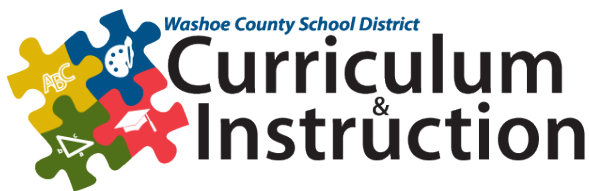


# Passports to Proficiency Spanish 3-4



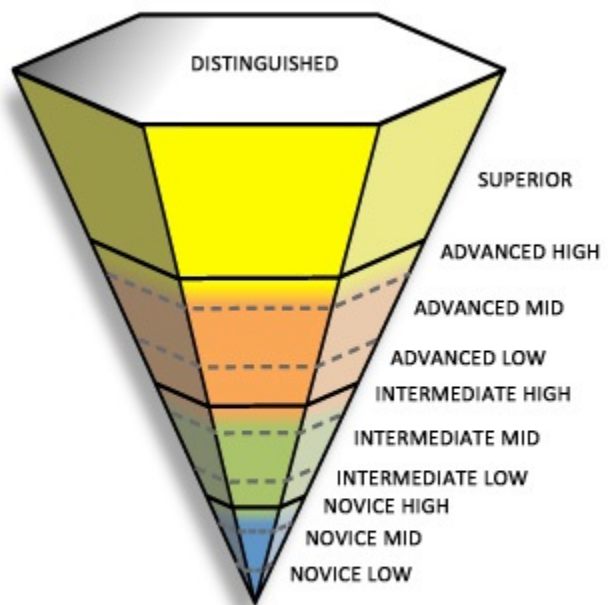
# Washoe County School District World Languages: Spanish 3-4

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

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

Spanish 1-2 — Novice Mid  
Spanish 3-4 — Novice High  
Spanish 5-6 (Honors) — Intermediate Low / Intermediate Mid  
AP Spanish Language – Intermediate Mid / Intermediate High  
Spanish 9-10 (Honors) – Intermediate Mid / Intermediate High  
AP Spanish Literature – Intermediate High

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



# 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

## Novice-High

Learners at the Novice-High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice-High Learners respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

	STANDARD	PERFORMANCE INDICATORS
COMMUNICATION	<p>1. <i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<ul style="list-style-type: none"> <li>• Exchange some personal information</li> <li>• Exchange information using texts, graphs, or pictures</li> <li>• Ask for and give simple directions</li> <li>• Make plans with others</li> <li>• Interact with others in everyday situations</li> </ul>
	<p>2. <i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<ul style="list-style-type: none"> <li>• Understand simple questions or statements on familiar topics</li> <li>• Understand simple information via pictures and graphs</li> <li>• Usually understand short simple messages on familiar topics</li> <li>• Understand short simple descriptions</li> <li>• Understand the main idea of published materials</li> </ul>
	<p>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.</p>	<ul style="list-style-type: none"> <li>• Present and write information using phrases and simple sentences about one's life and familiar experiences or about a familiar person, place, or thing</li> <li>• Write short notes about things learned, and request information</li> </ul>
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>	<ul style="list-style-type: none"> <li>• Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations</li> <li>• Investigate common social practices in relevant situations</li> <li>• Examine major traditions and celebrations and the practices associated with them</li> </ul>

	<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"> <li>Examine how the contributions of people from the target culture(s) have impacted areas such as science, technology, and the arts</li> </ul>
<b>CONNECTIONS</b>	<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"> <li>Describe and identify geographic locations, terms, and features</li> <li>Use basic math functions in target language</li> <li>Compare, contrast, and discuss or retell aspects of authentic texts</li> <li>Identify dates, figures, or events of historical importance</li> </ul>
	<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"> <li>Compare and contrast measurement systems</li> <li>Describe cultural products</li> <li>Recognize authentic resources</li> <li>Interact with authentic resources</li> </ul>
<b>COMPARISONS</b>	<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"> <li>Recognize cognates, word families, and language patterns</li> <li>Demonstrate that languages have important sound distinctions</li> <li>Analyze the writing system of the target language</li> <li>Identify language patterns and grammatical functions</li> </ul>
	<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"> <li>Identify cultural differences about traditions, celebrations, and customs</li> <li>Recognize various language registers and their uses</li> </ul>
<b>COMMUNITIES</b>	<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"> <li>Identify settings where the target language can be used</li> </ul>
	<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"> <li>Apply knowledge of language to personal, real world interests</li> <li>Self-evaluate acquired skills</li> <li>Reflect on acquired skills</li> </ul>

