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| **Passport to** **Proficiency****Spanish 5-6H** |



**Washoe County School District World Languages:**

**Spanish 5-6 (Honors)**

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 5-6

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|  | **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** 5-6 Weeks   | ¿Qué nos pasó y qué nos traerá el futuro? | -describe and express opinions and experiences in detail in the past and future-discuss current and future everyday activities | -interpret written, audio and visual authentic texts and identify cause and effects using supporting details | -describe professions and occupations and express my opinion on what it takes to be successful in school | -Greetings-School activities-Likes and dislikes-Gustar-Ser and Estar-Ser with occupations |
| **Unit 1** 5-6 Weeks*Noticias de ayer, de hoy, y de siempre* | ¿Cómo se manifiesta la historia de un país en su cultura actual? | -explain how customs of the past affect the products, practices, and perspectives of the present-explain how the events of the past have affected present times | -differentiate between fact and opinion in an authentic resource-identify historical events and describe how long ago they happened with details | -compare the way things were in the past to how they are now-make comparisons of events, such as natural disasters, covered by the media | -Activities of the media-News-Review preterit and imperfect-Review expressions of time with hace-Past participles and past perfect |
| **Unit 2** 5-6 Weeks*Menos conflictos y más comunicación*  | ¿Cómo se difunde la cultura dentro y fuera de un país? | -describe people and relationships, their feelings, and their personalities-describe an event that has recently taken place and actions that lasted for an extended period of time  | -analyze word choice to infer the attitude of an authentic resource | -offer relationship advice-analyze the different ways adolescents communicate across various cultures | -Feelings-Relationships-Giving orders and advice-Informal negative commands-Imperfect progressive |
| **Spring Semester** |
| **Unit 3** 5-6 Weeks *La vida de la ciudad y del campo* | ¿Cómo se transportan las personas en otros países y adónde van? | -discuss driving and expectations associated with that responsibility-give and understand driving directions-discuss influences of geography | -analyze the work of a prominent Spanish-speaking author | -compare and contrast life in the city and countryside-express general opinions about my desires, suggestions and demands | -Giving directions-Camping activities-Formal commands-Subjunctive verbs-Impersonal expressions |
| **Unit 4** 4-5 Weeks*¡Vamos de viaje!* | ¿Por qué viaja la gente a otros países? | -make and discuss travel plans-describe what could happen in a hypothetical situation-express emotions | -explore issues related to environment and nature-identify the author’s tone in an authentic resource | -recommend possible activities for a tourist-describe what could happen in a hypothetical situation | -Travel plans-Weather-Outdoor activities-Wildlife-Subjunctive tense-Future tense-Conditional tense |
| **Unit 5** 5-6 Weeks *A comer bien*  | ¿Cómo se relaciona la comida que se consume en un país con su cultura? | -describe a condition that is a result of a previous action | -use scanning to look for important information in an authentic resource-use an authentic resource to assess the importance of food in cultural and familial celebrations | -identify things at a party and determine appropriate behaviors-compare products, practices and perspectives of an open-air marketplace | -Food, cooking or ordering-Outdoor market-Cooking-Manners at parties-Comparatives-Superlatives-Passive voice-Imperfect of subjunctive |

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| **Nevada Academic Content Standards for** **World Languages** |
| **Intermediate-Low**Learners at the Intermediate-Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low sublevel, Learners are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low Learners manage to sustain the functions of the Intermediate level, although just barely. |
|  | **STANDARD** | **PERFORMANCE INDICATORS** |
| **COMMUNICATION** | 1. *Interpersonal Communication:* Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | * Hold a simple conversation on a number of everyday topics
* Use the language to meet basic needs in familiar situations
* Ask and answer questions on factual

information that is familiar |
| 2. *Interpretive Communication:*Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | * Understand the basic purpose of a message and messages related to basic needs
* Understand questions and simple statements on everyday topics when part of a conversation
* Identify some simple information on forms
* Identify some information from news

