

TAMALPAIS UNION HIGH SCHOOL DISTRICT  
Larkspur, California

Course of Study

**Spanish for Spanish Speakers 3-4**

Course Author(s): Jose Anchordoqui, Tristan Bodle, Ted Joseph, Stefanie Stranczek, Anna Alsina	Schools where the course will be taught: Drake, Redwood and Tam High School, Tamiscal, San Andreas
Length of Course: 1 year	Subject Area and Discipline: World Languages, Spanish
Grade Levels: Spanish for Spanish Speakers 3-4 is taught at Tamalpais, Redwood, and Sir Francis Drake High Schools. Spanish for Spanish Speakers 3-4 recommended for students who display oral fluency in Spanish and have a connection with Latino/Spanish heritage. As a continuation to Spanish for Spanish Speakers 1-2 and/ or at teacher discretion.	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? E (Languages other than English)
Prerequisites (required or recommended): Native-like spoken fluency (Spanish is spoken at home)(required) and "B-" or + in Spanish for Spanish Speakers 1 (recommended), or with teacher approval (recommended)	Co-requisites (required or recommended): NONE
<p>Check all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> UC A-G course</li> <li><input type="checkbox"/> Graduation Requirement</li> <li><input type="checkbox"/> Elective</li> <li><input type="checkbox"/> Honors/AP</li> <li><input type="checkbox"/> ROP</li> </ul>	

## Introduction:

### Course Overview:

Spanish for Spanish Speakers 3-4 is a year-long course which provides time and support for students to further their academic Spanish language development as a continuation of the Spanish for Spanish Speakers 1-2 curriculum with an increased degree of rigor. This course is designed to prepare students for success in advanced Spanish classes, including college level classes, such as AP language and AP culture.

This course offers Spanish-speaking students the opportunity to study Spanish in the same way that native English speaking students study English Language Arts. Spanish for Spanish Speakers 3-4 is designed for students who have some ability to understand, speak, read and write in Spanish, who are interested in improving and refining their language skills.

The skills that students will acquire range from: grammar, spelling and advanced academic vocabulary as well as learning how to critically analyze literature. The course includes a thorough review of grammar and the orthography of Spanish. This course examines not only linguistic but also sociocultural issues of the Spanish speaker.

The overarching goal for this course is to provide authentic opportunities in relevant tasks for students of all levels (heritage or native speakers), to expand their linguistic skills and cultural knowledge of the Hispanic world. This course expands their bilingual range and moves learners beyond basic language development up to expressive and receptive language abilities and a broader command of the language providing them with greater confidence and fluency. Native/heritage students will develop strategic Spanish reading skills, while investigating the literary genres of expository essay, myths, fables, legends, poetry, short stories, and novels. Extended reading and literary selections are taken from adopted texts, historical documents, authentic literature as well as and recommended readings. Students will produce writing in various formats and genres including well-developed paragraphs, literary response items, expository essays, short stories (narrative), and technical documents, while continuing to develop skills in the correct use of grammar, spelling, punctuation, and capitalization.

## Stage 1 Desired Results

### *Unit 1: Identidades personales y públicas unidad*

<p>ESTABLISHED LEARNING GOALS</p> <p>ACTFL's 5 C's- Communication, Culture, Community, Comparisons, Connections</p>	<b><i>Transfer</i></b>	
	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <ul style="list-style-type: none"> <li>- <i>Identify famous people from the Spanish-speaking world and their lifelong accomplishments, literary works, and contributions to society.</i></li> <li>- <i>Analyze and critique these famous works/achievements while making connections to their importance to the modern day.</i></li> </ul>	
	<b><i>Meaning Making</i></b>	
	<p>UNDERSTANDINGS</p> <p><b><i>Students will understand that...</i></b></p> <p><i>The achievements of these noteworthy individuals had a profound impact on the world.</i></p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>- How do humans identify themselves in diverse situations?</li> <li>- How can an individual contribute to define the identity of a nation?</li> </ul>
	<b><i>Acquisition</i></b>	
<p><b><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>- <i>Certain famous individuals and their achievements.</i></li> <li>- <i>Vocabulary relating to the occupations of said individuals and their works.</i></li> </ul>	<p><b><i>Students will be skilled at...</i></b></p> <ul style="list-style-type: none"> <li>- Comparing and contrasting heroes and historical figures.</li> <li>- Comparing and contrasting the achievements of these figures' cultural contributions.</li> </ul>	

