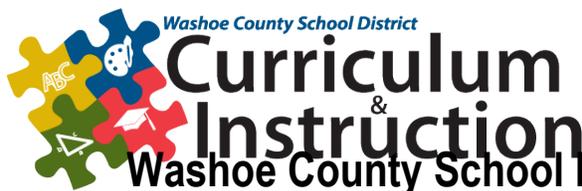


# Passport to Proficiency Spanish 5-6H



Washoe County School District World Languages:



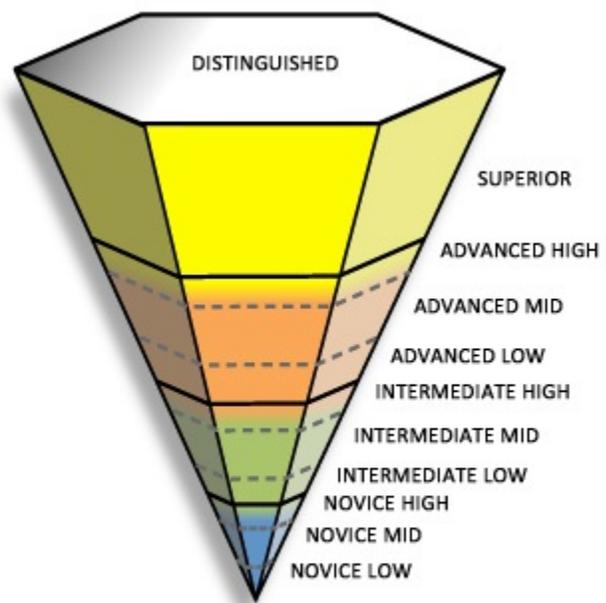
# Spanish 5-6 (Honors)

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

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

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

A team of World Language teachers from the Washoe County School District created the following curriculum guides in the spring of 2018. The committee included the following WCSO 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

## Intermediate-Low

Learners at the Intermediate-Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low sublevel, Learners are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate-Low Learners manage to sustain the functions of the Intermediate level, although just barely.

	STANDARD	PERFORMANCE INDICATORS
<b>COMMUNICATION</b>	<p>1. <i>Interpersonal Communication:</i> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<ul style="list-style-type: none"> <li>• Hold a simple conversation on a number of everyday topics</li> <li>• Use the language to meet basic needs in familiar situations</li> <li>• Ask and answer questions on factual information that is familiar</li> </ul>
	<p>2. <i>Interpretive Communication:</i> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<ul style="list-style-type: none"> <li>• Understand the basic purpose of a message and messages related to basic needs</li> <li>• Understand questions and simple statements on everyday topics when part of a conversation</li> <li>• Identify some simple information on forms</li> <li>• Identify some information from news media</li> </ul>
	<p>3. <i>Presentational Communication:</i> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<ul style="list-style-type: none"> <li>• Talk and write about people, activities, and experiences</li> <li>• Talk and write about needs and wants</li> <li>• Exchange information about plans</li> <li>• Present songs, short skits, or dramatic readings</li> <li>• Talk and write about topics of interest</li> <li>• Give basic instructions</li> <li>• Prepare materials for a presentation</li> </ul>

<b>CULTURES</b>	<p><i>4. Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>• Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal situations</li> <li>• Compare daily practices of people in the target culture(s) with those of the learner</li> <li>• Interpret and explain the cultural relevance or historical context of traditions and celebrations</li> </ul>
	<p><i>5. Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>• Analyze and assess factors that impact cultural products</li> </ul>
<b>CONNECTIONS</b>	<p><i>6. Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<ul style="list-style-type: none"> <li>• Discuss how geographic locations affect practices, perspectives, and products</li> <li>• Analyze and evaluate aspects of authentic texts with some details</li> <li>• Analyze historic contributions of the target culture</li> </ul>
	<p><i>7. Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> <li>• Recognize authentic resources</li> <li>• Interact with authentic resources</li> <li>• Analyze, examine, and evaluate cultural products</li> <li>• Interpret perspectives unique to the target culture(s)</li> </ul>

