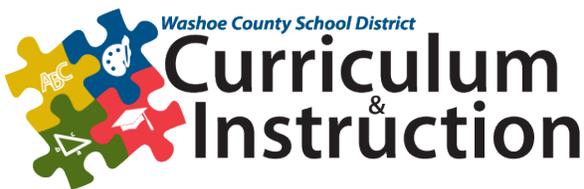


Spanish

Literacy 3-4

(Grades 9-12)



Washoe County School District World Languages: Spanish Literacy 3-4 (Grades 9-12)

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

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

Spanish Literacy 3-4 — Intermediate Low

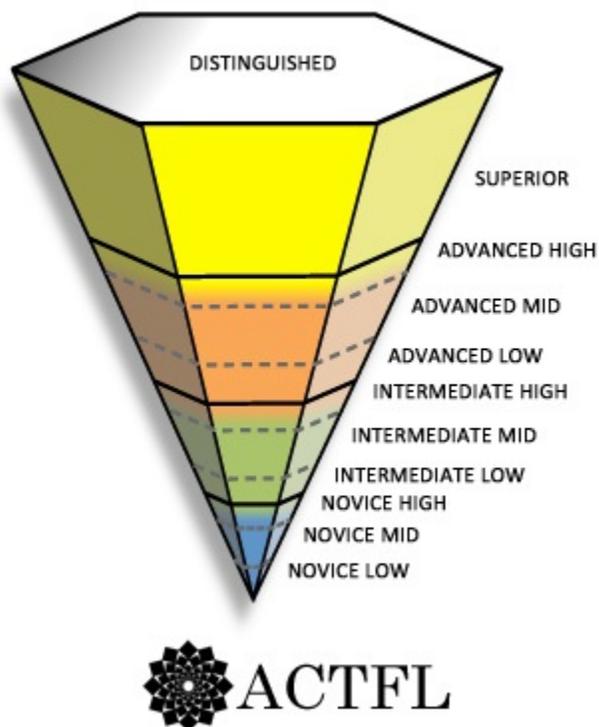
Spanish Literacy 5-6 (Honors) — Intermediate Mid

AP Spanish Language – Intermediate Mid / Intermediate High

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

AP Spanish Literature – Intermediate High

A team of World Language teachers from the Washoe County School District created the following curriculum guides in the spring of 2021. The committee was led by Melissa Bullard and included the following WCSD World Language Teachers: Diana Bartoo, Melinda Bowers, Melissa Carson, Jovana Figueroa, Carolina Gonzalez, and Paulina Rios. The Intercultural Communication Benchmarks were adapted from the *NCSSFL-ACTFL Can-Do Statements* document.



Washoe County School District World Language Literacy Program

In accordance with the standards outlined by ACTFL, the purpose of the WCSD World Language Literacy Program is to develop students' communicative abilities in their heritage language along the following five essential components of language courses:

1. **Communication** (Interpretive, Interpersonal, Presentational): In Spanish Literacy 3-4, students will practice using the language for basic communication of everyday and personal needs, developing Basic-Level Cognition.
2. **Cultures**: Students will study factors which influence culture, and how cultural perspectives influence products and practices.
3. **Connections**: Students will use the language to expand knowledge of other disciplines and transfer literacy skills to and from other classes
4. **Comparisons**: Students will reflect on the nature of language and understand cultural perspectives to communicate with ease across cultures
5. **Communities**: Students will increase their ability to use the language to enable advocacy, lower affective filters, apply it to real-world interests.

