**CANYONS SCHOOL DISTRICT**

**WORLD LANGUAGES: Spanish**

**Beginning Language – Level 2**

Learner Profile- By the end of Level 2, students should be able to function at a *“Novice-High”* level on the ACTFL proficiency scale.

**What can Novice-Highs Do?**

**Novice-High Novice-Mid**

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| **I can do everything a NOVICE speaker can do PLUS…**  **- I can speak at the Novice Level with ease and confidence.**  **- I am beginning to create with language but unable to sustain created speech/writing.**  **- I have more varied lists, and formulaic expressions are strung together and recombined.** | 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. |
| Comprehensibility:  - I can be understood with difficulty by a sympathetic native listener. |

**Beginning Language – Level 2 Semester 1**

**UNIT 1**

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| **Theme:**  **¿Quién soy yo?**  (Who Am I?) | **Enduring Understanding(s):**   * How do we get to know others and find connections with new people we meet? * What makes you unique? * How are you like other people? | **Culture Connections:**   * How do you greet others in a way that is culturally appropriate in a variety of Spanish-speaking countries? |

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| **INTERPRETIVE** | | **INTERPERSONAL** | **PRESENTATIONAL** | |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can understand classroom commands which allow me to function in daily classroom routines & activities.  - I can understand simple questions asked about my nationality, personality, physical description, and activities I like to do.  - I can understand descriptions of people’s nationality.  - I can understand descriptions of what people like to do.  - I can understand descriptions of people’s personality and physical traits. | - I can understand personal descriptions about nationality.  - I can understand personal descriptions about personality and physical traits.  information found in short  - I can comprehend what someone likes to do in their spare time.  - I can understand basic comparisons. | - I can get to know someone by asking and answering questions about:   * nationality * physical traits * favorite activities * personality   - I can introduce a friend in a social setting. | - I can present information about myself and others (nationality, age, personality, physical traits, how I feel & what I like to do).  - I can describe a friend or family members’ age, personality, and physical characteristics.  - I can compare people’s personalities & physical traits. | - I can describe myself, my family and my friends.  - I can write what I like to do in my spare time.  - I can write about myself and about someone else including personality, age and physical characteristics.  - I can write basic comparisons of personality & physical traits. |

**Vocabulary:**

* Functioning in the classroom: commands, requests, classroom items, activities, and rules
* Review: “activity” verbs
* Adjectives to describe people (p.3)
* Leisure/extracurricular activities
* Full date, seasons, numbers, weather, time
* Nationalities/countries

**Essential Structures/Grammar:**

Review:

* adjective agreement
* the verb *ser* (description, origin, characteristics, time, occupation, relationships)
* the verb *estar (*p. 86: Condition, Location, ING verbs, Feelings)
* regular *–ar, -er*, and *–ir* verbs endings
* affirmative commands (for classroom functioning) and negative words

New:

* Making comparisons (*p. 58)*
* The “*yo*” form of *saber* and *conocer* (use in scripted/formulaic situations, only in 1st person)

**Culture Connection Ideas:**

Greetings:

* Ecuador- you greet family & friends with a single kiss on the right cheek; you must kiss every person in the room and not miss anyone.
* Spain- you greet family and close friends with 2 kisses in the air on both sides of the cheek
* Argentina/Uruguay- kiss on one cheek and a hug, offer *“mate”* to drink. ☺

**UNIT 2**

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| **Theme:**  **La rutina diaria y un evento especial**  (Daily routines and a special event) | **Enduring Understanding(s):**   * I will know how to shop for clothing and other ítems to get ready for a special event. * I can describe my essential daily routine, including what I need to do to get ready for school and for a special event. | **Culture Connections:**   * “Bargaining” (*regatear*): when is it impolite to *not* bargain? How do I bargain well and in a culturally appropriate manner? * How does clothing express the cultural uniqueness and heritage of a country? * What money is used in various countries? |

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| **INTERPRETIVE** | | **INTERPERSONAL** | **PRESENTATIONAL** | |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can understand what I hear in commercials, messages and other descriptions about shopping, clothing and prices.  - I can understand a message about someone’s daily activities and routines.  - I can understand when someone describes their activities and routines. | - I can understand information in an advertisement about shopping in a magazine, catalogue, newspaper, or online about style, size, prices, and colors.  - I can understand when I read something telling me what needs to be done on a daily basis. | - I can communicate with a salesperson while shopping.  - I can ask for and give information about sales, sizes, quantities, colors and prices.  - I can ask for and give simple opinions and compliments about things I might buy.  - I can ask and answer simple questions about daily routines and activities.  - I can ask and answer information regarding what I do daily in e-mails, texts and conversations. | - I can talk about my “style” including where I like to shop for clothes, different sizes and fit.  - I can tell friends about a sale and prices in a store.  - I can talk about what I have to do at school, work and/or home on a regular basis. | - I can write about what clothes to wear during different seasons, for different activities, and for a special event/celebration.  - I can write about what I have to do at school, work and/or home on a regular basis. |