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

### 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.

		<b>STANDARD</b>	<b>PERFORMANCE INDICATORS</b>
<b>COMMUNICATION</b>	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"> <li>• Start, maintain, and end a conversation on a variety of familiar topics</li> <li>• Talk about daily activities and personal preferences</li> <li>• Use language to handle tasks related to personal needs</li> <li>• Exchange information about topics of personal interest to the learners</li> </ul>
	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"> <li>• Understand basic information in ads and recordings</li> <li>• Understand messages related to everyday life</li> <li>• Understand simple written exchanges between other people</li> </ul>
	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"> <li>• Present and write about personal and social experiences</li> <li>• Present and write about something learned or researched</li> <li>• Present and write about common interests and issues and</li> <li>• Take a critical stance on a topic of interest</li> <li>• Write messages, announcements, and communications for distribution</li> </ul>

<b>CULTURES</b>	<p>4. <i>Relating Cultural Practices to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>Analyze social interactions typical of the culture(s) studied</li> <li>Analyze behavior patterns in the target culture(s)</li> <li>Connect and relate the cultural relevance and historical context of traditions and celebrations to current events</li> </ul>
	<p>5. <i>Relating Cultural Products to Perspectives:</i> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	<ul style="list-style-type: none"> <li>Investigate and explain how cultural perspectives and other factors contribute to shaping the products and goods of a culture</li> </ul>
<b>CONNECTIONS</b>	<p>6. <i>Making Connections:</i> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<ul style="list-style-type: none"> <li>Discuss how geographic locations affect practices, perspectives, and products</li> <li>Analyze and evaluate aspects of authentic texts with some details</li> <li>Analyze historic contributions and controversies</li> </ul>
	<p>7. <i>Acquiring Information and Diverse Perspectives:</i> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<ul style="list-style-type: none"> <li>Recognize authentic resources</li> <li>Interact with authentic resources</li> <li>Analyze, examine, and evaluate cultural products</li> <li>Interpret perspectives unique to the target culture(s)</li> </ul>
<b>COMPARISONS</b>	<p>8. <i>Language Comparisons:</i> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<ul style="list-style-type: none"> <li>Recognize the equivalent meaning of idiomatic expressions and other linguistic concepts</li> <li>Employ language patterns and grammatical functions</li> </ul>
	<p>9. <i>Cultural Comparisons:</i> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> <li>Analyze cultural differences in traditions, celebrations, and customs</li> <li>Describe examples of cultural diversity and the contributions of the target culture(s) that exist in the learner's community</li> </ul>

<b>COMMUNITIES</b>	<p>10. <i>School and Global Communities:</i> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<ul style="list-style-type: none"> <li>• Identify settings where the language can be used</li> <li>• Demonstrate the ability to find resources that relate to use and understanding of the language</li> <li>• Demonstrate the ability to find resources that relate to the target culture(s)</li> <li>• Communicate and reflect on interactions with members of the target culture(s)</li> </ul>
	<p>11. <i>Lifelong Learning:</i> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<ul style="list-style-type: none"> <li>• Apply knowledge of language to personal, real world interests</li> <li>• Self-evaluate acquired skills</li> <li>• Reflect on acquired skills</li> </ul>

# Interpersonal Speaking

## Standards:

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

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

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

## Student Learning Objective conversion scale:

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

# Interpersonal Speaking

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

Notes:

# Interpersonal Speaking

## Explanation of Assignment

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

# Interpersonal Writing

**Standards:**

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

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

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

**Student Learning Objective conversion scale:**

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

# Interpersonal Writing

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

Notes:

# Interpersonal Writing

## Explanation of Assignment

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

# Presentational Speaking

**Standards:**

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

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

**Student Learning Objective conversion scale:**

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

# Presentational Speaking

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

Notes:

# Presentation Speaking

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

# Presentation Writing

## Standards:

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

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

## Student Learning Objective conversion scale:

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

# Presentational Writing

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

Notes:

# Presentational Writing

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

## Spanish 5-6H, Unidad 1: Hola, ¿qué tal?

**Essential question:** ¿Cómo se refleja la cultura de un país en las actividades de su gente?

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

### Objectives:

- Greet friends
- Talk about school activities
- Describe others in terms of personality
- Talk about sports and after-school activities
- Talk about after-school jobs
- Describe occupations
- Describe movies and programs
- Talk about likes and dislikes
- Express an opinion

### Vocabulary in context:

- Greetings
- School-related activities
- Descriptions
- After-school activities and jobs
- Types of movies
- Likes and dislikes