In this unit, students will acquire vocabulary necessary to exchange information about key figures from many different countries and time periods and their contributions. They will express their opinions about what defines a hero. They will exchange messages such as emails, blogs, or social media posts about individuals from Hispanic cultures and their contributions to politics, society, or culture. Students will engage in discussions about personal and public identities of an individual from Hispanic culture. Students will ask and respond to questions about individuals from Hispanic cultures who influence and make significant contributions to society.

## Stage 2 - Evidence

Learning Goals Measured:	<b>Success Criteria:</b> Please see proficiency scale at end of document level 4
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<p>1-4 as per proficiency scale at end of document</p>	<p><b>Sample Assessment:</b></p> <p>Listening - Students will listen to the poem “a Julia de Burgos” by Julia de Burgos and answer comprehension questions.</p> <p>Speaking - Students will discuss the poem in small groups and give a brief annotation of each stanza to the class.</p> <p>Writing - Students will complete a “T” chart organizing specific citations from the poem regarding the narrator’s interior and exterior self.</p> <p>Reading - Students will read a short biography of Julia de Burgos and answer comprehension questions about her life.</p>
<p><b>Stage 3 – Learning Plan</b></p>	
<p>Learning Goals Addressed:</p> <p>Culture Comparisons Connections</p>	<p><b>Sample Assignment:</b> Students will write a dialogue between their interior and exterior selves in the same manner of the poem. The students can decide the topic and content of the conversation. The learning behind this assignment is for students to analyze and critique these famous works/achievements while making connections to their importance to the modern day as well as honing their comparing and contrasting skills while discussing the noteworthy achievements of these figures’ cultural contributions.</p> <p><b>Differentiated Approaches:</b> Instead of writing a dialogue, students will have the option to speak their answers instead of writing their answers</p> <p>Students will be given an option to create a comic strip in the same manner as the poem or write a T chart comparing and contrasting the poem.</p> <p>A model will be available for struggling students.</p> <p>Sentence frames will be available for struggling students. A word bank of transition words and relevant thematic vocabulary will be provided.</p> <p>Students will have the option to do this assignment in partners or work by themselves.</p>

	The assignment information will be presented by both a presentation and an oral version of the presentation to address all learning styles.
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**Stage 1 Desired Results**

***Unit 2: Vida contemporánea***

<p>ESTABLISHED LEARNING GOALS</p> <p>ACTFL's 5 C's- Communication, Culture, Community, Comparisons, Connections</p>	<b><i>Transfer</i></b>	
	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <ul style="list-style-type: none"> <li>- Exchange information about traveling to and within a Spanish speaking country.</li> <li>- Express opinions about travel, leisure preferences and experiences</li> <li>- Exchange messages, such as email, blogs or social media posts about travel plans to and within a Spanish speaking country.</li> <li>- Engage in discussions about travel plans to a Spanish speaking country including where, when, how, and what to do and bring.</li> <li>- Explain the influence of technology and social media on travel planning and accessing cultural information.</li> <li>- Collaborate to create a detailed travel itinerary to a Spanish speaking country.</li> </ul>	
	<b><i>Meaning Making</i></b>	
	<p>UNDERSTANDINGS</p> <p><b><i>Students will understand that...</i></b> <i>the relationship between the practices of travel and leisure and the perspectives (beliefs, values/attitudes) of Hispanic cultures</i></p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>- How do you plan a trip to a Spanish speaking country?</li> <li>- As a traveler, how can you integrate yourself into everyday life?</li> <li>- How can you understand leisure activities from the local perspective?</li> </ul>
	<b><i>Acquisition</i></b>	
	<p><b><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>- To plan, analyze and evaluate travel itineraries</li> <li>- How to interpret vocabulary in a literary context by making inferences</li> </ul>	<p><b><i>Students will be skilled at...</i></b></p> <ul style="list-style-type: none"> <li>- Interpreting, applying and evaluating information from authentic texts, websites, brochures, blogs, audio and audiovisual sources</li> </ul>

		- Comparing and contrasting family life, social life and leisure time activities among young people from Hispanic cultures
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In this unit students will acquire vocabulary necessary to exchange information about travel within a Spanish speaking country. They will express their opinions about travel and leisure preferences and experiences. They will exchange messages, such as email, blogs or social media posts about travel plans to and within a Spanish speaking country. Students will engage in discussions about their travel plans to a Spanish speaking country including where, when, how, and what to do and bring. They will explain the influence of technology and social media on travel planning and accessing cultural information. They will collaborate to create a detailed travel itinerary to a Spanish speaking country.

**Stage 2 - Evidence**

Learning Goals Measured:  <i>1-4 as per proficiency scale at end of document</i>	<b>Success Criteria:</b> Please see proficiency scale at end of document level 4
	<b>Sample Assessment:</b>  Listening - Students will listen to a short video about Chile and Chilean culture.  Speaking - Students will pair-share with a partner and answer questions about Chile to find out their background knowledge regarding the country  Writing- With the help the notes from the video, students will create an itinerary and write in their journals describing 4 experiences they would like to have in Chile  Reading- Students will read a short poem by Neruda and answer comprehension questions about the poem.

### Stage 3 – Learning Plan

Learning Goals Addressed:

Culture  
Comparisons  
Connections

**Sample Assignment:** Students will create a travel blog to convince others to travel to Chile. They will work independently to research a specific location in Chile. Students learn about said areas customs, culture, food, education system, political and belief systems. Through this assignment, they will be skilled at interpreting, applying and evaluating information from authentic texts, websites, brochures, blogs, audio and audiovisual sources as well as comparing and contrasting family life, social life and leisure activities.

**Differentiated Approaches:** Instead of creating a travel blog to convince others to travel to Chile, students will have the option to create a travel brochure or short radio commercial to convince others to visit Chile.

Students will be given an option to make a blog or a vlog.

A model, both written and oral, will be available for struggling students.

Sentence frames will be available for struggling students.

A word bank of transition words and relevant thematic vocabulary will be provided.

Students will have the option to do this assignment in partners or work by themselves.

The assignment information will be presented by both a presentation and an oral version of the presentation to address all learning styles.

## Stage 1 Desired Results

### *Unit Title: La familia y comunidades - 3*

<p>ESTABLISHED LEARNING GOALS</p> <p>ACTFL's 5 C's- Communication, Culture, Community, Comparisons, Connections</p>	<b><i>Transfer</i></b>	
	<p><b><i>Students will be able to independently use their learning to...</i></b>  <i>Gain a deeper understanding of themselves, personal backgrounds, family and heritage. Students will examine the roles of Spanish speaking families today. They will give advice to friends and family regarding what parents can do to guide and educate their teens.</i></p>	
	<b><i>Meaning Making</i></b>	
	<p>UNDERSTANDINGS</p> <p><b><i>Students will understand that...</i></b>  <i>Family traditions, values and expectations vary from family to family, generation to generation and from region to region.</i></p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>- What do young people think of family today?</li> <li>- How does where I come from affect who I am (geography, generation, nationality, etc.)?</li> </ul>
	<b><i>Acquisition</i></b>	
<p><b><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>- <i>Vocabulary associated family and giving advice</i></li> <li>- <i>Family traditions, family life and celebrations</i></li> </ul>	<p><b><i>Students will be skilled at...</i></b></p> <ul style="list-style-type: none"> <li>- <i>Letting other know what they think is important about family</i></li> <li>- <i>Writing about themselves and their cultural beliefs and backgrounds</i></li> <li>- <i>Listening, acknowledging and appreciating the cultural traditions and perspectives of others</i></li> </ul>	

In this unit, students will acquire vocabulary necessary to exchange information about modern and traditional families, roles of family members, cultural traditions and daily life. They will be able to express opinions about the social and cultural exchanges in family life and the roles of family members, including parents' expectations of teens. Students will compose interpersonal messages such as emails or social media comments about roles of family members, traditions, and daily life. They will compare and contrast and express perspectives on change in traditional and modern Hispanic families, including the family structure and roles of family members. Students will give advice to friends and family members regarding what parents can do to educate and guide their children.

**Stage 2 - Evidence**

<p>Learning Goals Measured:</p> <p><i>1-4 as per proficiency scale at end of document</i></p>	<p><b>Success Criteria:</b> Please see proficiency scale at end of document level 4</p> <hr/> <p><b>Sample Assessment:</b></p> <p>Listening- Students will watch/listen to video interviews of Spanish-speaking adolescents talking about their family background and roles. Students will be assessed on comprehension using a true/false activity.</p> <p>Speaking- Students will give presentations giving advice to the actors in the videos based on what they claimed were their problems with their families.</p> <p>Writing- After the true/false activity, students will write an email to one of the interviewees from the video including 100 words using targeted vocabulary to describe his/her own family.</p> <p>Reading- Students will read the advice given to the actors from the video and answer comprehension questions based on what they read.</p>
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**Stage 3 – Learning Plan**

<p>Learning Goals Addressed:</p> <p>Culture Comparisons Connections</p>	<p><b>Sample Assignment:</b> Students will interview another student in class based on questions that they have created about their family. Students will then make a Y chart comparing and contrasting the different values and traditions between their own family and the family of the student that they interviewed. Students will learn to reflect on the different values and traditions that exist among different groups in a Spanish speaking society through Y charts and writing samples.</p> <hr/> <p><b>Differentiated Approaches:</b> Instead of writing a Y chart, students will have the option to speak their answers or create a presentation using Google Slides or PowerPoint.</p> <p>Students will be given an option to use different types of graphic organizers such as a Venn Diagram.</p>
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	<p>A model will be available for struggling students.</p> <p>Sentence frames will be available for struggling students.</p> <p>A word bank of transition words and relevant thematic vocabulary will be provided.</p> <p>The assignment information will be presented by both a visual presentation and handouts of the presentation will be provided.</p> <p>Students will have the option to do this assignment in partners or work by themselves.</p>
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## Stage 1 Desired Results

### *Unit Title: Belleza y Moda - 4*

<p>ESTABLISHED LEARNING GOALS</p> <p>ACTFL's 5 C's- Communication, Culture, Community, Comparisons, Connections</p>	<b><i>Transfer</i></b>	
	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <ul style="list-style-type: none"> <li>- Describe how beauty is defined in other cultures</li> <li>- Describe how the concepts of beauty over the ages have influenced our present day concept of beauty</li> </ul>	
	<b><i>Meaning Making</i></b>	
	<p>UNDERSTANDINGS</p> <p><b><i>Students will understand that...</i></b></p> <p><i>The influence of the fashion industry, media and celebrities play a large role in our definition of beauty</i></p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>- How do standards of beauty vary from culture to culture?</li> <li>- Who has the power to define beauty and fashion?</li> <li>- How can we get people to understand that there is more than one definition of beauty?</li> </ul>
	<b><i>Acquisition</i></b>	
<p><b><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>- <i>The influence that the fashion industry has on our definition of beauty</i></li> <li>- <i>Vocabulary relating to fashion, the fashion industry, media, celebrities and beauty</i></li> </ul>	<p><b><i>Students will be skilled at...</i></b></p> <ul style="list-style-type: none"> <li>- Comparing and contrasting beauty and fashion in Western cultures with those of multi-ethnic cultures in Latin America</li> <li>- Making linguistic comparisons of cognates, ordinal and cardinal numbers, relative pronouns, and use of "let us"/nosotros commands</li> </ul>	

In this unit students will acquire vocabulary necessary to describe how beauty is defined among other cultures and races, exchange information about beauty and fashion throughout history and in different cultures and races. They will discuss and demonstrate knowledge about beauty and fashion products, practices and perspectives from different cultures. Students will express opinions about the ideal concept of beauty imposed by society and how that definition can be expanded. Students will also exchange messages such as emails, blogs, or social media posts about beauty and fashion preferences, including the influence of celebrities' beauty preferences. They will engage in classroom discussions on self-esteem and stereotypes related to beauty and

fashion. They will explain the influence that the fashion industry, media and celebrities have on beauty and fashion.

### Stage 2 - Evidence

Learning Goals Measured:  
  
*1-4 as per proficiency scale at end of document*

**Success Criteria:** Please see proficiency scale at end of document level 4.

**Sample Assessment:**

Listening- Students will watch a Dove Soap video about body image issues.

Speaking- Students will pair share their ideas regarding body image issues and any Ah moments they had while watching the video.

Writing- Before watching the video the students will begin to complete a K-W-L chart about what they already know regarding body image issues (K section), and they will complete the W section about what they want to know about body image issues. After watching the video, students will complete the L section of the chart with what they have learned about body image issues by watching the video.

Reading- Students will read a short text about body image issues.

### Stage 3 – Learning Plan

Learning Goals Addressed:  
  
Culture  
Comparisons  
Connections

**Sample Assignment:** Students will watch a video and respond to it with the cause and effect ideas in a digital forum. They will focus on the influence the fashion industry has on our definition of beauty and how that definition varies from Western cultures with those of indigenous cultures in Latin America and what it effect it has on the youth of these cultures. Students will also reflect on what they know, don't know and want to know in order to be more accountable for their learning. Students will identify linguistic comparisons of cognates, ordinal and cardinal numbers, relative pronouns, and use of "let us"/nosotros command while watching the video and in their responses.

**Differentiated Approaches:** Instead of responding with the cause and effect ideas in a digital forum, students will have the option to write in a journal their responses or make a short video response in flipgrid.

	<p>A model will be available for struggling students.</p> <p>Sentence frames will be available for struggling students.</p> <p>A word bank of transition words and relevant thematic vocabulary will be provided.</p> <p>Students will have the option to do this assignment in partners or work by themselves.</p> <p>The assignment information will be presented by both a presentation and an oral version of the presentation to address all learning styles.</p>
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## Stage 1 Desired Results

**Unit Title: Ciencia y tecnología - 5**

ESTABLISHED LEARNING GOALS

ACTFL's 5 C's-  
Communication, Culture,  
Community, Comparisons,  
Connections

### *Transfer*

**Students will be able to independently use their learning to...**

- Evaluate community healthcare practices and their influences on individuals in a Spanish speaking country
- Make linguistic comparisons of cognates and the concept of negation in Spanish
- Set goals and reflect on progress in using Spanish for enjoyment, enrichment and advancement

### *Meaning Making*

UNDERSTANDINGS

**Students will understand...**

*The cultural perspectives on healthcare practices and products and their influence on Spanish speaking communities and countries*

ESSENTIAL QUESTIONS

- How do traditional medical practices and modern medical practices co-exist?
- How does health care vary from region to region in the Spanish-speaking world?
- How does one's community influence an individual's health?

### *Acquisition*

**Students will know...**

- the differences between traditional and modern medical practices
- how health care varies within the Spanish speaking world
- how influential a community is on its members health

**Students will be skilled at...**

- Interpreting and analyzing traditional and modern medical practices
- The use of cognates and the concept of negation in Spanish
- Reflecting on the relationship between different types of healthcare and the perspectives of said healthcare and Hispanic cultures including the analysis of traditional, alternative medical practices.

In this unit, students will acquire vocabulary necessary to exchange information about health practices and perspectives in Hispanic cultures, exchange opinions about the characteristics of a

healthy community and engage in a discussion about the community influence on healthy lifestyles. Students will demonstrate comprehension of content from a variety of authentic sources about healthcare practices in Spanish speaking countries ranging from the interpretation and evaluation of the organ donation process to the role of health care workers in rural areas of Spanish speaking countries. They will also participate in presentations about the connection between traditional and modern medical practices and the influence of cultural perspectives. Students will collaborate with others to present ideas for access to healthcare in rural regions of Latin America. Students will research, present and distribute information on a healthcare problem and its prevention.

### Stage 2 - Evidence

Learning Goals Measured:

*1-4 as per proficiency scale at end of document*

**Success Criteria:** Please see proficiency scale at end of document level 4.

**Sample Assessment:**

Listening- Students will watch a video of a Public Service Announcement from the Argentinian government regarding healthy living. They will discuss what they saw and give their opinions about the message of the video.

Reading- Students will read an article on healthy communities in Chile while annotating the text.

Speaking- Students will pair share their “take -aways” and “big ahs” about the healthy communities in Chile article with help of their annotations.

Writing- Students will write a summary of text using target vocabulary and grammar points. In this summary, they will compare and contrast the ideas from the Argentinian government and the Chilean government pertaining to healthy lifestyles.

### Stage 3 – Learning Plan

Learning Goals Addressed:

Culture  
Comparisons  
Connections

**Sample Assignment:** Students in groups of two, will create a poster. In this poster, the students will compare and contrast the different cultural perspectives on healthcare practices and products that exist in different Spanish speaking communities and countries, while emphasizing the linguistic comparisons of cognates and the concept of negation in Spanish. The format of a poster for this assignment is to allow the students to set goals and reflect on

	<p>progress in using Spanish for enjoyment, enrichment and advancement.</p> <p><b>Differentiated Approaches:</b> Instead of creating a poster, students will have a choice to create a digital presentation using PowerPoint or Google Slides. Alternatively, students are encouraged to cut out pictures from magazines and use them as their illustrations for both the poster or presentation approach.</p> <p>A model will be available for struggling students including a written review of pertinent grammar points.</p> <p>Sentence frames will be available for struggling students.</p> <p>A word bank of transition words and relevant thematic vocabulary will be provided.</p> <p>The assignment information will be presented by both a presentation and an oral version of the presentation to address all learning styles.</p>
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## Stage 1 Desired Results

### *Unit Title: Temas del Medio Ambiente - 6*

<p>ESTABLISHED LEARNING GOALS</p> <p>ACTFL's 5 C's- Communication, Culture, Community, Comparisons, Connections</p>	<b><i>Transfer</i></b>	
	<p><b><i>Students will be able to independently use their learning to...</i></b></p> <ul style="list-style-type: none"> <li>- <i>Exchange information about causes, effects, and victims of global warming</i></li> <li>- <i>Collaborate to develop information for a Hispanic community on environmental threats</i></li> <li>- <i>Explain and provide examples of environmental threats in Spanish speaking countries</i></li> </ul>	
	<b><i>Meaning Making</i></b>	
	<p>UNDERSTANDINGS</p> <p><b><i>Students will understand that...</i></b></p> <p><i>There is a relationship between environmental practices and the perspectives (beliefs / values / attitudes) of Hispanic cultures</i></p>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>- <i>What are some of the causes of global climate change?</i></li> <li>- <i>What are some of the effects of global climate change?</i></li> <li>- <i>How can one combat global climate change?</i></li> </ul>
	<b><i>Acquisition</i></b>	
<p><b><i>Students will know...</i></b></p> <ul style="list-style-type: none"> <li>- <i>how individuals contribute to the carbon footprint of the planet</i></li> <li>- <i>about the responsibility of young people to confront climate change for the sake of the planet and for future generations</i></li> <li>- <i>how to explain and provide examples of environmental threats in Spanish speaking countries</i></li> </ul>	<p><b><i>Students will be skilled at...</i></b></p> <ul style="list-style-type: none"> <li>- <i>Comparing and contrasting different approaches to combating climate change</i></li> <li>- <i>Comparing and contrasting the impact and policies of various Spanish speaking countries as they relate to climate change</i></li> </ul>	

In this unit, students will acquire vocabulary necessary to exchange information about climate change, the environment, and environmental policy. They will express their opinions about what are the major causes and challenges of climate change. They will exchange messages such as

emails, blogs, or social media posts about climate change from the perspective of people living in the Hispanic world. Students will engage in discussions about personal and public responses to climate change and environmental threats to the world and specific Spanish-speaking countries. Students will ask and respond to questions about climate change as they relate to the countries expected to be severely impacted by climate change (economically, environmentally, etc.)

### Stage 2 - Evidence

Learning Goals Measured:

*1-4 as per proficiency scale at end of document*

**Success Criteria:** Please see proficiency scale at end of document level 4

**Sample Assessment:**

Listening- Students will listen to testimony given by representatives from various Spanish speaking countries to the UN Environment Programme.

Speaking- Students will discuss the main environmental and economic challenges facing various Spanish speaking countries.

Writing- Students will complete a press release outlining the threat posed to a specific Spanish speaking country.

Reading- Students will read news articles, press releases and online information, which relate to issues of global climate change.

### Stage 3 – Learning Plan

Learning Goals Addressed:

Culture  
Comparisons  
Connections

**Sample Assignment:** Students will write a policy paper outlining the major steps that must be taken to combat climate change. The paper should be geared toward Spanish speaking families to educate them about the challenges facing the world and the changes that must be made. In this assignment student will continue their self-reflection and critical analysis through the conversation of climate change in the form of a policy paper.

**Differentiated Approaches:**

Instead of writing a policy paper, students will have the option to create an informative brochure to educate people in the Spanish speaking community about the challenges and changes in behavior that must occur to combat global climate change.

Students will be given an option to use create a comic strip or write a paragraph in the same manner as the above.

	<p>A model will be available for struggling students.</p> <p>Sentence frames will be available for struggling students.</p> <p>A word bank of transition words and relevant thematic vocabulary will be provided.</p> <p>Oral explanation can also be considered as an option.</p> <p>Students will have the option to do this assignment in partners or work by themselves.</p> <p>The assignment information will be presented by both a presentation and an oral version of the presentation to address all learning styles</p>
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**PROFICIENCY SCALES FOR SPANISH FOR SPANISH SPEAKERS -4**

	<b>Program Goal/ Proficiency Scale</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>1</b>	<b>Interpersonal Communication</b> Student can orally communicate with others, converse and exchange information in the Spanish	Can participate in conversations on familiar topics using sentences and series of sentences. Can handle short social interactions in everyday situations by asking and answering a variety of questions. Can usually say what he/she wants to say about him/herself in his/her everyday life.	Can participate with ease and confidence in conversations on familiar topics. Can usually talk about events and experiences in various timeframes. Can describe people, places, and things in an organized way and in some detail. Can handle a familiar situation with an unexpected complication.	Can participate in conversations about familiar topics that go beyond my everyday life. Can talk in an organized way and in some detail about events and experiences in various timeframes. Can confidently handle routine situations with an unexpected complication. Can share point of view in discussions on some complex issues	Can express him/herself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. Can usually support his/her opinion and develop a hypothesis on topics of particular interest or personal expertise.
<b>2</b>	<b>Presentational Speaking</b> Student can present information to others in Spanish about various topics	Can make presentations on a wide variety of familiar topics using connected sentences.	Makes presentations in a generally organized way on school, work, and community topics, and on topics the student has researched. Can make presentations on some events and experiences in various timeframes.	Can deliver organized presentations appropriate to the student's audience on a variety of topics. Can present information about events and experiences in various timeframes.	Can deliver detailed presentations, usually with accuracy, clarity, and precision, on a variety of topics and issues related to community interests and some special fields of expertise.
<b>3</b>	<b>Presentational Writing</b> Students can write effectively in Spanish	Can write on a wide variety of familiar topics using connected sentences.	Can write on topics related to school, work and community in a generally organized way. Can write some simple paragraphs about events and experiences in various timeframes.	Can write on general interests, academic and professional topics. Can write organized paragraphs about events and experiences in various timeframes.	Can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.
<b>4</b>	<b>Interpretive Listening</b> Student can effectively interpret what s/he hears	Can understand the main idea in messages and in presentations on a variety of topics related to everyday life and personal interests and studies. Can	Can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Can follow	Can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. Can follow stories and descriptions of some	Can easily follow narrative, informational and descriptive speech. Can understand discussions on most topics that deal with special interests, and familiar situations,

		understand the main idea in conversations that student overhears.	stories and descriptions of some length and in various timeframes. Can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.	length and in various timeframes. Can understand information presented in most genres, even when not familiar with the topic.	and abstract concepts. Can sometimes follow extended arguments and different points of view.
<b>5</b>	<b>Interpretive Reading</b> Student can comprehend and interpret text in Spanish	Can understand the main idea of texts related to everyday life and personal interests or studies.	Can easily understand the main idea of texts related to everyday life, personal interests and studies. I can sometimes follow stories and descriptions about events and experiences in various timeframes.	Can understand the main idea and some supporting details on a variety of topics of personal and general interest. Can follow stories and descriptions of some length and in various timeframes and genres.	Can easily follow narrative, informational, and descriptive texts. Can understand what he/she reads on most topics that deal with special interests, unfamiliar situations, and abstract concepts. Can sometimes understand extended arguments and different points of view.
<b>6</b>	<b>Culture</b> Student can identify cultures, make comparisons and connections, and use language within and beyond school community	Can sometimes identify practices, products and perspectives of Spanish and Spanish speaking countries. Can sometimes make comparisons in the target language between his/her culture and the culture studied. Can sometimes make connections in the target language around themes of self, community, and abroad. Uses the target language outside of the classroom in a limited way.	Can identify practices, products, and perspectives of Spanish and Spanish speaking countries. Can make comparisons in the target language between student's culture and the culture studied. Can make connections in the target language around the themes of self, community, and abroad. Uses the target language outside of the classroom.	Can identify extensive practices, products and perspectives of Spanish and Spanish speaking countries. Can make many comparisons in the target language between student's culture and the culture studied. Can make extensive connections in the target language around themes of self, community, and abroad. Uses the target language outside of the classroom frequently and fluently.	Can easily identify extensive practices, products and perspectives of Spanish and Spanish speaking countries. Can debate on comparisons in the target language between student's culture and the culture studied. Can make extensive analysis in the target language around themes of self, community, and abroad. Uses the target language out of the classroom on a regular basis.

**Instructional Materials:**

- Tejidos Student and Teacher book, by Megan Cory, Janet Parker, Catherine Schwenkler, Wayside Publishing, [www.learningsite.com](http://www.learningsite.com), [wayside publishing.com](http://waysidepublishing.com)
- Revista Conversación sin barreras by José A. Blanco, 5th edition, Vista Higher Learning
- [newsela.com](http://newsela.com)
- [bbcmundo.com](http://bbcmundo.com)
- [rtve.es](http://rtve.es)
- [elpais.es](http://elpais.es)
- [youtube.com](http://youtube.com)
- [www.learningsite.com](http://www.learningsite.com)
- [wayside publishing.com](http://waysidepublishing.com)
- [flipgrid.com](http://flipgrid.com)

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