Heritage language learners have differing needs from L2 learners. They have already acquired the language and have in place an implicit linguistic system, yet often literacy and academic skills in the heritage language have not been developed. As the student's previous educational experience has likely taken place in English in the United States, the additional focuses are included in Spanish Literacy classes:

- **Maintaining the heritage language**: Students should be given the opportunity to use the heritage language and expand their current uses of the language in order to meet personal and academic goals, with an emphasis on reading and writing instruction and development.
- **Transferring literacy skills**: Students should learn basic literacy (reading, writing, and writing conventions) in the heritage language, which has often remained underdeveloped in comparison to English-language literacy skills.
- **Acquiring academic skills in the heritage language**: As students already have a particular degree of familiarity with the heritage language, teachers should focus on developing students' ability to perform academic tasks such as reading; writing; identifying the main idea and supporting details; and knowing how to adjust both written and spoken communication for purpose, task, and audience.
- **Cultivate positive attitudes toward the heritage language**: Some students may have high affective filters because of a lack of development in the heritage language, negative attitudes towards the language itself, or criticism of the students' production of the language. Instructors should work towards lowering these affective filters by cultivating positive relationships with and among students; celebrating and normalizing the use of the language; approaching various dialects and regionalisms from a situational rather than judgmental perspective; and bringing awareness to the diversity of cultures associated with the heritage language.
- **Acquiring or develop cultural awareness**: Cultural awareness in a Heritage classroom looks different from cultural awareness in an L2 classroom. Many heritage-language students already live in a state of cross-cultural awareness and communication, as the majority community language and culture are often different from the student's home language and culture. Therefore, teachers can use previous experiences with cultural comparisons as points of departure for expansion of the student's awareness of sub-cultures, cross-cultural communication skills, affirmation of home culture, understanding of other cultures, identification as a global citizen, and examination of products, practices, and perspectives.

Spanish Literacy 3-4

At the end of Spanish Literacy 3-4, students will be able to do the following:

- Read a text (literary or informational); watch a video; or listen to an audio clip entirely in Spanish and identify the main idea and some supporting details, including **sequence** and **cause and effect**
- Explain orally or write a short **personal reaction** to a text, video clip, or audio clip in Spanish, demonstrating understanding of the content of the text/video/audio
- Explain orally or write a short **cultural comparison** that addresses products, practices, and perspectives between two cultures and demonstrates understanding of the text, video, or audio clip from which the cultural information is derived
- Understand and copy **letters** from the **Spanish alphabet**
- Use **numbers** up through **one million in Spanish**
- Read, understand, and respond to an **informal letter or email** using Spanish-language conventions
- **Interact and negotiate meaning** to share information, reactions, feelings, and opinions about familiar, everyday topics or topics taught in class
- **Use conversational strategies** such as gestures, circumlocution, examples, and responsive questions to remain in the target language
- Write a 5-paragraph **descriptive essay** about a person, place, thing, experience, emotion, etc., employing descriptive language, an introduction, and a conclusion, and utilizing revision strategies to create an organized final product and using literary devices such as hyperbole, metaphor, simile, figurative language, tone
- Write a 5-paragraph **narrative essay** about a real or imagined event, employing techniques such as descriptive language, plot structure (rising action, climax, and denouement), characterization, setting, theme, and utilizing revision strategies to create an organized final product

Students will demonstrate their ability to do the above in the following ways:

1. Passing an **interpretive exam** about a short fiction or nonfiction text, video or audio clip that asks the student to identify the main idea, some supporting details, organization, sequence, and write a short cultural comparison and/or personal reaction.
2. **Having a short conversation** (3:00-5:00 minutes) or answering a short, informal email about a familiar, everyday topic or a topic addressed in class or in the interpretive portion of an IPA
3. Writing a **descriptive essay** and a **narrative essay** which communicate effectively according to the Presentational Writing rubric; Giving a class presentation about a topic researched
4. Combining all three interpretive, interpersonal, and presentational goals above by passing an **Integrated Performance Assessment** which requires students to understand a text, video or audio clip; discuss, debate, or answer an informal letter using information from the **Interpretive** portion; and write a five-sentence-minimum paragraph or a two-minute-minimum spoken presentation comparing, describing, reacting, or narrating information related to the information covered in the **Interpretive** and **Interpersonal** portions of the IPA.