### Grammar as a concept and used in context:

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

- Review: present indicative
- Review: number and gender of adjectives
- Review: the verb *gustar*
- Verbs that end in *-cer* & *-cir*
- Uses of the preterite
- Uses of *ser* & *estar* with adjectives
- Uses of *qué, cuál / cuáles*
- *Ser* to describe occupations and professions
- Other verbs like *gustar* to express opinions

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

### Spanish 5-6H, Unidad 1: Hola, ¿qué tal?

**Essential question:** ¿Cómo se refleja la cultura de un país en las actividades de su gente?

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

<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PROFICIENCY BENCHMARK</b> <i>I can</i> interact at a functional level in some familiar contexts.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>LANGUAGE</b>	<i>I can</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.
	<b>BEHAVIOR</b>	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

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

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

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

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 5-6H, Unidad 1: Hola, ¿qué tal?</b>	
<b>Essential question:</b> ¿Cómo se refleja la cultura de un país en las actividades de su gente?	

I can greet friends on the first day of school	I can talk about school-related activities	I can describe things I do on a regular basis in the present tense	I can give my opinion about what it takes to be successful in school
I can describe people, places, and things in detail	I can describe typical recreational activities in my town and in Spanish-speaking places like Colombia	I can ask and answer open-ended questions	I can describe professions and occupations
I can compare sports and television between my country and a Spanish-speaking country like Colombia	I can describe movies and television shows	I can express my opinions of movies and television shows	I can compare and contrast products, practices, and perspectives of the people in the US and Spanish-speaking countries like Colombia
I can make comparisons between the artists and works of different Spanish-speaking countries	I can use context clues to derive meaning of words with which I am unfamiliar	I can identify the main idea of an authentic resource and support it with evidence	I can use main idea and supporting details to write a summary
I can...	I can...	I can...	I can...

## Spanish 5-6H, Unidad 2: En casa y en familia

**Essential question:** ¿Cómo se ve la presencia hispana en Estados Unidos?

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

### **Objectives:**

- Describe family members
- Express negation or disagreement
- Name different areas of a house and household items
- Talk about activities in progress
- Make generalized statements
- Talk about daily routine
- Describe emotions and relationships
- Talk about household chores
- Tell others what to do

### **Vocabulary in context:**

- Family members
- Descriptions
- Household items and activities
- Daily routine
- Emotions
- Household items and placement

### **Grammar as a concept and used in context:**

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

- Review: affirmative & negative expressions
- Review: direct and indirect object pronouns
- Review: expressions of placement
- Present progressive
- The use of se in impersonal expressions
- Reflexive verbs
- Use of reflexive verbs
- Reciprocal actions
- Informal affirmative commands

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

### Spanish 5-6H, Unidad 2: En casa y en familia

Essential question: ¿Cómo se ve la presencia hispana en Estados Unidos?

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

<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PROFICIENCY BENCHMARK</b> <i>I can</i> interact at a functional level in some familiar contexts.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>LANGUAGE</b>	<i>I can</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.
	<b>BEHAVIOR</b>	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

<b>Investigate</b>	In my own and other cultures, <i>I can</i> analyze how immigration affects countries and cultures.
<b>Interact</b>	<i>I can</i> hypothesize the reasons why immigrants have moved to certain areas.

<b>Investigate</b>	In my own and other cultures, <i>I can</i> compare traditions that are specific to different countries and/or regions.
<b>Interact</b>	<i>I can</i> report to peers about how other cultures have influenced my own culture.

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

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 5-6H, Unidad 2: En casa y en familia</b>	
<b>Essential question:</b> ¿Cómo se ve la presencia hispana en Estados Unidos?	

I can describe family relationships	I can generalize about topics using affirmative and negative expressions or the impersonal “se”	I can classify items and activities in a typical home in both the US and Spanish-speaking countries	I can describe what I/and others am/are doing
I can describe my family’s morning routine	I can express emotional and physical changes	I can give instructions for what to do around the house	I can describe the locations of things around the house
I can investigate the products and practices of the Hispanic presence in the United States	I can discuss and express my opinions of works by Hispanic-American artists	I can analyze the effects of Hispanic immigration on different cities in the United States	I can interpret written works of important Hispanic-American authors
I can compare my home life to that of a typical first-generation American of Hispanic descent ( <i>such as that of Sandra Cisneros</i> )	I can identify cause and effect in an authentic resource	I can use an author’s details to describe the setting and characters of a fictional story	I can use the title, illustrations and subheadings to predict the content of a written source
I can...	I can...	I can...	I can...

## Spanish 5-6H, Unidad 3: Noticias de ayer, de hoy, y de siempre

**Essential question:** ¿Cómo se manifiesta la historia de un país en su cultura actual?

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

### **Objectives:**

- Classify news in corresponding sections
- Talk about activities of the media
- Talk about how long something has been going on
- Comment on news and events in the media
- Recall and talk about events in the past
- React to news events
- Link parts of sentences

### **Vocabulary in context:**

- Sections of a newspaper
- Activities of the media
- Events in the past
- News

### **Grammar as a concept and used in context:**

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

- Review: preterite tense
- Review: expressions of time with *hace*
- Irregular verbs in the preterite
- Imperfect tense
- Uses of the preterite and imperfect
- Changes of meaning in the preterite and imperfect
- Past participles and past perfect (*pluscuamperfecto*)
- Relative pronouns *que, quien, quienes*

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

### Spanish 5-6H, Unidad 3: Noticias de ayer, de hoy, y de siempre

**Essential question:** ¿Cómo se manifiesta la historia de un país en su cultura actual?

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

<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PROFICIENCY BENCHMARK</b> <i>I can</i> interact at a functional level in some familiar contexts.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>LANGUAGE</b>	<i>I can</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.
	<b>BEHAVIOR</b>	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

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

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

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

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 5-6H, Unidad 3: Noticias de ayer, de hoy, y de siempre</b>	
<b>Essential question:</b> ¿Cómo se manifiesta la historia de un país en su cultura actual?	

I can discuss headlines and events in the news	I can describe events that have happened in the past	I can make comparisons of festivals and other events covered by the media	I can describe how long ago different events happened
I can compare the way things were in the past to how they are now	I can formulate opinions on different events in the news	I can summarize a historical event in the past with supporting details	I can describe what happened leading up to an event in the past, such as a car accident or crime
I can include who or what was involved with a particular event in the past, such as a natural disaster	I can explain how the events of the past have affected present times in a Spanish-speaking country, such as Spain	I can analyze the role of a hero in a piece of authentic literature ( <i>such as Don Quijote</i> )	I can explain how customs of the past affect the products, practices, and perspectives of the present in a SS country such as Spain
I can differentiate between fact and opinion in an authentic resource	I can...	I can...	I can...
I can...	I can...	I can...	I can...

## Spanish 5-6H, Unidad 4: Menos conflictos y más comunicación

**Essential question:** ¿Cómo se difunde la cultura dentro y fuera de un país?

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

### **Objectives:**

- Describe your personality and that of your friends
- Talk about personal relationships
- Make apologies
- Express events in the past
- Describe people and things
- Talk about family relationships
- Give recommendations and advice
- Receive and place phone calls
- Talk about actions that lasted for an extended time

### **Vocabulary in context:**

- Descriptions
- Feelings
- Relationships
- Apologies
- Family relationships
- Giving orders and advice
- Using the phone

### **Grammar as a concept and used in context:**

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

- Review: past participles and past perfect with preterite
- Double object pronouns
- Adjective placement and meaning
- Informal negative commands
- Uses of the preposition *a*
- Imperfect progressive

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

### Spanish 5-6H, Unidad 4: Menos conflictos y más comunicación

**Essential question:** ¿Cómo se difunde la cultura dentro y fuera de un país?

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

<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PROFICIENCY BENCHMARK</b> <i>I can</i> interact at a functional level in some familiar contexts.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>LANGUAGE</b>	<i>I can</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.
	<b>BEHAVIOR</b>	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

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

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

<b>Investigate</b>	(Empty cell)
<b>Interact</b>	(Empty cell)

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 5-6H, Unidad 4: Menos conflictos y más comunicación</b>	
<b>Essential question:</b> ¿Cómo se difunde la cultura dentro y fuera de un país?	