### 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	<p>1. <i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<ul style="list-style-type: none"><li>• Hold a simple conversation on a number of everyday topics</li><li>• Use the language to meet basic needs in familiar situations</li><li>• Ask and answer questions on factual information that is familiar</li></ul>
	<p>2. <i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<ul style="list-style-type: none"><li>• Understand the basic purpose of a message and messages related to basic needs</li><li>• Understand questions and simple statements on everyday topics when part of a conversation</li><li>• Identify some simple information on forms</li><li>• Identify some information from news media</li></ul>
	<p>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.</p>	<ul style="list-style-type: none"><li>• Talk and write about people, activities, and experiences</li><li>• Talk and write about needs and wants</li><li>• Exchange information about plans</li><li>• Present songs, short skits, or dramatic readings</li><li>• Talk and write about topics of interest</li><li>• Give basic instructions</li><li>• Prepare materials for a presentation</li></ul>

<b>CULTURES</b>	<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>	<ul style="list-style-type: none"> <li>• Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations</li> <li>• Compare daily practices of people in the target culture(s) with those of the learner</li> <li>• Interpret and explain the cultural relevance or historical context of traditions and celebrations</li> </ul>
	<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"> <li>• Analyze and assess factors that impact cultural products</li> </ul>
<b>CONNECTIONS</b>	<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"> <li>• Discuss how geographic locations affect practices, perspectives, and products</li> <li>• Analyze and evaluate aspects of authentic texts with some details</li> <li>• Analyze historic contributions of the target culture</li> </ul>
	<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"> <li>• Recognize authentic resources</li> <li>• Interact with authentic resources</li> <li>• Analyze, examine, and evaluate cultural products</li> <li>• Interpret perspectives unique to the target culture(s)</li> </ul>

<b>COMPARISONS</b>	<p><b>8. <i>Language Comparisons:</i></b> 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"> <li>• Recognize the equivalent meanings of idiomatic expressions and other linguistic concepts</li> <li>• Employ language patterns and grammatical functions</li> </ul>
	<p><b>9. <i>Cultural Comparisons:</i></b> 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"> <li>• Analyze cultural differences in traditions, celebrations, and customs</li> <li>• Describe examples of cultural(s) diversity and the contributions of the target culture that exist in the learners' community</li> </ul>
<b>COMMUNITIES</b>	<p><b>10. <i>School and Global Communities:</i></b> 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"> <li>• Identify settings where the language can be used</li> <li>• Demonstrate the ability to find resources that relate to use and understanding of the language</li> <li>• Demonstrate the ability to find resources that relate to the target culture(s)</li> <li>• Communicate and reflect on interactions with members of the target culture(s)</li> </ul>
	<p><b>11. <i>Lifelong Learning:</i></b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<ul style="list-style-type: none"> <li>• Apply knowledge of language to personal, real world interests</li> <li>• Self-evaluate acquired skills</li> <li>• Reflect on acquired skills</li> </ul>



# Interpersonal Speaking

## 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.

	<b>Approaching Next Level Proficiency</b> <b>4 points</b>	<b>Proficient</b> <b>3 points</b>	<b>Approaching Current Proficiency Level</b> <b>2 points</b>	<b>Limited Proficiency</b> <b>1 point</b>
<b>Task:</b> 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
<b>Comprehensibility:</b> 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
<b>Comprehension:</b> 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
<b>Use of Vocabulary:</b> 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
<b>Language Control:</b> 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
<b>Fluency and Communication Strategies:</b> 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.