Quarter	Interpretive Communication	Interpersonal Communication	Presentational Comm. Development and Projects
1 st Quarter	*Develop basic literacy (reading and writing abilities) through basic knowledge of the alphabet and phonetics *Read a short text, watch a video, or listen to an audio clip and identify main idea and some supporting details	* Answer teacher questions in Spanish *Have a short conversation about a familiar, everyday topic with a classmate	*Write personal reactions, descriptive paragraphs and narrative paragraphs *Write short comparisons between people, events, places, and other topics studied in class
2 nd Quarter	*Identify main idea, supporting details, sequence, and cultural products, practices and perspectives from a text, audio, or video	* Ask and answer questions about classmates' presentations *Discuss products, practices, and perspectives *Respond to an informal email	* Research a topic, such as a holiday, and use visual aides such as PowerPoint to present findings *Write personal reactions and explain products, practices and perspectives from interpretive *Write comparisons
3 rd Quarter	*Identify main idea, supporting details, the 3 Ps, organization, and sequence from a text, audio, or video	* Discuss historic contributions of target cultures *Respond to an informal email	*Write an expository paragraph (Optional) *Write a descriptive essay
4 th Quarter	*Identify main idea, supporting details, 3 Ps, organization, sequence, cause and effect , and guess the meaning of unknown words from context from a text, audio, or video . * Advanced students will also make some inferences .	* Converse with members of the community *Design and carry out a survey	*Write an argumentative paragraph (Optional) *Write a narrative essay

Interpretive Communication Standards	2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Performance Indicators: <ul style="list-style-type: none"> • Understand basic information in ads, news media, and recordings • Understand the basic purpose of a message and messages related to everyday life • Understand simple written exchanges between other people • Understand questions and simple statements on everyday topics when part of a conversation • Identify some simple information on forms 	
Quarter	Interpretive Communication Objectives	Essential Questions
1 st Quarter	<input type="checkbox"/> Students can read out loud and silently a short selection with common, everyday words with comprehension (decoding language) <input type="checkbox"/> Students can understand and copy spoken alphabet letters <input type="checkbox"/> Students can understand and write numerals for numbers expressed in words (verbal or written) <input type="checkbox"/> Students can read a short text, watch a video, or listen to an audio clip and identify main idea and some supporting details	¿Quiénes somos?
2 nd Quarter	<input type="checkbox"/> Continue developing the above abilities plus... <input type="checkbox"/> Students can identify products, practices, and perspectives from a text, video, or audio <input type="checkbox"/> Students can identify sequence of events from a text	¿Cómo podemos ver los valores de una cultura en sus productos y prácticas?
3 rd Quarter	<input type="checkbox"/> Continue developing the above abilities plus... <input type="checkbox"/> Students can identify the organization of a text, video, or audio from a list of options <input type="checkbox"/> Students can guess the meaning of unknown words from context	¿Qué influencia tiene el pasado en el presente?
4 th Quarter	<input type="checkbox"/> Continue developing the above abilities plus... <input type="checkbox"/> Students can identify the organization of a text, video, or audio from a list of options <input type="checkbox"/> Students can identify cause and effect from a text, audio, or video. <input type="checkbox"/> Advanced students will also make some inferences.	¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida?

Interpersonal Communication Standards	<p>1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Hold a simple conversation on a number of everyday topics, including daily activities and personal preferences • Use the language to meet needs in familiar situations • Start, maintain, and end a conversation on a variety of familiar topics • Exchange information about topics of personal interest to the learners • Discuss course content and personal reactions 	
Quarter	Interpersonal Communication Objectives	Essential Questions
1 st Quarter	<input type="checkbox"/> Students can answer questions about everyday, familiar topics in Spanish, including personal preferences <input type="checkbox"/> Students can answer questions related to class content or routines <input type="checkbox"/> Students can answer questions related to course content	¿Quiénes somos?
2 nd Quarter	<input type="checkbox"/> Students can ask and answer questions about everyday, familiar topics, including personal preferences, using interrogative words <input type="checkbox"/> Students can ask and answer questions about classmates' presentations <input type="checkbox"/> With scaffolding, students can discuss products, practices, and perspectives	¿Cómo podemos ver los valores de una cultura en sus productos y prácticas?
3 rd Quarter	<input type="checkbox"/> Students can respond to an informal email <input type="checkbox"/> Students can discuss historic contributions of target cultures <input type="checkbox"/> Students can start and end a conversation with a classmate about every, familiar topics or course content. <input type="checkbox"/> With scaffolding, students can discuss products, practices, and perspectives	¿Qué influencia tiene el pasado en el presente?
4 th Quarter	<input type="checkbox"/> Students can respond to an informal email <input type="checkbox"/> Students can converse with members of the community <input type="checkbox"/> Students can design and carry out a survey <input type="checkbox"/> Students can start, maintain, and end a conversation with a classmate about everyday, familiar topics or course content	¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida?

Presentational Communication Standards	<p>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.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • Talk and write about people, activities and experiences • Talk and write about needs and wants • Present songs, short skits, or dramatic readings • Talk and write about topics of interest • Prepare materials for a presentation • Give basic instructions • Present and write about personal and social experiences • Present and write about something learned or researched • Present and write about common interests and issues 	
Quarter	Presentational Communication Objectives	Essential Questions
1 st Quarter	<input type="checkbox"/> Write personal reactions <input type="checkbox"/> Write descriptions of familiar topics <input type="checkbox"/> Write narrative paragraphs <input type="checkbox"/> Write comparisons using a graphic organizer such as a Venn diagram	¿Quiénes somos?
2 nd Quarter	<input type="checkbox"/> Students can research a topic, such as a holiday, and use visual aides such as PowerPoint to present findings <input type="checkbox"/> Write personal reactions and explain products, practices and perspectives from interpretive readings, videos and audios <input type="checkbox"/> Write comparisons between people, events, places, and other topics studied in class	¿Cómo podemos ver los valores de una cultura en sus productos y prácticas?
3 rd Quarter	<input type="checkbox"/> Students can write an expository paragraph (Optional) <input type="checkbox"/> Connect and relate the cultural relevance and historical context of traditions and celebrations to current events <input type="checkbox"/> Write a descriptive essay	¿Qué influencia tiene el pasado en el presente?
4 th Quarter	<input type="checkbox"/> Write an argumentative paragraph (Optional) <input type="checkbox"/> Students can write an informal email (initiating correspondence) <input type="checkbox"/> Write a narrative (fiction or nonfiction)	¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida?

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



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. <i>Interpersonal Communication:</i> 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. <i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<ul style="list-style-type: none"> • 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. <i>Presentational Communication:</i> 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.	<ul style="list-style-type: none"> • 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

CULTURES	<p>4. <i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>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</p>
	<p>5. <i>Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> Analyze and assess factors that impact cultural products
CONNECTIONS	<p>6. <i>Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<ul style="list-style-type: none"> 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
	<p>7. <i>Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> Recognize authentic resources Interact with authentic resources Analyze, examine, and evaluate cultural products Interpret perspectives unique to the target culture(s)

COMPARISONS	<p>8. <i>Language Comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<ul style="list-style-type: none"> • Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts • Employ language patterns and grammatical functions
	<p>9. <i>Cultural Comparisons:</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> • 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	<p>10. <i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<ul style="list-style-type: none"> • 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)
	<p>11. <i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to personal, real world interests • Self-evaluate acquired skills • Reflect on acquired skills

Interpersonal Speaking

Heritage Language

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

Student Learning Objective conversion scale:

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

Interpersonal Speaking

Heritage Language

What are the student's strengths?	Proficient	What are the student's learning goals?
	Stays on topic and completes conversational task	
	Able to answer most questions and explain when necessary; asks for more information related to topic or partner's thoughts	
	Attentive to partner; able to react or ask some follow-up questions; negotiates meaning when necessary (asks for and provides clarification via examples, gestures, or circumlocution)	
	Comprehends and asks questions related to topics, vocabulary, and grammar covered in class	
	Ideas are mostly clear; makes effort to speak clearly and communicate ideas effectively	
	Is able to maintain conversation as an equal partner; Incorporates some new vocabulary and / or grammar	

Notes:

Interpersonal Speaking Heritage Language

Explanation of Assignment

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

Presentational Speaking

Heritage Language

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

	Approaching Next Level Proficiency 4 points	Proficient 3 points	Approaching Current Proficiency Level 2 points	Limited Proficiency 1 point
Task: How well do I complete the task?	Task completed with full elaboration and supported with a variety of examples	Task completed with some elaboration and some examples	Task completed with minimal elaboration	Task attempted.
Comprehensibility: How well do others understand me?	Message is fully comprehensible and clear with very few spoken errors or errors on visual aids	Message is mostly comprehensible and clear; spoken errors or spelling/grammatical errors on visual aids do not detract from communication	Message is partly clear and somewhat understood	Message is not clear
Impact: How well do I capture and maintain my audience?	Presentation is engaging, using varied tone, gestures, eye contact, and a clear audible tone	Presentation includes strategies to engage audience such as varied tone, gestures, eye contact, and peaking in clear audible tone	Presentation is minimally engaging with almost no use of varied tone, gestures, eye contact and fluency; speaking is muffled or mumbled	Presentation is not engaging
Vocabulary Use: How extensive and applicable is my vocabulary?	Student demonstrates understanding of vocabulary by using many new and higher-level words where appropriate	Vocabulary is appropriate to task and shows incorporation of some new and higher-level words from course content	Vocabulary is appropriate to task but limited and repetitive. Few new or higher-level words are utilized	Vocabulary is extremely limited and repetitive and uses no course vocabulary
Essential Learning: How well do I show my understanding of topic covered in class?	Presentation demonstrates that student is well acquainted with required content and/or skills covered in class	Presentation demonstrates knowledge and application of class skills and content	Some knowledge and/or skills from class are present	Presentation demonstrates little knowledge or skills from course content
Communication Strategies: How well do I organize my presentation?	Presentation is well organized using sequencing and transition words	Presentation is organized with some sequencing and transition words; titles on visual aids help with comprehension	Presentation is somewhat organized almost no sequencing or transition words	Presentation isn't organized

Student Learning Objective conversion scale:

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

Presentational Speaking

Heritage Language

What are the student's strengths?	Proficient	What are the student's learning goals?
	Task completed with some elaboration and some examples	
	Message is mostly comprehensible and clear; spoken errors or spelling/grammatical errors on visual aids do not detract from communication	
	Presentation includes strategies to engage audience such as varied tone, gestures, eye contact, and speaking in clear audible tone	
	Vocabulary is appropriate to task and shows incorporation of some new and higher-level words from course content	
	Presentation demonstrates knowledge and application of class skills and content	
	Presentation is organized with some sequencing and transition words; titles on visual aids help with comprehension	

Notes:

Presentational Speaking

Heritage Language

Explanation of Assignment

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

Interpersonal Writing

Heritage Language

NVACSWL Standard 1- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

NVACSWL Standard 2- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

	Approaching Next Level Proficiency 4 points	Proficient 3 points	Approaching Current Proficiency Level 2 points	Limited Proficiency 1 point
Task: How well do I complete task?	Task completed with elaboration.	Student completes the task with some elaboration.	Task completed with minimal elaboration.	Task attempted.
Comprehensibility: How well do others understand me?	Message is fully comprehensible and clear.	Message is mostly comprehensible and clear.	Message is partly clear and somewhat understood.	Message is not clear.
Comprehension: How well do I show that I understood the previous letter?	Student demonstrates comprehension by providing information, responding to ALL requests for information, and including original, relevant questions.	Student demonstrates comprehension by providing relevant information and responds to most questions or requests for information.	Student responds to some request for information, but some information is missing and/or irrelevant.	Student ignores requests for information and asks no responsive questions.
Essential Learning: How well do I show understanding of topics covered in class?	Student explains and incorporates a variety of information covered in course and applies almost all skills taught during unit instruction.	Student utilizes course content in writing by incorporating themes and applying skills.	Student demonstrates some familiarity with content, but is not able to explain, apply, or incorporate.	Student does not
Mechanics: How accurately do I use capitalization, punctuation, and spelling?	Makes almost no errors in grammar, spelling, capitalization, and punctuation.	Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling.	Frequent errors in capitalization, punctuation, and spelling.	Makes little or no attempt to use correct spelling, grammar, or capitalization.
Organization and Communication Strategies: How well do I organize my writing?	Writing is well-organizing, utilizing all required elements of letter-writing and including transition and sequencing words to clarify connections between ideas.	Writing is organized according to letter-writing conventions of target culture, with some transition and sequencing words.	Writing is somewhat organized with no transition and sequencing words; only one or two letter-writing conventions are used.	Writing is not organized; there are no transition words. The body of the letter is there, but the letter-writing conventions are missing.

Student Learning Objective conversion scale:

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

Interpersonal Writing

Heritage Language

What are the student's strengths?	Proficient	What are the student's learning goals?
	Student completes the task with some elaboration.	
	Message is mostly comprehensible and clear.	
	Student demonstrates comprehension by providing relevant information and responds to most questions or requests for information.	
	Student utilizes course content in writing by incorporating themes and applying skills.	
	Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling.	
	Writing is organized according to letter-writing conventions of target culture, with some transition and sequencing words.	

Notes:

Interpersonal Writing

Heritage Language

Explanation of Assignment

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

Presentational Writing

Heritage Language

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

	Approaching Next Level Proficiency 4 pts	Proficient 3 points	Approaching Current Proficiency Level 2 points	Limited Proficiency 1 point
Task: How well do I complete task?	Task completed with elaboration.	Student completes the task with some elaboration.	Student completes the task with minimal elaboration.	Task attempted, but not completed.
Comprehensibility: How well do others understand me?	Message is completely comprehensible and clear.	Message (expression of ideas) is mostly comprehensible and clear.	Message is somewhat comprehensible and clear.	Message is hard to understand.
Mechanics: How accurately do I use capitalization, punctuation, and spelling?	Almost no errors in grammar, spelling, capitalization, and punctuation.	Makes occasional errors in grammar, spelling, capitalization, and punctuation, but shows attention to spelling.	Frequent errors in grammar, spelling, capitalization, and punctuation; little attention to spelling.	Errors in grammar, spelling capitalization, and punctuation obscure meaning and make writing appear highly unprofessional.
Vocabulary: How extensive and applicable is my vocabulary?	Student incorporates a variety of new and higher-level vocabulary from course content.	Vocabulary is adequate to write about topic with some variation, but there are not many new or higher-level vocabulary words.	Vocabulary is adequate to write about topic with some variation and higher-level vocabulary but does not incorporate any new words.	Vocabulary is repetitive and limited; no new or higher-level vocabulary.
Essential Learning: How well do I show understanding of topics covered in class?	Student demonstrates a thorough understanding and application of course content and/or skills.	Student demonstrates knowledge of content and/or applies skills related to the topic or task.	Student shows some understanding of topic and/or applies some skills but needs more growth in learning.	Student shows little knowledge or understanding of course content and/or only applies a few skills from course.
Organization and Communication Strategies: How well do I organize my writing?	Clear organization with a variety of transition and sequencing words where appropriate. Includes introduction, body, and conclusion.	Writing is organized with some transition and sequencing words, and there is an introduction, body, and conclusion.	Few transition and sequencing words are used, and introduction or conclusion may be unclear.	Uses little or no transition and sequencing words and introduction and/or conclusion may be missing.

Student Learning Objective conversion scale:

Exceeding standards	23-24	8
	21-22	7
Meets standards	20	6
	18-19	5
Approaches Standards	17	4
	15-16	3
Emerging toward standards	8-14	2
	6-8	1

Presentational Writing

Heritage Language

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

Notes:

Interpersonal Writing

Heritage Language

Explanation of Assignment

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

Spanish Literacy 3-4, Unidad 1

Essential questions: ¿Quiénes somos?

(Ejemplos de temas: el bilingüismo; términos como Hispano/Latino/Chicano; las rutinas diarias y costumbres de una región; sistemas escolares del mundo hispanohablante; los dialectos; la inmigración; la geografía del mundo hispanohablante; etc.)

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

Interpretive Communication:

- Developing basic literacy (reading and writing abilities) through basic knowledge of the alphabet and phonetics.
- Read a short text, watch a video, or listen to an audio clip and identify main idea and some supporting details.

Interpersonal Communication:

- Answer teacher questions in Spanish or have a short conversation about a familiar, everyday topic with a classmate.

Presentational Communication:

- Write personal reactions, descriptive paragraphs and narrative paragraphs.
- Write short comparisons between people, events, places and other topics studied in class.

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

Spanish Literacy 3-4, Unidad 1

Essential question: ¿Quiénes somos?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>Yo puedo</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>yo puedo</i> identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures <i>yo puedo</i> identify some typical practices related to familiar everyday life.
INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>Yo puedo</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>Yo puedo</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	BEHAVIOR	<i>Yo puedo</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

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

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

Investigate	
Interact	

Passport to Proficiency

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

Yo puedo comprender textos básicos cuando leo en voz alta e individualmente. (Interpretive)	Yo puedo entender y escribir el alfabeto. (Interpretive/Presentational)	Yo puedo entender y escribir numerales para los números expresados en forma escrita y verbal. (Interpretive/Presentational)	Yo puedo identificar la idea central de un texto corto, un video, o un audio y unos detalles que la apoyan. (Interpretive)
Puedo contestar preguntas sobre temas cotidianos incluyendo mis preferencias personales. (Interpersonal)	Yo puedo contestar preguntas sobre el contenido de la clase o rutinas. (Interpersonal)	Yo puedo contestar preguntas sobre el contenido académico. (Interpersonal)	Yo puedo escribir comparaciones en una organizadora grafica como un Venn diagram. (Presentational)
Yo puedo escribir mis reacciones personales. (Presentational)	Yo puedo escribir una descripción de objetos familiares. (Presentational)	Yo puedo escribir párrafos narrativos. (Presentational)	Yo puedo...

Spanish Literacy 3-4, Unidad 2

Essential questions: ¿Cómo podemos ver los valores de una cultura en sus productos y prácticas?

(Ejemplos de temas: Los días festivos; la comida; la diversidad del mundo hispanohablante; las costumbres y pasatiempos; la niñez; la salud; estereotipos y roles; etc.)

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

Interpretive Communication:

- Identify main idea, supporting details, sequence, and cultural products, practices and perspectives from a text, audio, or video.

Interpersonal Communication:

- Ask and answer questions about classmates' presentations
- Discuss products, practices, and perspectives
- Respond to an informal email

Presentational Communication:

- Research a topic, such as a holiday, and use visual aides such as PowerPoint to present findings
- Write personal reactions and explain products, practices and perspectives from an interpretive activity.
- Write a comparison from knowledge gained.

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

Spanish Literacy 3-4, Unidad 2

Essential question: ¿Cómo podemos ver los valores de una cultura en sus productos y prácticas?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>yo puedo</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>yo puedo</i> identify some typical products related to familiar everyday life.
	PRACTICES	In my own and other cultures <i>yo puedo</i> identify some typical practices related to familiar everyday life.
INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>Yo puedo</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>Yo puedo</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
	BEHAVIOR	<i>Yo puedo</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

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

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

Investigate	
Interact	

Passport to Proficiency

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

Yo puedo leer (en voz alta e individualmente) y comprender textos básicos. (Interpretive)	Yo puedo identificar la idea central de un texto corto, un video, o un audio y unos detalles que la apoyan. (Interpretive)	Yo puedo identificar los productos, las prácticas y las perspectivas de un texto, un video y un audio. (Interpretive)	Yo puedo identificar la secuencia de eventos en un texto. (Interpretive)
Yo puedo hacer y contestar preguntas usando palabras interrogativas. (Interpersonal)	Yo puedo hacer y contestar preguntas sobre las presentaciones de otros estudiantes. (Interpersonal)	Con ayuda, yo puedo hablar sobre productos, prácticas y perspectivas. (Interpersonal)	Yo puedo investigar un tema y usar ayudas visuales como Powerpoint para presentar la información. (Presentational)
Yo puedo explicar los productos, las prácticas y las perspectivas. (Presentational)	Yo puedo escribir comparaciones entre personas, eventos, lugares y otros temas estudiados en clase. (Presentational)	Yo puedo...	Yo puedo...