I can describe people, their feelings, and their personalities	I can offer relationship advice	I can describe an event that has recently taken place	I can use the location of an adjective in a sentence to interpret meaning
I can discuss feelings and relationships between family members	I can make suggestions about what not to do	I can have a simple telephone conversation	I can write and interpret simple text messages
I can talk about actions that lasted for an extended period of time	I can explain how indigenous cultures influence products, practices and perspectives of modern life in Spanish-speaking countries such as Puerto Rico	I can analyze the different ways adolescents communicate across various cultures	I can assess how literature/art spreads culture within and outside of a particular Spanish-speaking country, such as the Dominican Republic
I can identify metaphors within a poem of a Hispanic poet, such as Julia de Burgos	I can analyze word choice to infer the attitude of an authentic poem, piece of literature, or work of art	I can identify and use transition words to indicate comparison and contrast	I can...
I can...	I can...	I can...	I can...

## Spanish 5-6H, Unidad 5: La vida de la ciudad y del campo

**Essential question:** ¿Cómo se transportan las personas en otros países y adónde van?

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

### Objectives:

- Give advice about driving in the city
- Identify road signs
- Tell others what to do
- Ask for and give directions
- Make generalizations about what's important, useful, and necessary
- Talk about train travel
- Talk about camping activities
- Make requests, suggestions, and demands

### Vocabulary in context:

- Driving
- Road signs
- Giving directions
- Train travel
- The country
- Camping activities

### Grammar as a concept and used in context:

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

- Review: *preguntar* & *pedir*
- Formal commands (singular & plural)
- Commands with *nosotros*
- Subjunctive verbs with spelling changes
- Subjunctive of irregular verbs, including stem-changing verbs
- Impersonal expressions

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

### Spanish 5-6H, Unidad 5: La vida de la ciudad y del campo

**Essential question:** ¿Cómo se transportan las personas en otros países y adónde van?

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

<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PROFICIENCY BENCHMARK</b> <i>I can</i> interact at a functional level in some familiar contexts.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>LANGUAGE</b>	<i>I can</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.
	<b>BEHAVIOR</b>	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

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

<b>Investigate</b>	In my own and other cultures, <b>I can</b> compare historical modes of transportation with today's forms.
<b>Interact</b>	<b>I can</b> investigate and discuss how transportation has changed the culture of rural communities.

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

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 5-6H, Unidad 5: La vida de la ciudad y del campo</b>	
<b>Essential question:</b> ¿Cómo se transportan las personas en otros países y adónde van?	

I can discuss driving and expectations associated with that responsibility	I can give and understand driving directions	I can discuss the advantages and disadvantages of different transportation options in a Spanish-speaking country, such as Argentina	I can make suggestions for an activity involving myself and others
I can analyze the work of a prominent Spanish-speaking author, such as Isabel Allende	I can make generalizations about certain topics	I can make indirect suggestions or recommendations	I can discuss traveling on a train
I can express my general opinions about certain topics	I can express my desires, wishes, and demands	I can compare and contrast life in the city and countryside	I can categorize what is necessary for a trip, such as camping
I can speculate how geography influences transportation and climate in a particular place, such as Chile	I can discuss how geography influences dance and music in Spanish-speaking countries	I can...	I can...
I can...	I can...	I can...	I can...

## Spanish 5-6H, Unidad 6: ¡Vamos de viaje!

**Essential question:** ¿Por qué viaja la gente a otros países?

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

### **Objectives:**

- Make travel plans
- Make weather predictions
- Talk about events that will take place in the future
- Express doubt or certainty about certain facts
- Make lodging arrangements
- State wishes and preferences
- Make requests in a polite manner
- Describe a visit to a national park
- Express emotions, likes, & dislikes

### **Vocabulary in context:**

- Travel plans
- Weather
- Airport
- Lodging arrangements
- National parks
- Outdoor activities
- Wildlife

### **Grammar as a concept and used in context:**

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

- Subjunctive with adverbial clauses
- Future tense
- Subjunctive to express doubt, uncertainty, or denial
- Conditional tense
- Uses of conditional tense
- Subjunctive with verbs that express emotion

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

### Spanish 5-6H, Unidad 6: ¡Vamos de viaje!

Essential question: ¿Por qué viaja la gente a otros países?

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

<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PROFICIENCY BENCHMARK</b> <i>I can</i> interact at a functional level in some familiar contexts.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>LANGUAGE</b>	<i>I can</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.
	<b>BEHAVIOR</b>	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

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

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

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

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 5-6H, Unidad 6: ¡Vamos de viaje!</b>	
<b>Essential question:</b> ¿Por qué viaja la gente a otros países?	