## 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

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

Notes:

# Interpersonal Speaking

## Explanation of Assignment

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

# Interpersonal Writing

**Standards:**

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

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

	<b>Approaching Next Level Proficiency 4 points</b>	<b>Proficient 3 points</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
<b>Task:</b> 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
<b>Comprehensibility:</b> How well do others understand me?	Message is fully comprehensible and clear, including the use of the appropriate register	Message is mostly comprehensible 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
<b>Mechanics:</b> 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
<b>Vocabulary Use:</b> 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
<b>Language Control:</b> 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
<b>Communication Strategies:</b> 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

**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

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

Notes:

# Interpersonal Writing

## Explanation of Assignment

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

# Presentational Speaking

## Standards:

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

	<b>Approaching Next Level Proficiency 4 points</b>	<b>Proficient 3 points</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
<b>Task:</b> 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
<b>Comprehensibility:</b> 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
<b>Impact:</b> 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
<b>Vocabulary Use:</b> 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
<b>Language Control:</b> 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
<b>Communication Strategies:</b> 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

## 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

What are the student's strengths?	<b>Proficient</b>	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	

Notes:



# Presentation Speaking

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

# Presentation Writing

## Standards:

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

	<b>Approaching Next Level Proficiency 4 points</b>	<b>Proficient 3 points</b>	<b>Approaching Current Proficiency Level 2 points</b>	<b>Limited Proficiency 1 point</b>
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

## 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

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

Notes:

# Presentational Writing

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

## Spanish 3-4, Unidad 1: La tecnología en la vida diaria

**Essential question:** What role does technology play in people's lives?

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

**Learning outcomes:**

- Talk about ecology
- Discuss technology
- Talk about everyday activities
- Seek and provide personal information
- State was it happening right now
- Talk about the future
- Talk about the past
- Express negation or disagreement

**Vocabulary in context to support the learning outcomes:**

- Technology and communication
- Environment issues
- Vacations
- Everyday activities

**Language structures to support the learning outcomes:**

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

- Review: present tense of *-ar*, *-er*, and *-ir* verbs
- Review: present tense of irregular verbs
- Review: present progressive
- Review: *ir a*
- Review: preterite tense of *-ar* verbs
- Review: direct and indirect object pronouns
- Preterite tense of *-er* and *-ir* verbs
- Preterite tense of irregular verbs
- Negative and affirmative expressions
- Using direct and indirect object pronouns together

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### Spanish 3-4, Unidad 1: La tecnología en la vida diaria

**Essential question:** What role does technology play in people's lives?

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

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

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

<b>Investigate</b>	In my own and other cultures, <b>I can</b> identify the role technology plays in people's lives.
<b>Interact</b>	<b>I can</b> use simple phrases to explain how I use technology every day.

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 3-4, Unidad 1: La tecnología en la vida diaria</b>	
<b>Essential question:</b> What role does technology play in people's lives?	

I can describe technology and the internet.	I can discuss how I use technology across various school subjects.	I can talk about simple past actions.	I can analyze how some indigenous groups use the internet.
I can talk about how I regularly use technology.	I can compare and contrast different types of social media.	I can react/reply to a social media post.	I can express negation or disagreement.
I can elaborate about the importance of access to free internet in the Spanish-speaking world.	I can express my interests online.	I can express an immediate wish or want.	I can investigate technology's impact on the environment of the Spanish-speaking world.
I can create a social media post.	I can describe a useful website.	I can predict what a reading will be about based upon the title.	I can use cognates to determine meaning.
I can interpret and use typical abbreviations in a text message or internet post	I can...	I can...	I can...

## Spanish 3-4, Unidad 2: Vivir en salud

**Essential question:** What do people do to feel well?

**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:**

- Identify objects in a bathroom
- Discuss daily routine
- Discuss personal grooming
- Seek and provide personal information
- Point out someone or something
- Talk about the past
- Discuss health
- Identify parts of the body
- Give and take instructions

**Vocabulary in context to support the learning outcomes:**

- Daily routines
- Parts of the body
- Activities and health

**Language structures to support the learning outcomes:**

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

- Review: demonstrative adjectives
- Reflexive verbs
- The word *se*
- Preterite of reflexive verbs
- Demonstrative pronouns
- Verbs similar to *gustar*
- Prepositions

Notes:



# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### Spanish 3-4, Unidad 2: Vivir en salud

Essential question: What do people do to feel well?

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

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

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

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

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 3-4, Unidad 2: Vivir en salud</b>	
<b>Essential question:</b> What do people do to feel well?	

