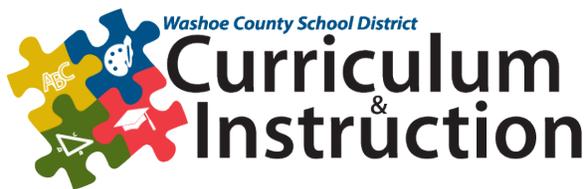


Passports to Proficiency Spanish 1-2



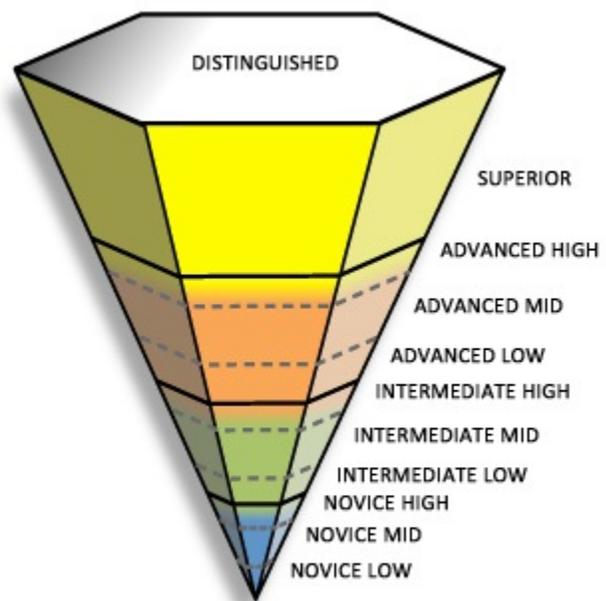
Washoe County School District World Languages: Spanish 1-2

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-Mid

Learners at the Novice-Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice-Mid Learners may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, learners frequently resort to repetition, words from their native language, or silence.

	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"> • Greet and leave people in a polite way • Introduce self and others • Answer a variety of simple questions • Make simple statements in a conversation • Ask simple questions
	<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"> • Understand a few courtesy phrases • Recognize and understand basic information • Recognize and understand words for a specific purpose • Recognize and understand words, phrases, and characters with visuals, guidance, or through association with what learners already know
	<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"> • Present information using words or phrases about self, daily activities, likes, and dislikes • Fill out a simple form with basic information • Write about self, using learned phrases as well as memorized expressions • List daily activities and write lists that help in day-to-day life

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"> • Initiate greetings and use appropriate gestures • Identify some common social practices • Describe some aspects of major traditions and celebrations
	<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"> • Identify culture-specific products and their uses • Identify similarities and differences of common expressive products between learners' culture and the target culture(s)
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"> • Describe and situate geographic locations relative to each other on a map • Use basic math functions in target language • Compare and contrast, and discuss and retell aspects of authentic texts • Identify dates, figures, or events of historical importance
	<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"> • Identify measurement systems • Describe cultural products • Recognize and interact with simple authentic resources
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 cognates, word families, and language patterns • Demonstrate that languages have important sound distinctions • Analyze the writing system of the target language • Identify language patterns and grammatical functions
	<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"> • Identify cultural differences about traditions, celebrations and customs • Recognize various uses of language register

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 target language can be used
	<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

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"> • Exchange some personal information • Exchange information using texts, graphs, or pictures • Ask for and give simple directions • Make plans with others • Interact with others in everyday situations
	<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"> • Understand simple questions or statements on familiar topics • Understand simple information via pictures and graphs • Usually understand short simple messages on familiar topics • Understand short simple descriptions • Understand the main idea of published materials
	<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"> • Present and write information using phrases and simple sentences about one’s life and familiar experiences or about a familiar person, place, or thing • Write short notes about things learned, and request information
CULTURES	<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"> • Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations • Investigate common social practices in relevant situations • Examine major traditions and celebrations and the practices associated with them