media |
| 3. *Presentational Communication:* Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | * Talk and write about people, activities, and experiences
* Talk and write about needs and wants
* Exchange information about plans
* Present songs, short skits, or dramatic readings
* Talk and write about topics of interest
* Give basic instructions
* Prepare materials for a presentation
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| **CULTURES** | 4. *Relating Cultural Practices to Perspectives*:Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | * Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations
* Compare daily practices of people in the target culture(s) with those of the learner
* Interpret and explain the cultural

relevance or historical context of traditions and celebrations |
| 5. *Relating Cultural Products to Perspectives*:Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | * Analyze and assess factors that impact cultural products
 |
| **CONNECTIONS** | 6. *Making Connections*:Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | * Discuss how geographic locations affect practices, perspectives, and products
* Analyze and evaluate aspects of authentic texts with some details
* Analyze historic contributions of the

target culture |
| 7. *Acquiring Information* and *Diverse Perspectives*:Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | * Recognize authentic resources
* Interact with authentic resources
* Analyze, examine, and evaluate cultural products
* Interpret perspectives unique to the target culture(s)
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| **COMPARISONS** | 8. *Language Comparisons*:Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | * Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts
* Employ language patterns and grammatical functions
 |
| 9. *Cultural Comparisons*:Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | * Analyze cultural differences in traditions, celebrations, and customs
* Describe examples of cultural(s) diversity and the contributions of the target culture that exist in the learners’

community |
| **COMMUNITIES** | 10. *School and Global Communities*: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | * Identify settings where the language can be used
* Demonstrate the ability to find resources that relate to use and understanding of the language
* Demonstrate the ability to find resources that relate to the target culture(s)
* Communicate and reflect on interactions with members of the

target culture(s) |
| 11. *Lifelong Learning*:Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | * Apply knowledge of language to personal, real world interests
* Self-evaluate acquired skills
* Reflect on acquired skills
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| **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 ofthe 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
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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.  |

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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? | 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

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

Interpersonal Writing

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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 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

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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 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

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

Presentational Speaking

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| **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. |

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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? | 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 |

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| What are the student’s strengths? | **Proficient** | What are the student’s learning goals? |
|  | Communicative goal completed with some elaboration and some examples |  |
|  | Message is mostly 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

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

Presentational Writing

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| **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. |

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

Presentational Writing

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

Notes:

Presentational Writing

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

***Bridge Unit***

*5-6 Weeks of Instruction*

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| **Spanish 5-6H: Bridge Unit** |
| **Essential question**: ¿Qué nos pasó y qué nos traerá el futuro? |
| **Resource Alignment:** The material in this bridge unit closely aligns with level 3, unit 1 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Objectives**:* Greet friends
* Talk about school activities
* Describe others in terms of personality
* Talk about after-school activities
* Describe occupations
* Talk about likes and dislikes
* Express an opinion
 |
| **Vocabulary in context**:* Greetings
* School-related activities
* Descriptions
* Likes and dislikes
 |
| **Grammar as a concept and used in context**:Teach grammar as a concept and use in context. Students focus on meaning BEFORE form.* Review: the verb *gustar*
* Uses of the preterite
* Uses of *ser* & *estar* with adjectives
* *Ser* to describe occupations and professions
* Other verbs like *gustar* to express opinions
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Suggested Vocabulary:

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| **El futuro (sustantivos)**  | **El presente y el pasado** **(verbos reflexivos)**  | **El futuro (verbos)**  | **La universidad y las carreras** **y Vocabulario de AP**  |
| **el amor**: love **el conflicto**: conflict **el miedo**: the fear **el ocio:** free time **el odio**: hate **el plan**: plan **el sueño**: dream **el temor**: the fear **la empresa**: business/company **la esperanza**: hope **la felicidad**: happiness **la meta**: goal **la paz**: peace **la verdad:** truth **la vida**: life  | **abrazarse:** to hug **acostarse: *(o-ue)*** to lay down **bañarse**: to bathe **besarse:** to kiss **cepillarse:**to brush-*teeth/hair* **despedirse:** to say goodbye **despertarse:** to wake up **dormirse**: to fall asleep **irse:** to leave **levantarse:** to get up **llamarse:** to call oneself (be named) **preocuparse:** to worry **saludarse:** to greet **sentarse:** to sit **sentirse:** to feel **vestirse:** to get dressed  | **ahorrar:** to save **aumentar:** to increase **casarse**: to get married **conseguir un trabajo**: to get a job **curar:** to cure **dedicarse a:** to dedicate oneself to  **desaparecer:** to disappear **descubrir:** to discover **desempeñar un cargo:** to hold a position  **diseñar:** to design **divorciarse**: to get divorced **enterarse:** to find out **ganar:** to earn ($)/ to win **graduarse:** to graduate **hacerse/llegar a ser:** to become **inventar:** to invent **lograr:** to achieve, to manage **los planes**: plans **trasladarse:** to move (houses/states) **mudarse:** to move to **predecir:** to predict **tener una familia**: to have a family **tomar decisiones:**to make decisions **viajar**: to travel **vivir en el extranjero**: to travel abroad  | **el/la aprendiz:** apprentice **los avances:** advancements **averiguar:** to find out **la beca:** scholarship **la carrera**: career **la clase media/alta/baja**: middle/high/low class **el doctorado:** p.h.d **el dormitorio:** dorm **entrevistar:** interview **la especialidad**: major **especializarse en**: to specialize in **el estudio extranjero**: study abroad **la investigación:** research    | **la maestría:** master’s **matricularse:** enroll **el obrero**: worker/ employee **la pasantía**: internship **la pobreza**: poverty **la preparatoria/la secundaria:** high school **el préstamo:** loan **la riqueza**: wealth **los servicios**: services **la tesis:** tesis **el título/la licenciatura:** degree **la universidad**: university **los universitarios:** college students   |
| **Verbos como ‘gustar’**  | **Expresiones AFIRMATIVAS y NEGATIVAS**  |
| **dar asco:** to be disgusting **encantar:** to love **fascinar:** to really love **gustar:** to like **interesar:** to interest **molestar:** to annoy  | *yo:* A \_\_  \_\_\_ da(n) asco… *tú:* A \_\_  \_\_\_ encanta(n)… *ella:* A \_\_  \_\_\_ fascina(n)… *nosotros:* A \_\_\_\_\_  \_\_\_\_                             gusta(n)… *vosotros:* A \_\_\_\_\_\_  \_\_\_\_                           interesa(n)… *ustedes:* A \_\_\_\_\_\_\_  \_\_\_\_                           molesta(n)…  | **alguien:** someone **siempre:** always **algún:** some **alguno/a(s):** some **algo:** something **o…o…:** either/or **también:** also   | **nadie:** nobody **nunca:** never **ningún:** none **ninguno/a(s):** none **nada:** nothing **ni…ni…:** neither/nor **tampoco:** neither   |
| **Profesiones**  | **El futuro (adjetivos/adverbios)**  |
| **el/la abogado/a**: lawyer **el/la arquitecto/a**: arquitect **el/la atleta**: athlete **el/la bailador/a**: dancer **el/la científico/a**: scientist **el/la contador/a**:accountant  | **el/la diseñador/a**: designer **el/la empresario/a:** business person **el/la ingeniero/a**: engineer **el/la jefe**: boss **el/la juez**: judge  | **el/la mecánico/a**: mechanic **el/la músico/a**: musician **el/la peluquero/a**: stylist **el/la programador/a**: programmer **el/la vendedor/a:** salesman **el/la veterinario/a**: vet  | **ambicioso/a:** ambitious **capaz:** able **casado/a:** married  **cuidadoso/a:** careful **eficaz:** efficient **eficiente:** efficient  | **lujoso/a:** luxurious **maduro/a:** mature **soltero/a:** single   |

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| **Intercultural Communication****Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish 5-6H: Bridge Unit** |
| **Essential question**: ¿Qué nos pasó y qué nos traerá el futuro? |

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| INVESTIGATEInvestigate Products And PracticesTo Understand Cultural Perspectives | PROFICIENCY BENCHMARK |
| In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives. |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies. |

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| INTERACTInteract With Others In And From Another Culture | PROFICIENCY BENCHMARK |
| ***I can*** interact at a functional level in some familiar contexts. |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** 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 | ***I can*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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| **Investigate** | In my own and other cultures, **I can** reflect upon how a country affects the activities of its people.  |
| **Interact** | **I can** describe how weather, geography etc. influence the types of activities people do in another country. |

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| **Investigate** | In my own and other cultures**, I can** compare how and why the options for sports and leisure activities vary depending on cultural attitudes. |
| **Interact** | **I can** follow the rules and etiquette when playing a sport with peers from the target culture.  |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 5-6H: Bridge Unit** |
| **Essential question**: ¿Qué nos pasó y qué nos traerá el futuro? |
| **Resource Alignment:** The material in this bridge unit closely aligns with level 3, unit 1 resources of the adopted material. |

**Essential Learning Objectives:**

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| I can describe and express my opinions and experiences in detail in the past and future.  | I can compare and contrast products, practices, and perspectives of the people in the US and Spanish-speaking countries like Colombia. | I can interpret written, audio and visual authentic texts and identify cause and effects using supporting details. |
| I can describe professions and occupations and express my opinion on what it takes to be successful in school. | I can discuss current and future everyday activities. |

***Unit 1***

*5-6 Weeks of Instruction*

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| **Spanish 5-6H: Unidad 1: Noticias de ayer, de hoy, y de siempre** |
| **Essential question**: ¿Cómo se manifiesta la historia de un país en su cultura actual? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 3 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Objectives**:* Talk about how long something has been going on
* Comment on news and events in the media
* Recall and talk about events in the past
* React to news events
 |
| **Vocabulary in context**:* Activities of the media
* Events in the past
* News
 |
| **Grammar as a concept and used in context**:Teach grammar as a concept and use in context. Students focus on meaning BEFORE form.* Review: preterite tense
* Review: expressions of time with *hace*
* Review: irregular verbs in the preterite
* Review: imperfect tense
* Review: uses of the preterite and imperfect
* Changes of meaning in the preterite and imperfect
* Past participles and past perfect (*pluscuamperfecto)*
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| **Intercultural Communication****Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish 5-6H: Unidad 1: Noticias de ayer, de hoy, y de siempre** |
| **Essential question**: ¿Cómo se manifiesta la historia de un país en su cultura actual? |

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| INVESTIGATEInvestigate Products And PracticesTo Understand Cultural Perspectives | PROFICIENCY BENCHMARK |
| In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives. |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies. |

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| INTERACTInteract With Others In And From Another Culture | PROFICIENCY BENCHMARK |
| ***I can*** interact at a functional level in some familiar contexts. |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** 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 | ***I can*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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| **Investigate** | In my own and other cultures, **I can** compare a Spanish-speaking country’s history to its culture. |
| **Interact** | **I can** create digital presentation informing others about the colonial influences on Latin America.  |

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| **Investigate** | In my own and other cultures, **I can** determine the cause and effect of a current event in the Spanish-speaking world. |
| **Interact** | **I can** debate a controversial issue related to current events. |

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

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 5-6H, Unidad 1: Noticias de ayer, de hoy, y de siempre** |
| **Essential question**: ¿Cómo se manifiesta la historia de un país en su cultura actual? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 3 resources of the adopted material. |

**Essential Learning Objectives:**

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| I can identify historical events and describe how long ago they happened with details  | I can compare the way things were in the past to how they are now | I can make comparisons of events, such as natural disasters, covered by the media |
| I can explain how customs of the past affect the products, practices, and perspectives of the present in a Spanish-speaking country such as Spain | I can explain how the events of the past have affected present times in a Spanish-speaking country, such as in Spain | I can differentiate between fact and opinion in an authentic resource |

**Extended Learning Objectives:**

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| I can describe what happened leading up to an event in the past, such as a car accident or crime | I can formulate opinions on different events in the news | I can analyze the role of a hero in a piece of authentic literature*(such as Don Quijote)*  |
| I can describe events that have happened in the past | I can summarize a historical event in the past with supporting details |