I can identify objects in a bathroom.	I can describe my daily routine as well as the routine of others.	I can describe what happens at a medical clinic.	I can analyze actions that will help me to feel healthy, both mental and physical.
I can express certainty.	I can talk about the order in which I do different things.	I can describe what I do after school.	I can compare my routine on a weekday to my routine on a weekend day.
I can ask questions about when others do different activities.	I can compare and contrast ideas of beauty between two cultures.	I can identify parts of the body.	I can ask someone about his/her health.
I can state what my symptoms are / what is wrong with me.	I can give suggestions about what others can do to feel well.	I can talk about how clothing relates to interpretations of beauty.	I can compare different forms of medicine.
I can skim a text to predict meaning.	I can use context clues to guess the meaning of unfamiliar words.	I can...	I can...

## Spanish 3-4, Unidad 3: ¡Vamos a la ciudad!

**Essential question:** How do people interact with cities?

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

### **Learning outcomes:**

- Talk about places in a city
- Ask for and give directions
- Tell others what to do or not to do
- Give advice and make suggestions
- Discuss what is sold in specific stores
- Talk about everyday activities
- Discuss whom and what people know
- Identify parts of a car

### **Vocabulary in context to support the learning outcomes:**

- Places in the city
- Stores
- Directions
- Neighborhood and neighbors
- Everyday activities
- Driving
- Parts of a car
- Traffic signs

### **Language structures to support the learning outcomes:**

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

- Informal affirmative commands
- Formal and plural commands
- *Nosotros* commands
- *Conocer* and *saber*
- Negative commands

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### Spanish 3-4, Unidad 3: ¡Vamos a la ciudad!

Essential question: How do people interact with cities?

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

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

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

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

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 3-4, Unidad 3: ¡Vamos a la ciudad!</b>	
<b>Essential question:</b> How do people interact with cities?	

I can tell where one can do different activities in my city.	I can give my opinion of different places and activities in my city.	I can suggest locations to visit and activities to do based on others' likes/dislikes.	I can ask for more information about a product.
I can identify specific types of stores.	I can describe places in the city.	I can give directions from one place to another.	I can tell someone an address.
I can talk about cars and driving.	I can ask for directions.	I can compare my city to another city.	I can describe where something is located.
I can give step-by-step instructions.	I can compare an ancient city with a modern city.	I can discuss how cities change.	I can identify mechanical language differences between Spanish and English.
I can identify the theme of a text by scanning and looking for repetitive words.	I can compare and contrast city and rural life.	I can...	I can...

## Spanish 3-4, Unidad 4: Diversión para todos

**Essential question:** What brings people together?

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

**Learning outcomes:**

- Discuss activities at a special event
- Describe in the past
- Identify animals
- Discuss details about the past
- Express past intentions
- Talk about nationality
- Add emphasis to a description
- Discuss size
- Indicate possession

**Vocabulary in context to support the learning outcomes:**

- Amusement parks
- Zoo animals
- Nationalities
- The circus
- Wild and farm animals

**Language structures to support the learning outcomes:**

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

- Review: *ser* and *estar*
- Imperfect tense
- Irregular verbs in the imperfect tense: *ser, ir, ver*
- Adjectives of nationality
- Special endings: *-ísimo/a* and *-ito/a*
- Adjective placement
- Possessive adjectives: long forms
- *Lo* with adjectives/adverbs

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### Spanish 3-4, Unidad 4: Diversión para todos

Essential question: What brings people together?

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

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

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

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

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 3-4, Unidad 4: Diversión para todos</b>	
<b>Essential question:</b> What brings people together?	

I can describe a place or event.	I can identify animals.	I can express past intentions.	I can describe someone's nationality.
I can discuss forms of community entertainment.	I can emphasize the size of an object.	I can compare and contrast the cultural significance of animals in various communities.	I can describe the location of an object.
I can indicate possession.	I can interpret descriptive words to enhance my understanding of different characters.	I can interpret graphics and charts.	I can describe an ongoing action in the past.
I can compare products, practices, and perspectives of popular celebrations in a Spanish-speaking country with the US.	I can describe physical, personality, and emotional conditions in the past.	I can use details to provide description in a story.	I can...
I can...	I can...	I can...	I can...