	<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"> Examine how the contributions of people from the target culture(s) have impacted areas such as science, technology, and the arts
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"> Describe and identify geographic locations, terms, and features Use basic math functions in target language Compare, contrast, and discuss or retell aspects of authentic texts Identify dates, figures, or events of historical importance
	<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"> Compare and contrast measurement systems Describe cultural products Recognize authentic resources Interact with authentic resources
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 cognates, word families, and language patterns Demonstrate that languages have important sound distinctions Analyze the writing system of the target language Identify language patterns and grammatical functions
	<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"> Identify cultural differences about traditions, celebrations, and customs Recognize various language registers and their uses
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 target language can be used
	<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

Standards:

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

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

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

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

Notes:

Interpersonal Speaking

Explanation of Assignment

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

Interpersonal Writing

Standards:

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

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

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

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

Notes:

Interpersonal Writing

Explanation of Assignment

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

Presentational Speaking

Standards:

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

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

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

Notes:

Presentational Speaking

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

Presentational Writing

Standards:

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

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

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

Notes:

Presentation 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 1-2, Unidad 1: ¡Mucho gusto!

Essential question: How do people reach out to communicate with others?

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:

- Ask for and give names
- Ask and tell where someone is from
- Ask for and state age
- Ask and tell how someone is feeling
- Express courtesy
- Ask for and state the date and time
- State the date
- Express basic weather terms

Vocabulary in context to support the learning outcomes:

- Greetings
- Farewells
- Alphabet
- Names
- Numbers 0-100
- Spanish-speaking countries
- How people are doing
- Courtesy expressions
- Time
- Days of the week
- Months
- Basic weather

Language structures to support the learning outcomes:

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

- Punctuation
- Definite articles and countries
- Cognates
- Formal vs. informal register
- Telling time

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

Spanish 1-2, Unidad 1: ¡Mucho gusto!

Essential question: How do people reach out to communicate with others?

INVESTIGATE 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.

INTERACT 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 in Spanish-speaking cultures <i>I can</i> identify familiar landmarks and monuments and what they represent to people.
Interact	<i>I can</i> answer simple questions about where various monuments and landmarks are located.

Investigate	In my own and other cultures, <i>I can</i> identify some authors, artists, and musicians, and their contributions.
Interact	<i>I can</i> recommend sites to experience the work of authors, artists, and musicians from my own and other cultures.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
Spanish 1-2, Unidad 1: ¡Mucho gusto!	
Essential question: How do people reach out to communicate with others?	

I can spell words in Spanish	I can ask for and give names	I can greet and say good-bye	I can use Spanish punctuation appropriately
I can talk about birthdays in Spanish-speaking countries	I can greet people with appropriately	I can identify where Spanish is spoken in the world	I can ask where someone is from and say where I am from
I can ask others their age and state my mine	I can count up to 100	I can interpret a simple narrative in Spanish	I can explain cognates and false cognates
I can ask and tell how someone is feeling	I can recognize the difference between informal and formal Spanish	I can identify important landmarks in the Spanish-speaking world	I can ask for and state the time
I can state the date.	I can	I can	I can

Spanish 1-2, Unidad 2: ¡Al colegio!

Essential question: How does education promote understanding of different cultures?

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 people and classroom objects
- Describe classroom objects
- Express classroom commands
- Discuss school schedules
- Describe the classroom setting
- Say some things people do
- State someone's location
- Talk about how people feel

Vocabulary in context to support the learning outcomes:

- Identifying people
- Saying where a person is from
- Classroom objects
- Class schedule
- Days of the week
- Colors
- Clothing
- Basic technology items
- Colors

Language structures to support the learning outcomes:

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

- Gender of nouns
- Present tense of *-ar* verbs
- Subject pronouns
- *Ser*
- Definite articles with nouns
- Indefinite articles with nouns
- Using adjectives to describe
- Present tense of *-ar* verbs
- *¿A qué hora?*
- *Estar*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

Spanish 1-2, Unidad 2: ¡Al colegio!

Essential question: How does education promote understanding of different cultures?

INVESTIGATE 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.

