction

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| **Spanish 3-4: Unidad 1: La tecnología en la vida diaria** |
| **Essential question**: What role does technology play in people’s lives? |
| **Resource Alignment:** This unit is aligned with level 2, unit 1 of the adopted materials |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Discuss technology * Talk about everyday activities * Seek and provide personal information * State was it happening right now * Talk about the past * Express negation or disagreement |
| **Vocabulary in context to support the learning outcomes:**   * Technology and communication * Environment issues * Vacations * Everyday activities |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Review: direct and indirect object pronouns * Preterit tense of –*ar* verbs * Preterit tense or –er and –ir verbs * Preterit tense of irregular verbs * Negative and affirmative expressions |

Notes:

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice-High)** |
| **Spanish 3-4: Unidad 1: La tecnología en la vida diaria** |
| **Essential question**: What role does technology play in people’s lives? |

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

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

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| **Investigate** | In my own and other cultures, **I can** identify examples of entertainment, social media, and literature and peoples’ attitudes towards them. |
| **Interact** | **I can** use some Internet slang abbreviations to communicate a short message through social media. |

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| **Investigate** | In my own and other cultures, **I can** identify the role technology plays in people’s lives. |
| **Interact** | **I can** use simple phrases to explain how I use technology every day. |

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

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 3-4: Unidad 1: La tecnología en la vida diaria** | |
| **Essential question**: What role does technology play in people’s lives? | |
| **Resource Alignment:** This unit is aligned with level 2, unit 1 of the adopted materials | |

**Essential Learning Objectives:**

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| --- | --- | --- | --- |
| I can talk about simple past actions. | I can talk about how I regularly use technology. | I can react/reply to a social media post. | I can express negation or disagreement. |
| I can use cognates to determine meaning. |

**Extended Learning Objectives:**

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| I can express an immediate wish or want | I can predict what a reading will be about based upon the title. | I can compare and contrast different types of social media. | I can interpret and use typical abbreviations in a text message or internet post |
| I can create a social media post. | I can describe technology and the internet. | I can… |

Unit 2

5-6 Weeks of Instruction

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| **Spanish 3-4: Unidad 2: Vivir en salud** |
| **Essential question**: What do people do to feel well? |
| **Resource Alignment:** This unit is aligned with level 2, unit 2 of the adopted materials |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Discuss daily routine * Discuss personal grooming * Seek and provide personal information * Talk about the past * Discuss health * Identify parts of the body * Give and take instructions |
| **Vocabulary in context to support the learning outcomes:**   * Daily routines * Parts of the body * Activities and health |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Reflexive verbs * Preterit of reflexive verbs * Verbs similar to *gustar* |

Notes:

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice-High)** |
| **Spanish 3-4: Unidad 2: Vivir en salud** |
| **Essential question**: What do people do to feel well? |

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

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

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| **Investigate** | In my own and other cultures**, I can** identify different forms of medical beliefs (i.e. Eastern vs. Western). |
| **Interact** | **I can** work with a peer to create posters identifying different forms of medical beliefs in different countries. |

|  |  |
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| **Investigate** | In my own and other cultures, **I can** identify what people do to feel well. |
| **Interact** | **I can** share with my peers, healthy practices that might be familiar to them. |

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

**Passport to Proficiency**

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| --- | --- |
| **Name:** | **Class Period:** |
| **Spanish 3-4: Unidad 2: Vivir en salud** | |
| **Essential question**: What do people do to feel well? | |
| **Resource Alignment:** This unit is aligned with level 2, unit 2 of the adopted materials | |

**Essential Learning Objectives:**

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| --- | --- | --- | --- |
| I can talk about the order in which I do different things. | I can describe my daily routine as well as the routine of others. | I can state what my symptoms are / what is wrong with me. | I can compare my routine on a weekday to my routine on a weekend day. |
| I can use context clues to guess the meaning of unfamiliar words. | I can identify parts of the body. |

**Extended Learning Objectives:**

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| --- | --- | --- | --- |
| I can describe what happens at a medical clinic. | I can analyze actions that will help me to feel healthy, both mental and physical. | I can express certainty. | I can ask someone about his/her health. |
| I can compare different forms of medicine. | I can give suggestions about what others can do to feel well. | I can skim a text to predict meaning. | I can… |

Unit 3

4-5 Weeks of Instruction

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| **Spanish 3-4: Unidad 3: ¡Vamos a la ciudad!** |
| **Essential question**: How do people interact with cities? |
| **Resource Alignment:** This unit is aligned with level 2, unit 3 of the adopted materials |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Talk about places in a city * Ask for and give directions * Tell others what to do or not to do * Give advice and make suggestions * Discuss what is sold in specific stores * Talk about everyday activities |
| **Vocabulary in context to support the learning outcomes:**   * Places in the city * Stores * Directions * Neighborhood and neighbors * Everyday activities |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Informal affirmative commands * Formal and plural commands * *Nosotros* commands * *Conocer* and *saber* * Negative commands |

Notes:

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice-High)** |
| **Spanish 3-4: Unidad 3: ¡Vamos a la ciudad!** |
| **Essential question**: How do people interact with cities? |

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

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

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| **Investigate** | In my own and other cultures**, I can** identify how people interact with cities. |
| **Interact** | **I can** access simple information about transportation options based on my location. |

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| **Investigate** | In my own and other cultures, **I can** investigate aspects of specific cities that make them unique. |
| **Interact** | **I can** work with a peer to create a digital presentation about two different cities and their sites. |