## Spanish 3-4, Unidad 5: De compras

**Essential question:** How do local products reflect the cultural heritage of a region?

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

**Learning outcomes:**

- Name various foods
- Talk about the past
- Talk about what someone remembers
- Express an opinion
- Describe clothing
- Ask for advice
- State what was happening at a specific time
- Describe how something was done
- Express length of time

**Vocabulary in context to support the learning outcomes:**

- Supermarket: fish, meats, seafood

**Language structures to support the learning outcomes:**

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

- Review: preterite tense
- Review: *Hace* (+ time) *que*
- Preterite vs. imperfect tense
- *Reír* (present)
- *Freír* (present)
- Irregular preterite-tense verbs
- Imperfect progressive
- Adverbs ending in *-mente*
- *Hacia* (+ time) *que*

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### Spanish 3-4, Unidad 5: De compras

**Essential question:** How do local products reflect the cultural heritage of a region?

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

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

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

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

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 3-4, Unidad 5: De compras</b>	
<b>Essential question:</b> How do local products reflect the cultural heritage of a region?	

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

## Spanish 3-4, Unidad 6: Hogar, dulce hogar

**Essential question:** What makes a place home?

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

**Learning outcomes:**

- Describe a household
- Talk about family
- Tell someone what to do
- State wishes and preferences
- Talk about everyday activities
- Invite someone to do something
- Make a request
- Express doubt, emotion, and uncertainty
- State hopes and opinions

**Vocabulary in context to support the learning outcomes:**

- Home and family
- Household items and everyday activities
- Household chores
- Household rules and expectations
- Household appliances

**Language structures to support the learning outcomes:**

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

- Review: stem-changing verbs
- Subjunctive
- Irregular subjunctive verbs
- Using an infinitive instead of the subjunctive
- Subjunctive with verbs of emotion and doubt
- Subjunctive with impersonal expressions

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### Spanish 3-4, Unidad 6: Hogar, dulce hogar

Essential question: What makes a place home?

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

<b>Investigate</b>	In my own and other cultures, <b>I can</b> identify different types of housing.
<b>Interact</b>	<b>I can</b> research unique housing styles from the Spanish-speaking world and describe them to others.

<b>Investigate</b>	
<b>Interact</b>	

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 3-4, Unidad 6: Hogar, dulce hogar</b>	
<b>Essential question:</b> What makes a place home?	

I can describe different types of homes.	I can tell people what chores to do.	I can express wishes and preferences.	I can talk about family and everyday activities.
I can express how I feel.	I can express emotion and doubt.	I can identify useful items in a house.	I can state my opinion.
I can compare houses across cultures and time periods.	I can discuss the concept of 'Homeland'.	I can make connections between a text and a graphic.	I can interpret graphics and charts that include statistics.
I can identify different forms of the same word.	I can interpret a short story from a prominent Hispanic author and/or analyze a piece of art from a prominent Hispanic artist.	I can identify some important historical figures from Spanish-speaking countries.	I can...
I can...	I can...	I can...	I can...

## Spanish 3-4, Unidad 7: Informados

**Essential question:** How do people stay informed?

**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:**

- Say what has happened
- Discuss the news
- Talk about a television broadcast
- Describe people and objects
- Identify sections of newspapers and magazines
- Relate two events in the past
- Talk about a radio broadcast
- Talk about soccer

**Vocabulary in context to support the learning outcomes:**

- News and television programs
- Everyday activities
- Newspapers
- Radio
- Soccer

**Language structures to support the learning outcomes:**

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

- Review: passive voice
- Present perfect tense and past participles
- Present perfect tense of reflexive verbs
- Participles as adjectives
- Past perfect tense

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### Spanish 3-4, Unidad 7: Informados

Essential question: How do people stay informed?

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

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

<b>Investigate</b>	In my own and other cultures, <b>I can</b> identify different ways people stay informed.
<b>Interact</b>	<b>I can</b> watch a news clip from a Spanish-speaking country and write a brief reaction to the video.

<b>Investigate</b>	
<b>Interact</b>	

<b>Investigate</b>	
<b>Interact</b>	



## Passport to Proficiency

Name:	Class Period:
<b>Spanish 3-4, Unidad 7: Informados</b>	
<b>Essential question:</b> How do people stay informed?	

I can identify the role of social media in current events.	I can discuss the role of newspapers and other forms of media.	I can discuss things I watch on television.	I can discuss different sections of a newspaper and the content in those sections.
I can analyze the importance of soccer in the Spanish-speaking world.	I can compare and contrast the influence of soccer in Spanish-speaking countries with a popular pastime in my community.	I can create a written/verbal news report on a current event.	I can discuss the official and indigenous languages of Spanish-speaking countries.
I can talk about what has recently happened.	I can describe people and objects associated with current events.	I can talk about successful Spanish-speaking authors/artists.	I can use cultural background knowledge to help interpret a story or poem.
I can talk about past actions with a passive tone.	I can describe the events leading up to something that has already happened (background info).	I can express what someone has done.	I can apply or change prefixes of words as necessary to change their meaning.
I can discuss the main idea of a news report and support it with textual evidence.	I can...	I can...	I can...