INTERACT 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 <i>I can</i> identify some elements of a classroom, a school schedule, or levels of schooling and how they reflect the culture.
Interact	<i>I can</i> answer simple questions about my study abroad plans.

Investigate	In my own and other cultures <i>I can</i> identify some common product names and show how and why they are globalized, such as food, places, and activities.
Interact	<i>I can</i> share with peers various foods, places, and activities which originate in a Spanish-speaking culture.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
Spanish 1-2, Unidad 2: ¡Al colegio!	
Essential question: How does education promote understanding of different cultures?	

I can ask and tell who someone is	I can talk about who different people are at my school	I can give examples of Spanish in everyday life, e.g. state names, street names, etc.	I can analyze the Hispanic influence in the U.S.
I can describe my school schedule	I can talk about different people in my school	I can compare the grading system in the education system of Spanish-speaking countries with that of the US	I can discuss school schedules
I can describe classroom objects	I can hold a simple, short phone conversation in Spanish	I can talk about what people do in the classroom	I can investigate student exchange programs and schools in the Spanish-speaking world
I can identify basic technology items	I can ask for and provide contact information	I can talk about the location of things at school	I can talk about how people are doing/feeling
I can use the title of an authentic resource to make a prediction	I can identify the topic sentence of an authentic resource	I can	I can

Spanish 1-2, Unidad 3: ¡En la ciudad!

Essential question: How do major cities tell their stories?

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 the city
- Make introductions and express courtesy
- Ask about the location of different places around town
- Discuss how to go somewhere
- Talk about things to do around town
- Say where someone is going
- Say where I am going to go
- Describe objects that can be found in a city
- Identify basic body parts

Vocabulary in context to support the learning outcomes:

- Places in a city
- Introductions and responses
- Suggestions and invitations
- Transportation
- Basic foods
- Basic body parts

Language structures to support the learning outcomes:

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

- Review: Question words
- Review: regular *-ar* verbs
- Making introductions: *te, le, les*
- Using contractions: *al/del*
- Asking questions
- *Ir*
- *Ir + a + infinitive*
- Present tense of *-er* verbs

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

Spanish 1-2, Unidad 3: ¡En la ciudad!

Essential question: How do major cities tell their stories?

INVESTIGATE 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.

INTERACT 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 <i>I can</i> identify locations to buy something and how culture affects where people shop.
Interact	<i>I can</i> use rehearsed behaviors when shopping in a familiar type of store.

Investigate	In my own and other cultures <i>I can</i> identify what and why people eat what they do.
Interact	<i>I can</i> act appropriately when obtaining food in familiar situations such as grocery shopping or eating in a restaurant.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
Spanish 1-2, Unidad 3: ¡En la ciudad!	
Essential question: How do major cities tell their stories?	

I can talk about places in the city	I can invite people to go places and to do things	I can introduce a friend	I can ask and answer questions about different places
I can describe interesting places to visit in the Spanish-speaking world, such as Mexico City	I can describe basic attributes of a work of art from a Spanish-speaking artist such as Diego Rivera	I can talk about modes of transportation	I can ask for directions
I can ask and say where someone is going	I can compare transit systems in Spanish-speaking cities, such as Mexico City	I can describe different places in the city	I can ask and say what people doing at different locations around town
I can identify products and practices of various cultures in Spanish-speaking countries, such as the three cultures of Mexico	I can describe basic features of landmarks and cuisine in the Spanish-speaking world, such as Mexico	I can have a basic conversation about food in a restaurant	I can identify specialized vocabulary to anticipate meaning within an authentic resource
I can	I can	I can	I can

Spanish 1-2, Unidad 4: La familia y los amigos

Essential question: How do cultural values shape relationships in Hispanic countries?

