**CANYONS SCHOOL DISTRICT**

**WORLD LANGUAGES: SPANISH**

**Beginning Language – Level 1**

Learner Profile- By the end of Level 1, students should be able to function at a “Novice-Mid” level on the ACTFL proficiency scale.

**What can Novice-Mids Do?**

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| **Vocabulary:****- I use single words and lists of words to provide basic information.****- I communicate using highly predictable situations and vocabulary of daily life (centered on self, lack of voice).** |
| **Text type and Function:****- I respond to simple questions on the most common features of daily life.****- I convey minimal meaning by using:*** **words**
* **lists of words**
* **memorized phrases (formulas)**
* **an occasional short sentence**
* **some personalized combinations of words or phrases.**

**- I include some details (mostly in formulaic situations).****- I often use verbs forms incorrectly.** |
| **Comprehension- I can be understood with difficulty by a sympathetic native listener.** |

**Beginning Language – Level 1 Semester 1**

**Unidad Preliminar: PARA EMPEZAR (1-2 weeks)**

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| **Theme:** **En la clase de español** | **Enduring Understanding(s):** Students gain the language skills to function in the Spanish classroom, including class routines & awareness of cognates and looking to the teacher for context clues to aid in comprehension.  | **Culture Connections**: |

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| **INTERPRETIVE** | **INTERPERSONAL** | **PRESENTATIONAL** |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can identify cognates when I hear them.- I can understand today’s full date and weather.- I can understand basic phrases of classroom functioning.- I can understand numbers 1-10 when provided out of order (such as hearing a phone number) | - I can identify cognates when I see them in writing. - I can read today’s date and weather from a Spanish website or newspaper. | - I can have a basic conversation with classmates where I introduce myself, tell my name, and politely take leave. | - I can say the full date.- I can tell time - I can use number 1-100 to talk about date and time.- I can say my birthday.- I can talk about where I’m from. | - I can write 5 cognates in Spanish.- I can write the date- I can write a description of myself- I can write all the things to the left (listening, reading, speaking) |

**Vocabulary:**

* Cognates
* Greetings, introductions, and leave-takings
* Numbers 1- 100 for date and time
* Calendar: days of the week, full date (*Hoy es lunes, el veinte de agosto, dos mil once*.)
* Weather (ex*: hace sol*…) and 4 seasons
* Functioning in the classroom to reduce the use of English: essential phrases posted on wall (ex: *levánten la mano*)

**Essential Structures/Grammar:** All week 1 learning is in context of essential introductory communication skills.

* Definite articles, masculine vs. feminine (Introduction only)
* Age: ***Tengo \_\_\_\_años*** (presented as a formula, no in depth study of “tener”)
* Origin: ***¿De dónde eres? Soy de* \_\_\_\_.** (presented as a formula, no in depth study of “ser”)
* Telling time: ***Son las \_\_\_ y \_\_\_. Es la* \_\_\_.**
* Date: ***Hoy es \_\_\_\_\_\_, el \_\_\_\_ de \_\_\_\_\_\_\_\_\_.***

**UNIT 1**

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| **Theme:** **Mis amigos y yo** (My friends and I) | **Enduring Understanding(s):** How do you meet and make new friends?  | **Culture Connections**:How is socializing with friends different between the U.S. and Spanish-speaking countries? |

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| **INTERPRETIVE** | **INTERPERSONAL** | **PRESENTATIONAL** |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can understand simple questions about myself and things I like.- I can identify what activities people like to do. - I can understand when someone describes themselves or someone else. | - I can understand when people write about things they like and don’t like to do. - I can understand some basic personal descriptions about personality and activities from communications such as emails and short written examples. | - I can ask simple questions to find out what other people are like and what they like to do (*cómo eres, quién es talentoso, qué te gusta hacer/comer/ jugar/ estudiar*).- I can ask and tell where I am from as well as where others are from *(de dónde eres, de dónde es).*- I can answer questions personality & physical characteristics, and likes and dislikes - I can describe myself, friends, or family (utilizing correct adjective agreement)  | - I can express simple likes & dislikes.- I can tell where I am from and ask where others are from.- I can introduce myself including age, personality, & physical characteristics.- I can tell others about my friends.  | - I can write about my simple likes & dislikes.- I can write about my friend’s personality and likes and dislikes.- I can introduce myself in writing including age, personality, & physical characteristics. |

**Vocabulary:**

* 1A: Activities and expressions for saying what you like and don’t like
* 1B: Adjectives and vocabulary to ask about and describe someone’s personality and physical characteristics

**Essential Structures/Grammar:**

* Infinitives
* ***Gustar (me, te, le*)**
* Making negative statements
* Adjectives (masculine, feminine)
* Word order of adjectives
* Singular forms of *“ser” (soy, eres, es*)

**UNIT 2**

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| **Theme:** **En la escuela** (At School) | **Enduring Understanding(s):**  | **Culture Connections**: |