***Unit 2***

*5-6 Weeks of Instruction*

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| **Spanish 5-6H: Unidad 2: Menos conflictos y más comunicación** |
| **Essential question**: ¿Cómo se difunde la cultura dentro y fuera de un país? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 4 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Objectives**:* Describe your personality and that of your friends
* Talk about personal relationships
* Express events in the past
* Talk about family relationships
* Give recommendations and advice
* Talk about actions that lasted for an extended time
 |
| **Vocabulary in context**:* Descriptions
* Feelings
* Relationships
* Family relationships
* Giving orders and advice
 |
| **Grammar as a concept and used in context**:Teach grammar as a concept and use in context. Students focus on meaning BEFORE form.* Review: past participles and past perfect with preterite
* Double object pronouns
* Adjective placement and meaning
* Informal negative commands
* Uses of the preposition *a*
* Imperfect progressive
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Notes:

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| **Intercultural Communication****Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish 5-6H, Unidad 4: Menos conflictos y más comunicación** |
| **Essential question**: ¿Cómo se difunde la cultura dentro y fuera de un país? |

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| INVESTIGATEInvestigate Products And PracticesTo Understand Cultural Perspectives | PROFICIENCY BENCHMARK |
| In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives. |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies. |

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| INTERACTInteract With Others In And From Another Culture | PROFICIENCY BENCHMARK |
| ***I can*** interact at a functional level in some familiar contexts. |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** 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 | ***I can*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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| **Investigate** | In my own and other cultures**, I can** compare how traditions and events influence music and art.  |
| **Interact** | **I can** investigate an upcoming music or art festival in a Spanish-speaking country and discuss it with my peers. |

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| **Investigate** | In my own and other cultures**, I can** define social expectations of various types of relationships. |
| **Interact** | **I can** give relationship advice to my peers. |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 5-6H: Unidad 2: Menos conflictos y más comunicación** |
| **Essential question**: ¿Cómo se difunde la cultura dentro y fuera de un país? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 4 resources of the adopted material. |

**Essential Learning Objectives:**

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| I can describe people and relationships, their feelings, and their personalities | I can offer relationship advice | I can describe an event that has recently taken place and actions that lasted for an extended period of time |
| I can analyze the different ways adolescents communicate across various cultures | I can explain how indigenous cultures influence products, practices and perspectives of modern life in Spanish-speaking countries such as Puerto Rico and the Dominican Republic | I can analyze word choice to infer the attitude of an authentic poem, piece of literature, or work of art |

**Extended Learning Objectives:**

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| I can talk about actions that lasted for an extended period of time | I can discuss feelings and relationships between family members | I can write and interpret simple text messages |
| I can identify metaphors within a poem of a Hispanic poet, such as Julia de Burgos | I can make suggestions about what not to do | I can identify and use transition words to indicate comparison and contrast |

***Unit 3***

*5-6 Weeks of Instruction*

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| **Spanish 5-6H, Unidad 3: La vida de la ciudad y del campo** |
| **Essential question**: ¿Cómo se transportan las personas en otros países y adónde van? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 5 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Objectives**:* Give advice about driving in the city
* Tell others what to do
* Ask for and give directions
* Generalize about what’s important, useful, and necessary
* Talk about camping activities
* Make requests, suggestions, and demands
 |
| **Vocabulary in context**:* Driving
* Giving directions
* The country
* Camping activities
 |
| **Grammar as a concept and used in context**:Teach grammar as a concept and use in context. Students focus on meaning BEFORE form.* Review: *preguntar* & *pedir*
* Formal commands (singular & plural)
* Subjunctive verbs with spelling changes
* Subjunctive of irregular verbs, including stem-changing verbs
* Impersonal expressions
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Notes:

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| **Intercultural Communication****Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish 5-6H: Unidad 3: La vida de la ciudad y del campo** |
| **Essential question**: ¿Cómo se transportan las personas en otros países y adónde van? |