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 family and relationships
- Express possession
- Talk about different past-times
- State likes and dislikes
- Describe people and things

Vocabulary in context to support the learning outcomes:

- Family relationships
- Possession
- Leisure-time activities
- Relationships with friends
- Likes and dislikes
- Physical descriptions

Language structures to support the learning outcomes:

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

- Review: adjectives
- Review: regular *-er* verbs
- Review: *estar* to express location
- Possessive adjectives
- Present tense of *-ir* verbs
- Describing people and things with *estar*
- Using *gustar* to state likes and dislikes
- Using *a* to clarify or emphasize
- Uses of *ser* and *estar*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

Spanish 1-2, Unidad 4: La familia y los amigos

Essential question: How do cultural values shape relationships in Hispanic countries?

INVESTIGATE 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.

INTERACT 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 Spanish-speaking cultures <i>I can</i> identify who people consider to be part of their family.
Interact	<i>I can</i> appropriately address members of a family who represent different generations and genders.

Investigate	In my own and Spanish-speaking cultures <i>I can</i> identify the different types of dances people practice during celebrations.
Interact	<i>I can</i> observe and imitate appropriate behaviors at celebrations.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
Spanish 1-2, Unidad 4: La familia y los amigos	
Essential question: How do cultural values shape relationships in Hispanic countries?	

I can talk about family and relationships	I can describe relationships among friends and family	I can talk about where people live and at what time they leave and arrive places	I can compare the languages and peoples in Spanish-speaking countries or territories such as Puerto Rico
I can describe how people are feeling or their current state	I can explain the Hispanic naming tradition, and compare it to that of my own culture or family	I can talk about activities people like and don't like to do	I can analyze the role of the family in Spanish-speaking countries such as the Dominican Republic
I can describe typical music in Spanish-speaking countries such as the Dominican Republic, and compare it to that of the US	I can describe the physical traits and personalities of my friends and family	I can express the importance of different sports in Spanish-speaking countries, such as baseball in the Dominican Republic	I can discuss activities that people typically do
I can describe the location of things	I can skim an authentic text to make predictions about the content	I can	I can
I can	I can	I can	I can

Spanish 1-2, Unidad 5: La rutina y la diversión

Essential question: How do key activities in a society reflect its values?

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 electronics
- Describe everyday activities
- Express strong feelings
- Talk about days, dates, and holidays

Vocabulary in context to support the learning outcomes:

- Electronic equipment
- Weekly schedule
- Leisure-time activities
- Dates
- Special Days
- Numbers 101-999,999
- Months

Language structures to support the learning outcomes:

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

- *Tener*
- ¡Qué (+ adjective/noun)!
- Direct objects and the personal *a*
- Direct object pronouns
- *Venir*
- Using the present tense to indicate the future
- Using the numbers 101-999,999
- Asking for and giving the date

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

Spanish 1-2, Unidad 5: La rutina y la diversión

Essential question: How do key activities in a society reflect its values?

INVESTIGATE 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.

INTERACT 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 Spanish-speaking cultures <i>I can</i> identify how people use their free time and why.
Interact	<i>I can</i> participate in a sport with peers by observing and imitating them.

Investigate	In my own and Spanish-speaking cultures <i>I can</i> identify how people celebrate local and national holidays or festivals.
Interact	<i>I can</i> observe and imitate appropriate behaviors at a holiday or festival celebration.

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
Spanish 1-2, Unidad 5: La rutina y la diversión	
Essential question: How do key activities in a society reflect its values?	

I can identify objects in an electronic store	I can talk about technology items people have and don't have	I can express strong feelings	I can analyze the relationship between citizens and the environment in Spanish-speaking countries, such as Costa Rica
I can describe activities for the coming week	I can describe who and what I see	I can answer questions about my friends and family	I can discuss the importance of natural reserves in Spanish-speaking countries, such as Monteverde Cloud Forest Reserve in Costa Rica
I can compare holidays and celebrations between the US and a Spanish-speaking country such as Nicaragua	I can tell where someone comes from	I can describe festivals in Spanish-speaking countries such as Nicaragua	I can identify specific events using exact days, months and years
I can count using numbers 101 to 1,000,000	I can ask for and give the date	I can interpret a poem by a Spanish-speaking poet such as Ruben Dario the cultural values reflected in a country's celebrations and/or festivals	I can use illustrations to make predictions about an authentic resource
I can	I can	I can	I can

Spanish 1-2, Unidad 6: Mi casa es su casa

Essential question: What does a house and its contents tell us about the people who live there?

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 items in the kitchen and at the dinner table
- Express obligations, wishes, and preferences
- Discuss food and table items
- Identify rooms in a home
- Describe a household
- Tell what someone says
- Talk about basic chores

Vocabulary in context to support the learning outcomes:

- Objects in a kitchen
- Table setting and cleanup
- Foods
- At the dinner table
- Rooms and floors of a house
- Describe a home
- Basic chores
- Use common expressions within the context of a conversation (*tener* idioms)

Language structures to support the learning outcomes:

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

- Review: regular present tense verbs
- Expressing obligation with *tener que* and *deber*
- Stem-changing verbs: *e* to *ie* and *e* to *i*
- Demonstrative adjectives
- *Decir*
- Expressing wishes with *querer* or *gustaría*

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

Spanish 1-2, Unidad 6: Mi casa es su casa

Essential question: What does a house and its contents tell us about the people who live there?

INVESTIGATE 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.
INTERACT 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 Spanish-speaking cultures <i>I can</i> identify various types of living spaces and how people utilize them.
Interact	<i>I can</i> work with a peer to compare and contrast different living spaces in different countries.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
Spanish 1-2, Unidad 6: Mi casa es su casa	
Essential question: What does a house and its contents tell us about the people who live there?	

I can identify items in the kitchen and dining room	I can express obligations such as chores	I can talk about plans and preferences	I can describe and compare different types of housing in Spanish-speaking countries such as Colombia
I can talk about typical foods in Spanish-speaking countries, such as Venezuela	I can describe table settings and food	I identify items based upon their proximity	I can describe the geography of various regions of the Spanish-speaking world, such as Venezuela
I can identify rooms and floors of a house	I can report what other people say	I can express wishes	I can organize information into categories or headings to summarize an authentic text
I can make requests	I can make requests	I can	I can
I can	I can	I can	I can

Spanish 1-2, Unidad 7: Las diversiones de todo el año

Essential question: How does geography affect the sports and leisure of a nation?

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 leisure-time activities
- Discuss sports
- Say what someone can do
- Discuss length of time
- Describe what is happening
- Talk about the seasons and weather
- Indicate order

Vocabulary in context to support the learning outcomes:

- Leisure-time activities
- Entertainment
- Sports
- Time expressions
- Seasons
- Weather
- Ordinal numbers

Language structures to support the learning outcomes:

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

- Review: direct object pronouns
- Stem-changing verbs: *o* to *ue* and *u* to *ue*
- Expressions with *hace*
- Present progressive
- Present progressive with direct object pronouns
- Verbs that require special accentuation
- *Dar*
- *Poner*
- Describing people using *-dor* or *-ista*
- Using ordinal numbers

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

Spanish 1-2, Unidad 7: Las diversiones de todo el año

Essential question: How does geography affect the sports and leisure of a nation?

INVESTIGATE 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.

INTERACT 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, <i>I can</i> identify some athletes, the sport they play, and the teams they play for.
Interact	I can answer simple questions about who certain players are and which sports they play.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
Spanish 1-2, Unidad 7: Las diversiones de todo el año	
Essential question: How does geography affect the sports and leisure of a nation?	

I can talk about leisure activities	I can talk about games and sports people play	I can discuss the geography and pastimes of Spanish-speaking countries such as Argentina	I can say how long things have been happening
I can describe what is happening right now	I can discuss popular sports in Spanish-speaking countries such as Argentina	I can talk about seasons and weather	I can correctly stress a syllable for proper pronunciation
I can talk about going on trips	I can say how much things cost	I can discuss the geography of Spanish-speaking countries such as Chile and how it affects sports and leisure activities	I can use contextual clues to interpret meaning
I can arrange things in sequential order	I can discuss the island of Rapa Nui and its inhabitants.	I can determine the main points of an authentic resource	I can
I can	I can	I can	I can

Spanish 1-2, Unidad 8: La rutina diaria

Essential question: How do routines inside and outside the home reflect cultural values?