**Key Vocabulary:**

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| **Body Parts**  Head  Body  Arms  Legs  Feet  Fingers  **Clothing**  Hat  Shirt  T-shirt  Shorts  Suit  Swimming suit  Blouse  Sweatshirt  Skirt  Jeans  Socks  Shoes  Boots  Dress  Sweater  Jacket  Coat  Scarf  Gloves | **Shopping words/verbs**  To put on  To try on  To fit (well, bad)  Tight  Loose  To go shopping  To look for  Store  To wear  Cheap  Expensive  A bargain  A sale  The size  The price  To cost  Sales clerk  Client/shopper  **Frequency words:**  Before  After  In the morning  In the afternoon  At night | **Daily routines**  To prepare  To brush my teeth  To dry hair  To fix hair  To get dressed  To get ready  To get undressed  To get up  To go to bed  To put on makeup  To shave  To take a shower  To wake up  To wash my face/hair  To work out  To relax  **Personal grooming**  Lotion  Perfume  Cologne  Makeup  Deodorant  Razor  Brush  Comb  Blow dryer | **Quehaceres**  Chore  Responsibility  To have to  To make the bed  To do the laundry  To cook (food)  To vacuum  To cut the grass  To straighten your room  To clean the bathroom  To take out the trash  To dust the furniture  To sweep the floor  To set the table  To wash the car  To feed the dog/pet  **Places in the house**  Kitchen  Living room  Bathroom  Bedroom  Closet  Garage  Basement  Garden |

**Essential Structures/Grammar:**

* Reflexive verbs
* Compound verbs
* Review “*hay*”
* Review stem changers: (*tener que, necesito, querer, poder, deber, preferir, gustar, ir a)*
* Demonstrative adjectives (ex. this, these, that, those) (p.114)—use in scripted/formulaic situations
* Possessive adjectives (ex. mine, yours, ours)
* *Quehaceres*
* *Debo \_\_*
* *Tengo que \_\_\_*
* *Necesito \_\_\_\_*

**Beginning Language – Level 2 Semester 2**

**UNIT 3:**

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| **Theme:**  **Tú y tu Comunidad**  (You and your Community) | **Enduring Understanding(s):**   * What should we do today? Where could you go and what would you do to help a visitor see the community you live in? Where will you go to go see a city in another country? * Tell us a story! Remembering a special day. | **Culture Connections:**   * What makes your community unique to a visitor from another country? * How are cities in Spanish-speaking countries different from typical cities in the U.S. (lay-out, transportation, activities, and/or places to go)? |

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| **INTERPRETIVE** | | **INTERPERSONAL** | **PRESENTATIONAL** | |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can follow directions to go somewhere.  - I can understand the main idea and the details when I hear people talking about places in a city and when and where events happen.  - I can understand where a person has been and what they did on a trip. | - I can follow written directions to get from one place to another.  - I can understand a note from my friends about where they went and what they did on a trip.  - I can read about a trip to a city in a Spanish-speaking country, and learn how cities are different from typical cities in the U.S. | - I can ask for and give directions to get from one place to another.  - I can describe characteristics of my town and places in it.  - I can ask and answer questions about where to go and what to do in a city.  - I can tell someone where to go and what to do in Salt Lake, my community, or Utah based on their likes and dislikes. | - I can give directions to a destination.  - I can tell where I want to go and why.  - I can tell where I have been and what I did while I was there.  - I can tell a brief story about a time when I was out with friends or family (tell a narrative). | - I can write directions to a friend to help guide them from one place to another.  - I can write with some detail about a memorable day or event (where I went and the activities I participated in, what it was like there).  - I can list a sequence of events that occurred in the past. |

**Key Vocabulary:**

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| **Ask for & give directions** (p.180)  To the left  To the right  Straight forward  Backward  Stop  Go  Turn  Continue  Follow  To get on  To get off  **Review prepositions**  In front  Behind  Beside  Inside  Outside | **Modes of transportation** (p.180)  Bus  Car  Bicycle  Motorcycle/scooter  Subway  Airplane  Boat | **Locations in a city, town, and downtown** (p.152)  Subway  Library  Mall  Pool  School  Home  Grocery store  Church  Mountains  Cinema  City  Country  Park  Beach  Town square/ plaza, zócalo  Statue | **Time phrases with preterite:**  Last night/day/week/month  Yesterday  The day before yesterday  This morning  **Items purchased shopping** (p.152)  Review shopping vocab- clothing  Review how to ask for price. |

Possible articulation: Affirmative *tú* commands🡪 directional vocabulary & prepositions🡪 using the metro 🡪 modes of transportation & places🡪 preterite with places you went🡪 extend preterite with review of all vocabulary (shopping, activities, etc.