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

**Passport to Proficiency**

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| --- | --- |
| **Name:** | **Class Period:** |
| **Spanish 3-4: Unidad 3: ¡Vamos a la ciudad!** | |
| **Essential question**: How do people interact with cities? | |
| **Resource Alignment:** This unit is aligned with level 2, unit 3 of the adopted materials | |

**Essential Learning Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| I can identify specific types of stores. | I can describe places in the city. | I can give directions from one place to another. | I can ask for directions. |
| I can identify the theme of a text by scanning and looking for repetitive words. |

**Extended Learning Objectives:**

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| --- | --- | --- | --- |
| I can identify mechanical language differences between Spanish and English. | I can compare and contrast city and rural life. | I can compare my city to another city. | I can suggest locations to visit and activities to do based on others’ likes/dislikes. |
| I can tell where one can do different activities in my city. | I can compare an ancient city with a modern city. | I can give my opinion of different places and activities in my city. | I can… |

Unit 4

4-5 Weeks of Instruction

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| **Spanish 3-4: Unidad 4: Diversión para todos** |
| **Essential question**: What brings people together? |
| **Resource Alignment:** This unit is aligned with level 2, unit 4 of the adopted materials |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Describe childhood events in the past * Discuss details about the past * Express past intentions * Add emphasis to a description |
| **Vocabulary in context to support the learning outcomes:**   * Amusements and Pastimes * Emotions * Celebrations and festivals |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Review: *ser* and *estar* * Imperfect tense * Irregular verbs in the imperfect tense: *ser*, *ir*, *ver* |

Notes:

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice-High)** |
| **Spanish 3-4: Unidad 4: Diversión para todos** |
| **Essential question**: What brings people together? |

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

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

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| **Investigate** | In my own and other cultures, I can identify activities that bring people together. |
| **Interact** | I can work with a peer to recreate a typical event that would occur in a Spanish Speaking country. |

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| **Investigate** | In my own and other cultures, I can identify how people celebrate local and national holidays. |
| **Interact** | I can teach my peers a customary appropriate behavior for a particular holiday/festival celebration. |

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

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 3-4: Unidad 4: Diversión para todos** | |
| **Essential question**: What brings people together? | |
| **Resource Alignment:** This unit is aligned with level 2, unit 4 of the adopted materials | |

**Essential Learning Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| I can express past intentions. | I can describe my childhood including events that took place. | I can describe physical, personality, and emotional conditions in the past. | I can describe an ongoing action in the past. |
| I can support my explanation of the main idea of a text using supporting details. |

**Extended Learning Objectives:**

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| I can indicate possession. | I can interpret descriptive words to enhance my understanding of different characters. | I can interpret graphics and charts. | I can describe a place or event. |
| I can compare products, practices, and perspectives of popular celebrations in a Spanish-speaking country with the US. | I can describe the location of an object. | I can use details to provide description in a story. | I can... |

Unit 5

4-5 Weeks of Instruction

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| **Spanish 3-4: Unidad 5: De compras** |
| **Essential question**: How do local products reflect the cultural heritage of a region? |
| **Resource Alignment:** This unit is aligned with level 2, unit 5 of the adopted materials |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Learning outcomes**:   * Name various foods * Talk about the past * Talk about what someone remembers * Express an opinion * Describe clothing * Ask for advice * State what was happening at a specific time * Describe how something was done * Express length of time |
| **Vocabulary in context to support the learning outcomes:**   * Supermarket: fish, meats, seafood * Menu * Clothing * Everyday activities * Food and dining |
| **Language structures to support the learning outcomes:**  Teach structures as a concept and use in context. Students focus on meaning BEFORE form.   * Review: preterite tense * Review: *Hace* (+ time) *que* * Preterite vs. imperfect tense * Irregular preterite-tense verbs * Imperfect progressive * *Hacía* (+ time) *que* |

Notes:

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| **Intercultural Communication**  **Proficiency Benchmarks & Performance Indicators (Novice-High)** |
| **Spanish 3-4: Unidad 5: De compras** |
| **Essential question**: How do local products reflect the cultural heritage of a region? |

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

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

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| **Investigate** | In my own and other cultures, I can identify how local products reflect the cultural heritage of a region. |
| **Interact** | I can work with a peer to create a skit portraying a conversation between a *vendedor ambulante* and a *cliente.* |

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| **Investigate** | In my own and other cultures**, I can** identify traditional clothing from Spanish-speaking countries. |
| **Interact** | **I can** work with a partner to research and report on a popular clothing style in a Spanish-speaking country. |

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

**Passport to Proficiency**

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| --- | --- |
| **Name:** | **Class Period:** |
| **Spanish 3-4: Unidad 5: De compras** | |
| **Essential question**: How do local products reflect the cultural heritage of a region? | |
| **Resource Alignment:** This unit is aligned with level 2, unit 5 of the adopted materials | |

**Essential Learning Objectives:**

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| --- | --- | --- | --- |
| I can describe different types of food. | I can talk about grocery or clothes shopping. | I can narrate a story about past events using the preterit and the imperfect. | I can use details to provide description in a story. |

**Extended Learning Objectives:**

|  |  |  |  |
| --- | --- | --- | --- |
| I can describe on ongoing event in the past. | I can discuss and investigate how different cultures are brought together by food. | I can interpret/create a recipe for an authentic dish. | I can discuss typical foods from Spanish-speaking countries. |
| I can express length of time. | I can talk about different types of vendors that sell things on the street or in an open-air market. | I can compare how clothing varies across cultures. | I can break a text into smaller chunks in order to improve my understanding. |
| I can state what was happening at a specific time. | I can… |