I can make and adjust travel plans	I can describe when an event might happen in relation to another event	I can discuss air travel	I can describe what will happen in the future
I can express doubt, uncertainty, or denial	I can make hotel reservations and discuss lodging and amenities	I can describe what could happen in a hypothetical situation	I can express the probability or likelihood of a particular event happening
I can make requests in a polite manner	I can explore issues related to the environment and nature	I can express emotions, likes and dislikes	I can discuss the effects of economic development on the environment in a Spanish-speaking country, such as Panama
I can recommend possible activities for a tourist to do in a particular Spanish-speaking country, such as Costa Rica	I can identify examples of personification in a poem by a Spanish-speaking poet, such as Marco Aguilar	I can identify examples of figurative language in an authentic resource	I can use the format of an authentic resource to make predictions about its content
I can...	I can...	I can...	I can...

## Spanish 5-6H, Unidad 7: A comer bien

**Essential question:** ¿Cómo se relaciona la comida que se consume en un país con su cultura?

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

### Objectives:

- Talk about grocery shopping
- Describe food in terms of flavor and freshness
- Make comparisons
- Single out something
- Discuss food preparations
- Express accidental occurrences
- Talk about good manners
- Order food in a restaurant
- Make complaints
- Avoid using a word already mentioned

### Vocabulary in context:

- Food
- Shopping in an outdoor market
- Comparisons
- Cooking
- Good manners at a party
- Ordering food

### Grammar as a concept and used in context:

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

- Review: comparatives
- Comparatives of equality
- Superlatives
- Passive voice
- *Estar* and the past participle
- Uses of *se*
- Imperfect of the subjunctive mood
- Subjunctive after relative pronouns
- Nominalization and relative pronoun *que*

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

### Spanish 5-6H, Unidad 7: A comer bien

**Essential question:** ¿Cómo se relaciona la comida que se consume en un país con su cultura?

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

<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PROFICIENCY BENCHMARK</b> <i>I can</i> interact at a functional level in some familiar contexts.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>LANGUAGE</b>	<i>I can</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.
	<b>BEHAVIOR</b>	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

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

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

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

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 5-6H, Unidad 7: A comer bien</b>	
<b>Essential question:</b> ¿Cómo se relaciona la comida que se consume en un país con su cultura?	

I can talk about the experience of buying food at a market	I can make comparisons of equality and inequality using superlatives	I can create and interpret a recipe, and talk about food preparation	I can use the passive voice to be kind or diplomatic in a social situation
I can describe a condition that is a result of a previous action	I can describe an accidental occurrence	I can identify things at a party and determine appropriate behaviors	I can describe how a past event made me feel
I can recount things that others' said in the past	I can order food from a menu	I can make a complaint or compliment in a restaurant setting	I can discuss people or things that may or may not exist
I can compare the products, practices and perspectives of an open-air marketplace in a Spanish-speaking country such as Bolivia, to a market in my hometown	I can identify and describe some typical staple foods in a particular Spanish-speaking country, such as Bolivia	I can use an authentic resource to assess the importance of cooking and eating typical dishes in cultural or familial celebrations, such as <i>Cocinero en su Tinta</i>	I can compare the food cultures of a typical Spanish-speaking country such as Peru with that of the US
I can use the five senses to describe things	I can use scanning to look for important information in an authentic text	I can...	I can...

## Spanish 5-6H, Unidad 8: La salud

**Essential question:** ¿Qué se hacía en el pasado para mantenerse saludable y qué se hace en la actualidad?

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

### Objectives:

- Talk about minor accidents
- Express future events
- Talk about situations that would have happened
- Talk about symptoms and remedies
- Ask for and provide medical information
- Express length of time
- Discuss ways to stay fit
- Express what someone would do in a specific situation
- Talk about a healthy diet

### Vocabulary in context:

- Emergencies at a clinic
- Parts of the body
- At the hospital
- Symptoms
- Remedies
- Fitness
- Nutrition

### Grammar as a concept and used in context:

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

- Review: verb *doler*
- Review: prepositions and pronouns
- Compound tenses: future perfect & conditional perfect
- Expressions with *hace / hacía...que*
- Imperfect of the subjunctive mood with *si*
- Infinitive verbs following prepositions

Notes:

# Intercultural Communication

## Proficiency Benchmarks & Performance Indicators (Intermediate-Low)

### Spanish 5-6H, Unidad 8: La salud

**Essential question:** ¿Qué se hacía en el pasado para mantenerse saludable y qué se hace en la actualidad?

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

<b>INTERACT</b>  Interact With Others In And From Another Culture	<b>PROFICIENCY BENCHMARK</b> <i>I can</i> interact at a functional level in some familiar contexts.	
	<b>PERFORMANCE INDICATORS</b>	
	<b>LANGUAGE</b>	<i>I can</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.
	<b>BEHAVIOR</b>	<i>I can</i> recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

<b>Investigate</b>	In my own and other cultures, I can compare medicinal practices from yesterday with today.
<b>Interact</b>	I can research the benefits of thermal bathes in other countries and how the target culture incorporates them into their healthy lifestyles.

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

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

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 5-6H, Unidad 8: La salud</b>	
<b>Essential question:</b> ¿Qué se hacía en el pasado para mantenerse saludable y qué se hace en la actualidad?	

I can describe a minor accident or a visit to the emergency room	I can describe what hurts	I can describe hypothetical future events	I can describe events that would have happened if something specific had occurred
I can categorize symptoms and remedies for common illnesses	I can describe how long something has/had been going on	I can make suggestions for ways to stay fit and live a healthy lifestyle	I can describe hypothetical situations using cause/effect
I can interpret the moral of an authentic text	I can compare how people from a Spanish-speaking culture such as Honduras, and my own culture maintain healthy lifestyles	I can analyze the products and practices of sports or games in a Spanish-speaking culture, their impact on health, and how they have changed over time.	I can assess how health practices have changed over time in a Spanish-speaking country such as Guatemala
I can	I can...	I can...	I can...
I can...	I can...	I can...	I can...

## Spanish 5-6H, Unidad 9: De moda

**Essential question:** ¿Cómo se refleja la cultura de un lugar a través de lo que está de moda?

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

### Objectives:

- Describe hairstyles and perceptions of beauty
- Express hypothetical situations
- Describe clothes and accessories
- Describe colors and patterns
- Talk about the cleaning and tailoring of clothing items
- Specify conditions under which things will be done
- Say to whom things belong
- Talk about handicrafts

### Vocabulary in context:

- Hairstyles
- Clothes
- Colors
- At the dry cleaner
- Sewing notions
- Handicrafts

### Grammar as a concept and used in context:

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

- Review: diminutives to express size or terms of endearment
- Review: adjectives and possessive pronouns
- Present perfect of subjunctive mood
- Past perfect (*pluscuamperfecto*) of subjunctive mood
- *Cualquiera*
- Adjectives to describe colors
- Subjunctive in adverbial clauses
- Uses of the infinitive
- Uses of the gerund and the past participle

Notes:

# Intercultural Communication

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### Spanish 5-6H, Unidad 9: De moda

Essential question: ¿Cómo se refleja la cultura de un lugar a través de lo que está de moda?

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<b>Investigate</b>	In my own and other cultures, I can compare how traditions have changed over time based on perceptions of beauty and aesthetics.
<b>Interact</b>	I can create a digital presentation to explain to my peers how one common tradition in a Spanish-speaking country has changed over time and examine the influences that may have caused the change.

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

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

## Passport to Proficiency

Name:	Class Period:
<b>Spanish 5-6H, Unidad 9: De moda</b>	
<b>Essential question:</b> ¿Cómo se refleja la cultura de un lugar a través de lo que está de moda?	

I can navigate a situation in a beauty salon and describe hairstyles	I can describe potential actions in the past	I can describe contrary-to-fact conditions in the past	I can use the general term <i>cualquiera</i>
I can describe clothing and footwear in detail, and compare styles between the US and a Spanish-speaking country such as Mexico	I can describe specific colors and patterns	I can indicate small or large size of an item	I can discuss the cleaning and tailoring of clothing
I can describe the purpose or intent of an action	I can describe possession	I can compare traditional fashions of a Spanish-speaking country such as Mexico, to those of a quinceañera or mariachi	I can explain the relationship between cause and effect in an authentic resource
I can describe the products, practices, and perspectives of a fashion or artisanal market in a Spanish-speaking country such as Mexico	I can identify how ideas of beauty are portrayed in legends and theatrical productions	I can...	I can...
I can...	I can...	I can...	I can...

