

PROFICIENCY TARGET FOR END OF INSTRUCTION, SPANISH II

NOVICE-HIGH

Writers at the Novice-High level are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes, and to express themselves within the context in which the language was learned, relying mainly on practiced material. The writing is generally writer-centered and is focused on common, discrete elements of daily life.

Novice-High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Control of features of the Intermediate level is not sustained due to inadequate vocabulary and/or grammar. Novice-High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

NOVICE HIGH

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so.

Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

ACTFL Proficiency Guidelines: Writing & Speaking

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
Q1 August (approx 15 days)	Repaso—Mis amigos y yo: Descriptions of people Activities Places Emotions Food Definite and indefinite articles Subject pronouns and “ser” Adjectives Using “tener” Ask and tell ages Using “gustar” “Ir” + “a” + place Describe your daily routine “Ser” vs. “Estar” Say where you are Say how you feel Use regular verbs correctly in the present tense	Identify and describe people Talk about likes and dislikes Say where you and your friends go Describe how you and others feel Talk about likes and dislikes Use definite and indefinite articles appropriately Identify and describe people and things Describe people and things Talk about what you have Ask and tell ages Say what you like and dislike Say where you and your friends go Describe your daily routine Identify and describe people and things Say where you are Say how you feel Use regular verbs correctly in the present tense	1.1 1.2 1.3 2.1 2.2 4.1 4.2	Avancemos II: Lección Preliminar Supplementary materials Language Lab Videos/DVDs Workbook Audio-files/CDs Teachers’ Resource Book Music/CD Teacher-made worksheets Internet Realia	Assessments may include but are not limited to: <ul style="list-style-type: none"> • Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement • Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences • Matching • Listening • Speaking • Reading • Writing lists, sentences, poems, and paragraphs • Visual display • Unit Exams • Quizzes

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
	Regular present tense verbs Stem-changing verbs "Ir" + "a" + infinitive	Talk about what you do Use stem-changing verbs correctly in the present tense Talk about what you do Say what you and your friends are going to do Discuss plans			
Sept. (approx 14 days)	¡Vamos de viaje! Travel preparations At the airport Around town Using personal "a" Using direct object pronouns Using indirect object pronouns <u>Recycle:</u> Possessions	Discuss travel preparations Talk about items needed for travel Plan a trip to a foreign country Talk about things you do at an airport Using airport terms Understand airport routines Ask how to get around town Use personal "a" appropriately Use direct object pronouns appropriately Use indirect object pronouns appropriately Indicate to whom something belongs	1.1 1.2 1.3 2.1 2.2 4.1 4.2 5.1 5.2	<i>Avancemos II:</i> Unidad 1, Lección 1 Supplementary materials Language Lab Videos/DVDs Workbook Audio-files/CDs Teachers' Resource Book Music/CD Teacher-made worksheets Internet Realia	Assessments may include but are not limited to: <ul style="list-style-type: none"> • Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement • Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences • Matching • Listening • Speaking • Reading • Writing lists, sentences, poems, and paragraphs • Visual display

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
	Prepositions of location Places around town Daily activities Culture	Say where places around town are located Discuss places around town Say what activities you can do in Costa Rica Discuss Costa Rican culture			<ul style="list-style-type: none"> Unit Exams Quizzes
Sept. (approx 15 days)	Cuéntame de tus vacaciones: Vacation activities Vacation lodgings Gifts and souvenirs Using interrogatives Using preterite of “-ar” verbs Using preterite of “ir,” “ser,” “hacer,” “ver,” and “dar” Culture	Say where you went and what you did on vacation Say what you like and do not like to do while on vacation Discuss different places to stay while on vacations Talk about buying gifts and souvenirs Discuss bargaining Ask information questions Use preterite “-ar” verbs appropriately to talk about what you did Use the preterite (past) tense of “-car,” “-gar,” “-zar” verbs appropriately Talk about past activities in and out of school Use the preterite (past) tense of some irregular verbs (ir, ser, hacer, ver, and dar) Talk about past activities Discuss the culture of Costa Rica Compare vacation destinations	1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2 5.2	Avancemos II: Unidad 1, Lección 2 and Unidad 4, Lección 1 (pret. of -car/-gar/-zar) Supplementary materials Language Lab Videos/DVDs Workbook Audio-files/CDs Teachers’ Resource Book Music/CD Teacher-made worksheets Internet Realia	Assessments may include but are not limited to: <ul style="list-style-type: none"> Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences Matching Listening Speaking Reading Writing lists, sentences, poems, and paragraphs Visual display Unit Exams

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
		Learn about national parks			<ul style="list-style-type: none"> Quizzes
Q2 Oct/Nov (approx 14 days)	La Copa Mundial: Sports Staying Healthy Adverbs with “-mente” Preterite of “-er” and “-ir” verbs Demonstrative adjectives and pronouns Culture <u>Recycle:</u> Food Sports equipment Colors Clothing Classroom objects	Talk about sporting events and athletes Discuss ways to stay healthy Explain healthy habits Learn how to form adverbs with “-mente” (= -ly) Use the preterite tense of “-er” and “-ir” verbs to retell past events Point out specific people and things Discuss the culture of Argentina Compare sports and leisure activities Learn about the World Cup Tell which foods you or others ate Discuss sports equipment Describe specific items Describe clothing items Describe specific classroom objects	1.1 1.2 1.3 2.2 3.1 3.2 4.1 4.2 5.2	Avancemos II: Unidad 2, Lección 1 Supplementary materials Language Lab Videos/DVDs Workbook Audio-files/CDs Teachers’ Resource Book Music/CD Teacher-made worksheets Internet Realia	Assessments may include but are not limited to: <ul style="list-style-type: none"> Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences Matching Listening Speaking Reading Writing lists, sentences, poems, and paragraphs Visual display Unit Exams Quizzes
Nov.	¿Qué vamos a hacer? :		1.1 1.2 1.3	Avancemos II: Unidad 2, Lección 2	Assessments may include but are not limited to:

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
(approx. 14 days)	Daily routine Sequencing words Parts of the body “Pensar” + infinitive Reflexive verbs Present progressive Culture <u>Recycle:</u> Telling time	Discuss your daily/nightly routine Clarify the sequence of events Putting things in logical order Discuss daily/nightly personal grooming routines Say what you and others plan to do Talk about things you do to/for yourself Say what you and others are doing right now Discuss the culture of Argentina Read about the Argentina and Colombia Learn about cultural differences concerning body gestures and personal space Discuss daily/nightly personal grooming routines	2.1 2.2 3.1 4.1 4.2 5.2	Supplementary materials Language Lab Videos/DVDs Workbook Audio-files/CDs Teachers’ Resource Book Music/CD Teacher-made worksheets Internet Realia	<ul style="list-style-type: none"> