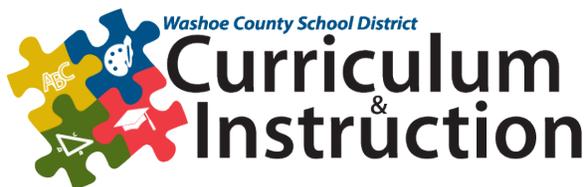


Spanish

Literacy 5-6H

(Grades 9-12)



Washoe County School District World Languages: Spanish Literacy 5-6H (Grades 9-12)

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

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

Spanish Literacy 3-4 — Intermediate Low

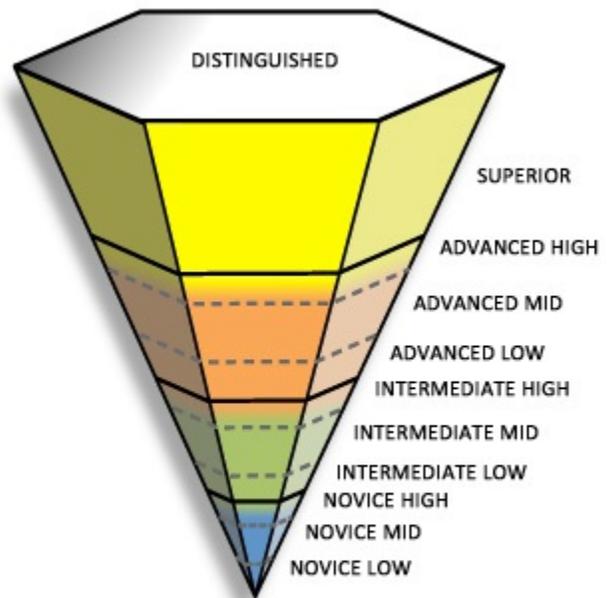
Spanish Literacy 5-6 (Honors) — Intermediate Mid

AP Spanish Language – Intermediate Mid / Intermediate High

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

AP Spanish Literature – Intermediate High

A team of World Language teachers from the Washoe County School District created the following curriculum guides in the spring of 2021. The committee was led by Melissa Bullard and included the following WCSD World Language Teachers: Diana Bartoo, Melinda Bowers, Melissa Carson, Jovana Figueroa, 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 5-6, students will continue practicing using written language for Basic-Level communication and continue developing Higher-Level Cognition literacy skills.
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 and acquiring the prestige variety of the heritage language and expanding the bilingual range**: Students will continue to expand current uses of the language in order to meet personal and academic goals, with an emphasis on learning vocabulary and functions that enable success in a wider variety of communicative contexts, including professional and higher academic contexts.
- **Transferring literacy skills**: Students will continue to develop literacy in the heritage language and utilize it for Higher-Level cognitive tasks, including skills such as making inferences, supporting theses, which has often remained underdeveloped in comparison to English-language literacy skills.
- **Acquiring academic skills in the heritage language**: Teachers will continue to develop students' ability to perform higher-level academic tasks such as identifying a thesis, supporting arguments, perspectives, and making inferences; writing to higher-level tasks; 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**: Instructors will continue to lower affective filters by creating classroom communities and critical consciousness toward nonstandard language variations.
- **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, understanding of other Hispanic cultures, identification as a global citizen, and examination of products, practices, and perspectives.

Spanish Literacy 5-6

At the end of Spanish Literacy 5-6, students will be able to do the following:

Interpretive Mode:

- Read a text (literary or informational); watch a video; or listen to an audio clip entirely in Spanish and identify the **main idea**, important **supporting details**, including **sequence** and **cause and effect**, make some **inferences**, identify the **organization** of the language sample, identify the author's **perspective and/or purpose**, and **make educated guesses** about the meaning of specific words and phrases according to the context of the sample.
- 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
- Continue to understand and copy **letters** from the **Spanish alphabet**
- Use **numbers** up through **one million in Spanish**.