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 household chores
- Ask for and offer help
- Identify and describe foods
- Discuss food preparation
- Make comparisons
- Talk about restaurant etiquette

Vocabulary in context to support the learning outcomes:

- Household chores
- Foods
- Shopping in a market
- Ordering food in a restaurant

Language structures to support the learning outcomes:

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

- Review: direct object pronouns
- Indirect object pronouns
- *Acabar de*
- *Oír* (present)
- *Traer* (present)
- Preterite tense of *-ar* verbs
- Making comparisons
- *Dar* (preterite)
- *Estar* (preterite)

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

Spanish 1-2, Unidad 8: La rutina diaria

Essential question: How do routines inside and outside the home reflect cultural values?

INVESTIGATE 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.
INTERACT 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 <i>I can</i> identify how, what and why people eat what they do.
Interact	<i>I can</i> act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
Spanish 1-2, Unidad 8: La rutina diaria	
Essential question: How do routines inside and outside the home reflect cultural values?	

I can talk about household chores	I can order a meal in a restaurant	I can exhibit appropriate cultural behaviors in a restaurant setting	I can discuss daily life in Spanish-speaking countries such as Spain for adults and teenagers
I can talk about party preparations	I can discuss what people like to listen to	I can discuss what people bring to a party	I can compare regional foods in Spanish Speaking Countries
I can compare how people spend their free time in Spanish-speaking countries such as Spain, versus the US	I can identify and describe foods	I can talk about preparing a meal	I can make comparisons
I can analyze how food and family bring people together in Spanish-speaking countries such as Spain	I can compare the advantages and disadvantages of different places where people shop for food	I can simulate the purchasing of food at a market	I can talk about places where people have been
I can	I can	I can	I can

Spanish 1-2, Unidad 9: ¡Vamos de compras!

Essential question: What can you learn about a country from the products and services it offers?

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 clothing
- Identify parts of the body
- Express disagreement
- Discuss size and fit
- Describe accessories
- Discuss price and payment

Vocabulary in context to support the learning outcomes:

- Clothing
- Shopping in a department store
- Parts of the body
- Gift ideas
- Jewelry
- Size and fit
- At the cash register

Language structures to support the learning outcomes:

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

- Review: preterite of *-ar* verbs
- Adjectives as nouns
- Preterite tense of *-er* and *-ir* verbs
- *Ir* (preterite)
- *Ser* (preterite)
- Affirmative and negative words
- Diminutives
- Preterite: *leer, oír, ver, decir, hacer, and tener*
- Using prepositions

Notes:

Intercultural Communication

Proficiency Benchmarks & Performance Indicators (Novice)

Spanish 1-2, Unidad 9: ¡Vamos de compras!

Essential question: What can you learn about a country from the products and services it offers?

INVESTIGATE 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.

INTERACT 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, <i>I can</i> identify some traditional practices and tell how and why they are globalized, such as the way people dress.
Interact	<i>I can</i> select clothing that fits in with what others are wearing.

Investigate	
Interact	

Investigate	
Interact	

Passport to Proficiency

Name:	Class Period:
Spanish 1-2, Unidad 9: ¡Vamos de compras!	
Essential question: What can you learn about a country from the products and services it offers?	

I can describe clothing in terms of color, fabric, and fit	I can identify parts of the body	I can say which colors I like	I can talk about the relationships between people
I can analyze the effects of globalization on a Spanish-speaking country such as Panama	I can talk about shopping for clothing	I can talk about where people have gone	I can express my opinion of different pieces of clothing
I can talk affirmatively and negatively in conversation	I can interpret an authentic advertisement	I can talk about gifts and accessories	I can express clothing sizes
I can compare clothing	I can talk about the connection between geography and goods in Spanish-speaking countries such as Ecuador	I can talk about prices and payment practices in a store	I can
I can	I can	I can	I can