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| **INTERPRETIVE** | **INTERPERSONAL** | **PRESENTATIONAL** |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can recognize some commonly used classroom objects (book, paper, pen, etc..) - I can understand conversations about peoples’ favorite subjects and class schedule. (“My favorite subject is…” or “First, I have \_\_\_\_\_\_\_ class…”)- I can understand questions about my school schedule and school materials.- I can understand a conversation connecting materials needed for particular school subjects. | - I can understand the simple lists, schedules, and brochures about schools and school supplies. - I can identify some cognates or symbols that help me understand the meaning of advertisements or brief stories.- I can demonstrate my understanding when reading some basic school-related information in e-mails and/or short dialogues.  | - I can say what classes and teachers I have and when I have them.- I can say what materials I have and need for each class.- I can say why I do or do not like a class using simple adjectives (difficult or easy…).- I can also ask someone else about teachers, classes, and materials. | - I can describe my school schedule.- I can tell what school supplies I have and what I need.- I can describe why I like or do not like my classes. | - I can create a simple school schedule.- I can write about my Spanish classroom.- I can create a list of what supplies I need for my classes.- I can fill out a simple class request form.  |

**Vocabulary:**

* classroom items and furniture
* prepositions of location
* adjectives and vocabulary to ask about and describe someone’s personality
* Ordinal #’s (*primer, segundo, tercer*)

**Essential Structures/Grammar:**

* subject pronouns
* the present tense of –ar verbs (includes *jugar*)
* the verb *estar*
* plurals of nouns
* definite and indefinite articles (linked specifically to unit vocabulary)
* plurals of articles

**Beginning Language – Level 1 Semester 2**

**UNIT 3**

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| **Theme:** **La comida** (Food) | **Enduring Understanding(s):**  | **Culture Connections**:How are the customs regarding meals, manners, and eating different or similar between the U.S. and that of other Spanish-speaking countries? |

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| **INTERPRETIVE** | **INTERPERSONAL** | **PRESENTATIONAL** |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can understand a simple conversation about foods. | - I can understand basic food descriptions and read a menu(taco de pollo con queso, tomates y salsa) | - I can ask others about their food preferences. - I can order food from a menu.- I can identify if food is healthy or not. | - I can present information about eating and physical activities.  | - I can write a description of what I eat and what others eat.  |

**Vocabulary:**

* food, beverages, hungry, thirsty
* adverbs of frequency (sometimes, never, always, every day)
* expressions to discuss health
* expressions to discuss preference (preferir, singular), agreement, disagreement
* expressions to discuss quantity

Optional Vocabulary Extension:

* You can introduce body parts here if you feel inspired.
* You can introduce numbers 1-1000 (to talk about calories or how many kilos you can lift, etc)

**Essential Structures/Grammar:**

* present tense of *–er* and *–ir* verbs
* singular vs. plural of *me gusta* and *me encanta*
* plural of adjectives
* the complete verb *se*

**UNIT 4**

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| **Theme:** **Los pasatiempos** (Past times) | **Enduring Understanding(s):** I can communicate with Spanish-speakers about the things I like to do, and can find out what kids in other countries like to do at school, for fun, and with family.  | **Culture Connections**:I can find out what kids in other countries like to do in school, for fun, and with family. How are we similar? What differences do I find?  |

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| **INTERPRETIVE** | **INTERPERSONAL** | **PRESENTATIONAL** |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can recognize expressions about activities such as likes and dislikes, preferences, invitations, and simple descriptions. | - I can recognize words and phrases about likes, activities, hobbies and plans.- I can demonstrate my understanding of leisure activities from communications such as e-mails, personal profiles and short dialogues.  | - I can ask and answer questions about my activities, hobbies and plans.- I can ask and answer questions about sports I do or do not play (using conjugation of *jugar*)- I can express my opinions about activities in the form of likes/dislikes. | - I can express my basic likes/dislikes and preferences about activities and how often I do them.- I can express my opinion about things to do in my free time.- I can talk about my hobbies. | - I can write a personal profile (such as social networking site, autobiography, activities log, etc.) talking about likes, dislikes, preferences, activities, and hobbies. |

**Vocabulary:**

* leisure activities
* places
* expressions to tell where and with whom you go
* expressions to talk about when things are done
* feelings
* expressions for extending, accepting, and declining invitations
* expressions to tell when something happens

**Essential Structures/Grammar:**

* the verb *ir*
* interrogative words (which – the basics: who, what, when, where, why, how, how many/much)
* ir + a + infinitive; ir + a + location
* the verb *jugar*

**UNIT 5**

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| **Theme:** **Fiesta en familia**  (Celebration in our family) | **Enduring Understanding(s):** I can describe and introduce my family and our special celebrations to others.  | **Culture Connections**: I can compare my family to families in Spanish-speaking communities and/or countries. I can take care of ordering food at a restaurant.  |

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| **INTERPRETIVE** | **INTERPERSONAL** | **PRESENTATIONAL** |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| * I can identify pictures of people and pets based on oral descriptions.
 | - I can understand a written description of a family.- I can recognize people in a family from a written description. | - I can ask and answer questions about my family or another family.- I can describe/discuss family relationships.-I can talk about comparisons between people and things. | - I can present my family (real or fictional) using descriptive physical and personality traits and comparatives.- I can describe what we do for a special event in my family.- I can order food in a restaurant | - I can write about my family (real or fictional) using descriptive physical and personality traits and comparatives. |

**Vocabulary:**

* family and parties
* describing people
* ordering a meal

**Essential Structures/Grammar:**

* the verb *tener* (and idioms)
* possessive adjectives (mi, mis…), possessives with “de”
* the verb *venir*
* the verbs *ser* and *estar*
* Mayor / menor que and other comparisons (from 6A, p. 278)
* Present stem-changing verbs: *pensar, querer, decir, servir* (food), *pedir*, and *preferir* (presented in Tema 7)
* Stem-changing verbs: *poder, dormir*