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| INVESTIGATEInvestigate Products And PracticesTo Understand Cultural Perspectives | PROFICIENCY BENCHMARK |
| In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives. |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies. |

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| INTERACTInteract With Others In And From Another Culture | PROFICIENCY BENCHMARK |
| ***I can*** interact at a functional level in some familiar contexts. |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** 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 | ***I can*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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| **Investigate** | In my own and other cultures, **I can** compare how the various options for travel are determined by geography, economics, and ecology. |
| **Interact** | **I can** choose an appropriate means of transportation based on my location, needs, and local options. |

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| **Investigate** | In my own and other cultures, **I can** compare historical modes of transportation with today’s forms. |
| **Interact** | **I can** investigate and discuss how transportation has changed the culture of rural communities.  |

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 5-6H: Unidad 3: La vida de la ciudad y del campo** |
| **Essential question**: ¿Cómo se transportan las personas en otros países y adónde van? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 5 resources of the adopted material. |

**Essential Learning Objectives:**

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| I can discuss driving and expectations associated with that responsibility | I can give and understand driving directions  | I can express general opinions about my desires, suggestions, and demands about certain topics |
| I can discuss how geography influences dance, music and transportation in Spanish-speaking countries | I can compare and contrast life in the city and countryside | I can analyze the work of a prominent Spanish-speaking author, such as Isabel Allende |

**Extended Learning Objectives:**

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| I can express my general opinions about certain topics  | I can make suggestions for an activity involving myself and others | I can categorize what is necessary for a trip, such as camping |
| I can discuss the advantages and disadvantages of different transportation options in a Spanish-speaking country, such as Argentina | I can make indirect suggestions or recommendations |

***Unit 4***

*4-5 Weeks of Instruction*

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| **Spanish 5-6H: Unidad 4: ¡Vamos de viaje!** |
| **Essential question**: ¿Por qué viaja la gente a otros países? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 6 resources of the adopted material. |
| **Nevada Academic Content Standards for World Languages**: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning |
| **Objectives**:* Make travel plans
* Make weather predictions
* Talk about events that will take place in the future
* Express doubt or certainty about certain facts
* Make lodging arrangements
* State wishes and preferences
* Make requests in a polite manner
* Express emotions, likes, & dislikes
 |
| **Vocabulary in context**:* Travel plans
* Weather
* Airport
* Lodging arrangements
* Outdoor activities
* Wildlife
 |
| **Grammar as a concept and used in context**:Teach grammar as a concept and use in context. Students focus on meaning BEFORE form.* Subjunctive with adverbial clauses
* Future tense
* Subjunctive to express doubt, uncertainty, or denial
* Conditional tense
* Uses of conditional tense
* Subjunctive with verbs that express emotion
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Notes:

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| **Intercultural Communication****Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish 5-6H, Unidad 6: ¡Vamos de viaje!** |
| **Essential question**: ¿Por qué viaja la gente a otros países? |

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| INVESTIGATEInvestigate Products And PracticesTo Understand Cultural Perspectives | PROFICIENCY BENCHMARK |
| In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives. |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies. |

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| INTERACTInteract With Others In And From Another Culture | PROFICIENCY BENCHMARK |
| ***I can*** interact at a functional level in some familiar contexts. |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** 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 | ***I can*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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| **Investigate** | In my own and other cultures, I can compare indigenous cultures with that of the modern culture in a Spanish-speaking country. |
| **Interact** | I can research folkloric dress from the indigenous culture of a Spanish-speaking country and share that information with my partner. |

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

**Passport to Proficiency**

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| **Name:** | **Class Period:** |
| **Spanish 5-6H, Unidad 6: ¡Vamos de viaje!** |
| **Essential question**: ¿Por qué viaja la gente a otros países? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 6 resources of the adopted material. |

**Essential Learning Objectives:**

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| I can make and discuss travel plans, including hotel reservations and amenities | I can recommend possible activities for a tourist to do in a particular Spanish-speaking country, such as Costa Rica | I can explore issues related to the environment and nature |
| I can describe what could happen in a hypothetical situation | I can express emotions, likes and dislikes, doubt, uncertainty or denial | I can identify the author’s tone in an authentic resource and provide examples from the text to support my analysis  |