Interpersonal Mode

- Read, understand, and respond to a **formal 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, paying attention to register
- Use some **prestige-variety vocabulary** and structures associated with narrating various time frames during conversations, including attention to register
- Participate in a highly-structured and formal conversation such as a debate, Socratic seminar, or job interview

Presentational Mode:

- Write a 5-paragraph **expository or argumentative essay** about a topic covered in class or a topic covered in an independent research project, employing an introduction with a topic sentence and thesis, a body which includes examples, explanations, and/or evidence, transitions to aid organization, and a conclusion. Must include valid, reliable sources for research and evidence.
- Write a 5-paragraph **persuasive essay** about a topic covered in class or research in an independent project, employing techniques such a clear position statement; appeals to reason, emotion, ethics, etc.; consideration of the audience; addressing the opposing arguments; and a conclusion with a call to action.
- Use the 3Ps to **present cultural information** learned from independent research to the class. Presentation should include a visual element, such as video, Poster or PowerPoint, and students should be instructed and assessed on elements of public speaking such as eye contact, appropriate volume, and clear enunciation. Suggested topics include art, sports, history, travel, immigration, indigenous cultures, and Hispanic heroes and role models.

Culture (to be embedded in a variety of activities, incorporated into the three Modes):

- Identify Spanish-speaking countries on a map with 75% accuracy or by regions with 90% accuracy. (Students being of countries within regions is more important than identifying exactly which country is which.)
- Understand and utilize the concept of products, practices, and perspectives.
 - In the Interpretive mode, students should demonstrate that they understand the products, practices, and perspectives of various cultures and sub-cultures across time periods.
 - In the Interpersonal mode, students should be able to have conversations about the 3 Ps.

- In the Presentational mode, students should be able to present information about the 3 Ps to their audience in a way that is clear and comprehensible.

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

| |
|--|
| 1. Passing two interpretive exams (one per semester) about a medium-length (or short but linguistically-advanced) fiction or nonfiction text, video or audio clip that asks the student to identify the main idea, some supporting details, the organization, and the author's perspective; make inferences; guess the meaning of words from context; and write a short cultural comparison and/or personal reaction. |
| 2. Having a short conversation (minimum 5:00 minutes for pairs, 7:00 minutes for groups of three or more) about a topic learned in class. The conversation should require some narration in the past (personal experiences connected to in-class themes, historical events, etc.) or expression of hypotheses or personal reactions (use of subjunctive and other advanced structures). |
| 3. Answering a short, formal email about a topic addressed in class. |
| 4. Participating in a debate, Socratic seminar, or practice job interview utilizing prestige-variety vocabulary and language structures, including formal register, and information learned in class. |
| 5. Writing an expository essay and a persuasive essay which communicates effectively according to the Presentational Writing rubric; OR giving a class presentation about a topic researched and utilizing vocabulary learned as a class or during independent research |
| 6. Researching a topic of interest and giving a professional-style presentation to the class which communicates effectively according to the Presentational Communication rubric. |
| 7. 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. |

Suggested Sequence/Timeline:

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

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-Mid

Intermediate-Mid Learners are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate-Mid Learners are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

| | STANDARD | PERFORMANCE INDICATORS |
|----------------------|---|--|
| COMMUNICATION | 1. <i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | <ul style="list-style-type: none"> • Start, maintain, and end a conversation on a variety of familiar topics • Talk about daily activities and personal preferences • Use language to handle tasks related to personal needs • Exchange information about topics of personal interest to the learners |
| | 2. <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 basic information in ads and recordings • Understand messages related to everyday life • Understand simple written exchanges between other people |
| | 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"> • Present and write about personal and social experiences • Present and write about something learned or researched • Present and write about common interests and issues and • Take a critical stance on a topic of interest • Write messages, announcements, and communications for distribution |

| | | |
|--------------------|--|--|
| 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"> Analyze social interactions typical of the culture(s) studied Analyze behavior patterns in the target culture(s) Connect and relate the cultural relevance and historical context of traditions and celebrations to current events |
| | <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"> Investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of a culture |
| 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 and controversies |
| | <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 meaning 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 diversity and the contributions of the target culture(s) that exist in the learner's 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 5-6H, Unidad 1

Essential question: ¿Cómo nos relacionamos e identificamos entre nuestros amigos, dentro de nuestra familia y escuela y cultura?

(Por ejemplo, las identidades públicas y privadas; la tecnología y las redes sociales; la historia de países hispanohablantes; la belleza; *La Casa en Mango Street*; dialectos, acentos y modismos; términos como Hispano/Latino/Chicano; autobiografía; etc.)

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

Learning outcomes:

Interpretive Communication:

- Identify main idea and some supporting details of a text, audio or video
- Identify products, practices, and perspectives from a text, audio or video
- Outline sequence and cause and effect in, audio or video
- Make educated guesses about the meaning of unknown words
- Begin making some inferences

Interpersonal Communication:

- Answer teacher questions in Spanish
- Have a conversation about familiar, everyday topics with a classmates
- Ask and answer questions about classmates' presentations
- Discuss products, practices and perspectives

Presentational Communication:

- Write personal reactions and cultural comparisons about a reading, audio or video
- Write descriptive, narrative, expository, persuasive, and/or argumentative paragraphs

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Mid)

Spanish Literacy 5-6H, Unidad 1

Essential question: ¿Cómo nos relacionamos e identificamos entre nuestros amigos, dentro de nuestra familia y escuela y cultura?

| | | |
|--|--|--|
| INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives | PROFICIENCY BENCHMARK | |
| | In my own and other cultures <i>yo puedo</i> make comparisons between products and practices to help me understand perspectives. | |
| | PERFORMANCE INDICATORS | |
| | PRODUCTS | In my own and other cultures <i>yo puedo</i> compare products related to everyday life and personal interests or studies. |
| | PRACTICES | In my own and other cultures <i>yo puedo</i> compare practices related to everyday life and personal interests or studies. |
| INTERACT Interact With Others In And From Another Culture | PROFICIENCY BENCHMARK | |
| | <i>Yo puedo</i> interact at a functional level in some familiar contexts. | |
| | PERFORMANCE INDICATORS | |
| | LANGUAGE | <i>Yo puedo</i> converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. |
| | BEHAVIOR | <i>Yo puedo</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. |

| | |
|-------------|---|
| 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... |

Passport to Proficiency

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|-------|---------------|
| Name: | Class Period: |
|-------|---------------|

Spanish Literacy 5-6H, Unidad 1

Essential question: ¿Cómo nos relacionamos e identificamos entre nuestros amigos, dentro de nuestra familia y escuela y cultura?

| | | |
|---|--|---|
| Puedo identificar la idea central y unos detalles importantes de algo que leo, miro u oigo. (Interpretive) | Puedo identificar el orden de eventos y causa y efecto en algo que leo, miro u oigo. (Interpretive) | Puedo hacer buenas adivinanzas sobre el significado de palabras desconocidas usando el contexto. (Interpretive) |
| Puedo tener una conversación en español sobre temas cotidianos y conocidos. (Interpersonal) | Puedo hacer y contestar preguntas sobre las presentaciones de los compañeros. (Interpersonal) | Puedo escribir reacciones personales y comparaciones culturales sobre algo que leí, miré u oí. (Interpersonal/ Presentational) |
| Puedo escribir un párrafo con introducción, cuerpo y conclusión. (Presentational) | Puedo... | Puedo... |

Spanish Literacy 5-6H, Unidad 2

Essential questions: ¿Cómo se refleja la diversidad del mundo hispanohablante en los productos, prácticas y perspectivas?

(Por ejemplo, personajes históricos, afrolatinos, artistas, lugares turísticos, la belleza, la música, etc.)

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

Learning outcomes:

Interpretive Communication:

- Identify main idea and some supporting details of a text, audio or video
- Identify products, practices, and perspectives from a text, audio or video
- Make inferences based on evidence from a text, audio or video

Interpersonal Communication:

- Discuss products, practices and perspectives
- Answer a formal email
- Design and carry out a survey

Presentational Communication:

- Research a topic and write an expository essay to present findings
- Write personal reactions and explain products, practices and perspectives from a text, audio or video

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Mid)

Spanish Literacy 5-6H, Unidad 2:

Essential questions: ¿Cómo se refleja la diversidad del mundo hispanohablante en los productos, prácticas y perspectivas?

(Por ejemplo, personajes históricos, afrolatinos, artistas, lugares turísticos, etc.)

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

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

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

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

Passport to Proficiency

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|-------|---------------|
| Name: | Class Period: |
|-------|---------------|

Spanish Literacy 5-6H, Unidad 2

Essential questions: ¿Cómo se refleja la diversidad del mundo hispanohablante en los productos, prácticas y perspectivas? (Por ejemplo, personajes históricos, afrolatinos, artistas, lugares turísticos, etc.)

| | | |
|--|--|--|
| Puedo identificar la idea principal y unos detalles de apoyo de un texto, audio o video. (Interpretive) | Puedo dar mi opinión sobre un texto. (Interpretive/ Presentational) | Puedo usar las formas formales de los verbos. (Interpersonal) |
| Puedo distinguir entre los registros del habla, la jerga y el argot. (Interpretive/ Interpersonal) | Puedo identificar los elementos de un currículo. (Interpretive) | Puedo planear y escribir un currículo. (Presentational) |
| Puedo completar una solicitud de trabajo. (Presentational) | Puedo... | Puedo... |

Spanish Literacy 5-6H, Unidad 3

Essential question: ¿Cuáles son los recursos que necesito para tener éxito en el futuro?