Spanish Literacy 3-4, Unidad 3

Essential question: ¿Qué influencia tiene el pasado en el presente?

(La historia de diferentes países hispanos; grandes civilizaciones precolombinas; mitos y leyendas; eventos históricos; la narración; personajes históricos importantes; *Vida y muerte en la Mara Salvatrucha*; biografías; el arte; etc.)

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

Interpretive Communication:

- Identify main idea, supporting details, the 3 Ps, organization, and sequence from a text, audio, or video.

Interpersonal Communication:

- Discuss historic contributions of target cultures.
- Respond to an informal email.

Presentational Communication:

- Write an expository paragraph (Optional)
- Write a descriptive essay.

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

Spanish Literacy 3-4, Unidad 3

Essential question: ¿Qué influencia tiene el pasado en el presente?

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

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

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

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

Investigate	
Interact	

Passport to Proficiency

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

Yo puedo identificar la organización de un texto, un video y de un audio de una lista de opciones. (Interpretive)	Yo puedo adivinar el significado de palabras desconocidos utilizando el contexto. (Interpretive)	Yo puedo iniciar y terminar conversaciones con mis compañeros. (Interpersonal)	Con ayuda, yo puedo platicar sobre productos, practicas, y perspectivas. (Interpersonal)
Yo puedo responder a un correo electrónico informalmente. (Interpersonal)	Yo puedo hablar sobre las contribuciones históricas de unas culturas. (Interpersonal)	Yo puedo escribir un ensayo descriptivo (Presentational)	Yo puedo hacer conexiones entre los eventos históricos, tradiciones y celebraciones con los eventos actuales (Presentational)
Yo puedo escribir un párrafo informativo/ declarativo (Presentational) Optional	Yo puedo...	Yo puedo...	Yo puedo...

Spanish Literacy 3-4, Unidad 4

Essential question: ¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida?

(La familia y la comunidad; los estereotipos y roles; la salud; literatura clásica; Mania musical de marzo; personas históricas; metas/preparación para el futuro; la poesía; etc.)

Nevada Academic Content Standards for World Languages: (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Learning outcomes:

Interpretive Communication:

- Identify main idea, supporting details, 3 Ps, organization, sequence, cause and effect, and guess the meaning of unknown words from context from a text, audio, or video.
- Advanced students will also make some inferences.

Interpersonal Communication:

- Converse with members of the community.
- Design and carry out a survey.

Presentational Communication:

- Write an argumentative paragraph (Optional).
- Write a narrative essay.

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

Spanish Literacy 3-4, Unidad 4

Essential question: ¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida?

INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK	
	In my own and other cultures <i>yo puedo</i> identify products and practices to help me understand perspectives.	
	PERFORMANCE INDICATORS	
	PRODUCTS	In my own and other cultures <i>yo puedo</i> identify some typical products related to familiar everyday life.
PRACTICES	In my own and other cultures <i>yo puedo</i> identify some typical practices related to familiar everyday life.	
INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK	
	<i>Yo puedo</i> interact at a survival level in some familiar everyday contexts.	
	PERFORMANCE INDICATORS	
	LANGUAGE	<i>Yo puedo</i> communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.
BEHAVIOR	<i>Yo puedo</i> use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	

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

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

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
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Spanish Literacy 3-4, Unidad 4

Essential question: ¿Cuáles son las influencias que afectan nuestra interpretación de la calidad de la vida?

Puedo identificar la organización de un texto, un video y de un audio de una lista de opciones. (Interpretive)	Puedo identificar las causas y efectos de un texto, video o audio. (Interpretive)	Puedo iniciar, mantener y terminar una conversación. (Interpersonal)	Puedo...
Puedo contestar un correo electrónico informal. (Interpersonal)	Puedo platicar con miembros de la comunidad. (Interpersonal)	Puedo diseñar y hacer una encuesta. (Interpersonal)	Puedo...
Puedo escribir un correo electrónico informal. (Presentational)	Puedo escribir una narrativa (ficción o no ficción). (Presentational)	Puedo escribir un párrafo argumentativo. (Presentational) (Optional)	Puedo...