**Extended Learning Objectives:**

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| I can make requests in a polite manner | I can discuss the effects of economic development on the environment in a Spanish-speaking country, such as Panama | I can express the probability or likelihood of a particular event happening |
| I can use the format of an authentic resource to make predictions about its content | I can describe when an event might happen in relation to another event |

***Unit 5***

*5-6 Weeks of Instruction*

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| **Spanish 5-6H: Unidad 5: A comer bien** |
| **Essential question**: ¿Cómo se relaciona la comida que se consume en un país con su cultura? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 7 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 |
| **Objectives**:* Talk about grocery shopping
* Describe food in terms of flavor and freshness
* Make comparisons
* Single out something
* Discuss food preparations
* Express accidental occurrences
* Talk about good manners
* Order food in a restaurant
* Make complaints
 |
| **Vocabulary in context**:* Food
* Shopping in an outdoor market
* Comparisons
* Cooking
* Good manners at a party
* Ordering food
 |
| **Grammar as a concept and used in context**:Teach grammar as a concept and use in context. Students focus on meaning BEFORE form.* Review: comparatives
* Comparatives of equality
* Superlatives
* Passive voice
* *Estar* and the past participle
* Uses of *se*
* Imperfect of the subjunctive mood
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Notes:

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| **Intercultural Communication****Proficiency Benchmarks & Performance Indicators (Intermediate-Low)** |
| **Spanish 5-6H: Unidad 5: A comer bien** |
| **Essential question**: ¿Cómo se relaciona la comida que se consume en un país con su cultura? |

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| INVESTIGATEInvestigate Products And PracticesTo Understand Cultural Perspectives | PROFICIENCY BENCHMARK |
| In my own and other cultures ***I can*** make comparisons between products and practices to help me understand perspectives. |
|  | PERFORMANCE INDICATORS |
| PRODUCTS | In my own and other cultures ***I can*** compare products related to everyday life and personal interests or studies. |
| PRACTICES | In my own and other cultures ***I can*** compare practices related to everyday life and personal interests or studies. |

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| INTERACTInteract With Others In And From Another Culture | PROFICIENCY BENCHMARK |
| ***I can*** interact at a functional level in some familiar contexts. |
|  | PERFORMANCE INDICATORS |
| LANGUAGE | ***I can*** 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 | ***I can*** recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

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| **Investigate** | In my own and other cultures, I can compare foods with the country or region from which they originate. |
| **Interact** | I can create a VEN diagram comparing the typical food eaten in my region with that of a specific region in a Spanish-speaking country. |

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

**Passport to Proficiency**

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| --- | --- |
| **Name:** | **Class Period:** |
| **Spanish 5-6H: Unidad 5: A comer bien** |
| **Essential question**: ¿Cómo se relaciona la comida que se consume en un país con su cultura? |
| **Resource Alignment:** The material in this unit closely aligns with level 3, unit 7 resources of the adopted material. |

**Essential Learning Objectives:**

|  |  |  |
| --- | --- | --- |
| I can describe a condition that is a result of a previous action and describe how the event made me feel | I can identify things at a party and determine appropriate behaviors | I can compare the products, practices and perspectives of an open-air marketplace in a Spanish-speaking country such as Bolivia, to a market in my hometown |
| I can use an authentic resource to assess the importance of cooking and eating typical dishes in cultural or familial celebrations, such as *Cocinero en su Tinta* | I can use scanning to look for important information in an authentic text |

**Extended Learning Objectives:**

|  |  |  |
| --- | --- | --- |
| I can describe an accidental occurrence | I can use the passive voice to be kind or diplomatic in a social situation | I can make a complaint or compliment in a restaurant setting |
| I can talk about the experience of buying food at a market | I can identify and describe some typical staple foods in a particular Spanish-speaking country, such as Bolivia | I can make comparisons of equality and inequality using superlatives |