(Por ejemplo, las carreras, estudios universitarios, ciencia y tecnología, el bienestar del individuo, manejar bien el dinero, la salud, etc.)

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 the main idea, supporting details and the organization of a text, audio or video
- Identify products, practices and perspectives from a text, audio or video
- Use context to make an educated guess about the meaning of unknown words
- Make inferences and support inferences with evidence
- Identify an author's/speaker's perspective
- Compare how two sources treat the same topic

Interpersonal Communication:

- Write a formal letter or email
- Participate in a formal conversation, such as a practice job interview or a debate

Presentational Communication:

- Give a persuasive presentation, utilizing appeals to logic/reason, emotion, ethics, etc.
- Write a comparison of how two sources treat the same topic

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Mid)

Spanish Literacy 5-6H, Unidad 3

Essential question: ¿Cuáles son los recursos que necesito para tener éxito en el futuro? (Por ejemplo, las carreras, estudios universitarios, ciencia y tecnología, el bienestar del individuo, manejar bien el dinero, la salud, etc.)

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

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

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

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

Passport to Proficiency

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

| | | |
|---|--|--|
| Puedo identificar la idea principal, los detalles de apoyo y la organización de una fuente. (Interpretive) | Puedo identificar los productos, prácticas y perspectivas de una fuente. (Interpretive) | Puedo usar el contexto para adivinar qué significan palabras desconocidas. (Interpretive) |
| Puedo hacer inferencias y apoyarlas con evidencia de la fuente. (Interpretive) | Puedo identificar la perspectiva del autor o presentador (Interpretive) | Puedo escribir una carta o email formal. (Interpersonal) |
| Puedo completar una conversación formal, como una entrevista de trabajo o un debate. (Interpersonal) | Puedo hacer una presentación persuasiva. (Presentational) | Puedo escribir una comparación del tratamiento de un tema por dos fuentes. (Presentational) |
| Puedo... | Puedo... | Puedo... |

Spanish Literacy 5-6H, Unidad 4

Essential question: ¿Cuáles son unos desafíos mundiales (por ejemplo, la política, la inmigración, los derechos humanos, el medio ambiente, la salud, etc.) y unas soluciones posibles?

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 the main idea, supporting details and the organization of a text, audio or video
- Identify products, practices and perspectives from a text, audio or video
- Use context to make an educated guess about the meaning of unknown words
- Make inferences and support inferences with evidence
- Identify an author's/speaker's perspective
- Compare how two sources treat the same topic
- Evaluate the reliability of a source

Interpersonal Communication:

- Participate in a Socratic seminar or debate
- Discuss products, practices and perspectives

Presentational Communication:

- Write an argumentative essay
- Write personal reactions and explain products, practices and perspectives from interpretive source (text, audio or video)

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Intermediate-Mid)

Spanish Literacy 5-6H, Unidad 4

Essential question: ¿Cuáles son unos desafíos mundiales (por ejemplo, la política, la inmigración, los derechos humanos, el medio ambiente, la salud, etc.) y unas soluciones posibles?

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

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

| | |
|-------------|---|
| 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 ... |

Passport to Proficiency

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

| | | |
|---|--|--|
| Puedo identificar la idea principal, los detalles de apoyo y la organización de una fuente. (Interpretive) | Puedo identificar los productos, prácticas y perspectivas de una fuente. (Interpretive) | Puedo usar el contexto para adivinar qué significan palabras desconocidas. (Interpretive) |
| Puedo hacer inferencias y defenderlas con evidencia de la fuente. (Interpretive) | Puedo identificar la perspectiva de un autor o presentador. (Interpretive) | Puedo comparar cómo dos fuentes describen el mismo tema. (Interpretive) |
| Puedo participar en un debate o un Socratic seminar. (Interpersonal) | Puedo conversar de los productos, prácticas y perspectivas y escribir mi opinión personal. (Presentational) | Puedo escribir un ensayo argumentativo. (Presentational) |
| Puedo... | Puedo... | Puedo... |