## Spanish 3-4, Unidad 8: De viaje a España

**Essential question:** What makes a tourist attraction?

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

**Learning outcomes:**

- Express emotion
- Talk about everyday activities
- Talk about the future
- Plan a vacation
- State what is probable
- Make travel and lodging arrangements
- Use the 24-hour clock
- Talk about schedules
- Express logical conclusions
- Talk about hopes and dreams

**Vocabulary in context to support the learning outcomes:**

- Vacations, travel agencies, and food
- Emotions and dreams
- Airports and hotels
- Twenty-four-hour clock

**Language structures to support the learning outcomes:**

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

- Review: future tense with *ir + a*
- Future tense
- Future tense of irregular verbs
- Twenty-four-hour clock
- Conditional tense
- Conditional tense of irregular verbs

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### Spanish 3-4, Unidad 8: De viaje a España

Essential question: What makes a tourist attraction?

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

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

<b>Investigate</b>	In my own and other cultures, I can identify different tourist attractions.
<b>Interact</b>	I can plan a vacation to a Spanish-speaking country and make the travel arrangements.

<b>Investigate</b>	
<b>Interact</b>	

<b>Investigate</b>	
<b>Interact</b>	

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 3-4, Unidad 8: De viaje a España</b>	
<b>Essential question:</b> What makes a tourist attraction?	

I can investigate some of Spain's traditions.	I can express emotion.	I can express probability.	I can talk about the future.
I can plan a vacation and make travel arrangements.	I can talk about traveling by airplane.	I can express logical conclusions.	I can discuss famous festivals in Spanish-speaking countries.
I can discuss travel accommodations/ lodging.	I can describe famous landmarks in Spanish-speaking regions.	I can communicate with people working in the travel industry (transportation/lodging/ etc.)	I can present a topic based on pictures and information I learned.
I can differentiate the sports in different Spanish-speaking regions.	I can discuss schedules and pastimes in Spanish-speaking countries.	I can use a map to help me understand a text.	I can use images to help me interpret a text.
I can...	I can...	I can...	I can...

## Spanish 3-4, Unidad 9: En el futuro

**Essential question:** How do people create a better future for themselves?

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

**Learning outcomes:**

- Discuss careers
- Express events in the past
- Relate two past events
- Talk about hopes and dreams
- State wishes and preferences
- Discuss the future
- Express uncertainty
- Express doubt
- Advise and suggest
- Express emotion
- Identify and locate countries

**Vocabulary in context to support the learning outcomes:**

- Careers and jobs
- Problems of the world
- Hopes and dreams
- Personal relationships
- Body language
- Nationalities
- Future plans

**Language structures to support the learning outcomes:**

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

- Review: uses of *haber*
- Review: subjunctive mood
- Review: future tense
- Review: conditional tense
- Present perfect subjunctive

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Novice-High)

### Spanish 3-4, Unidad 9: En el futuro

Essential question: How do people create a better future for themselves?

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

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

Investigate	In my own and other cultures, <b>I can</b> identify role models and people who have made a positive impact.
Interact	<b>I can</b> research an influential person from my culture and one from a Spanish-speaking country and create a T-chart comparing the two.

Investigate	
Interact	

Investigate	
Interact	

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 3-4, Unidad 9: En el futuro</b>	
<b>Essential question:</b> How do people create a better future for themselves?	

I can talk about different careers.	I can express wishes and preferences.	I can discuss the accomplishments of famous Spanish-speakers.	I can talk about hopes and dreams.
I can express doubt, uncertainty, and hope.	I can discuss the tradition of senior trips.	I can discuss travel plans.	I can discuss what happened in the past.
I can react to a story.	I can identify and locate countries.	I can talk about nationalities.	I can discuss community service and exchange programs.
I can summarize a portion of a text before moving on.	I can use maps, labels, and captions to help me interpret a text.	I can analyze how prominent Spanish-speakers have influenced international culture	I can use a graphic novel to identify dialogue, and use the images to help interpret meaning
I can...	I can...	I can...	I can...