**Essential Structures/Grammar:**

* Affirmative *tú* commands (use for giving directions in scripted/formulaic situations)
* Review: Present progressive regular forms
* Preterite of regular verbs (*Realidades Ch. 3B)*
* Irregular preterite of the verbs ***ir, ser***
* Irregular preterite of the verbs:
  + **Focus on*: hacer, tener, estar, poder***  (use in scripted/formulaic situations)
  + Verbs that end in -car, -gar, and - zar
  + *Expose students to: saber, andar, poner , querer, traer, decir, venir, ver,* and *dar* (use in scripted/formulaic situations🡪 *yo* and *tú* form)

**UNIT 4**

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| **Theme:**  **“Cuándo Éramos Niños”: Recuerdos del Pasado**  (“When we were children”: Memories of the Past) | **Enduring Understanding(s):**   * I can describe memories from my childhood of “what used to happen” and “what was it like as a child.” * I can learn stories, fairytales, and/or legends about real and imaginary people. | **Culture Connections:**   * What stories do children in other countries hear? How are these stories the same or different from the ones you grew up hearing? |

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| **INTERPRETIVE** | | **INTERPERSONAL** | **PRESENTATIONAL** | |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can understand the events and some details of a story about someone’s childhood.  - I can understand questions about my childhood. | - I can understand a written piece (internet sites, short story, magazine articles etc.) about someone’s childhood.  - I can read and comprehend a fairytale, a story, or a legend written about the past. | - I can understand and answer a variety of questions about things I “used to do” from my childhood.  - I can ask a variety of questions about someone else’s childhood.  - I can talk about “what things were like” when I was younger & what I “used to do”. | - I can describe what I was like as a young child.  - I can describe what I used to do, what I liked, and what I disliked when I was a young child (including when, with whom, where and why).  - I can narrate and provide some details about things I “used to do” from my childhood (focus = imperfect tense, e.g. common events & occasions, toys I always played with, etc.) | - I can describe what I was like when I was little.  - I can describe what I used to do and liked or disliked when I was a young child.  (including when, with whom, where and why).  - I can write a story with details about things/events that always used to happen to me when I was younger (maintain imperfect). |

**Vocabulary:**

* Toys, play terms (p. 208)
* Describing children (p. 208)
* Any vocabulary necessary to support media (stories, fairytales, articles, biographies)

(Additional option🡪 fairytale vocabulary)

**Essential Structures/Grammar:**

* Maintain focus on the imperfect tense: regular and irregular verbs (p.194, p.196)
* Begin noticing and discerning between imperfect and preterit
* *Hace* + time expressions

**Culture Connections:**

* Learn a folk story, legend, or narrative from a Spanish-speaking country (e.g. excerpts from *El Cid Knight Roland, Don Quijote, La Llorona, Chupacabre…etc.).* Compare a Spanish fairytale or legend to a familiar one from American culture.
* Read/listen to familiar fairytales: Aesop’s Fables, Grimms Brothers, Hans Christenson Anderson – translated into Spanish. Acquire vocabulary and story structure to help students create their own fairy tale.

**UNIT 5:** (This unit is an *option* open to instructors who feel their students have mastered content in Unit 1-4 and are ready for additional, contextualized extension practice and exposure to the preterit and imperfect tenses)

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| **Theme:**  **Open topic: suggestions – travel, news, traditions** | **Enduring Understanding(s):** | **Culture Connections:** |

*\*Utilize unit vocabulary from any variety of sources with the goal of providing a high-interest theme for students to narrate events in the past using both preterit and imperfect tense (Examples in Realidades: Tema 5: En las noticia, Tema 6: La television y el cine, or Tema 8: Cómo ser una buen turista)*

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| **INTERPRETIVE** | | **INTERPERSONAL** | **PRESENTATIONAL** | |
| **Listening** | **Reading** | **Listening/Speaking or Reading/Writing** | **Speaking** | **Writing** |
| - I can listen to stories and events from the past. | - I can read about stories and events from the past. | - I can ask and answer questions about what happened in my life or in a story I hear/read. | - I can talk about a personal event or special memory (like a vacation) in detail, including the mishaps and high points.  - I can narrate a story in the past. | - I can write about a personal event or special memory (like a vacation) in detail, including the mishaps and high points.  - I can narrate a story in the past. |

**Vocabulary:**

* Thematic vocabulary unit of your choice (see “theme” suggestions above)

**Essential Structures/Grammar:**

* The imperfect tense and Preterite tense
* The irregular preterites: *venir, poner; decir, traer*
* The irregular preterites: *oír, leer, creer,* and *destruir*

**Culture Connections:**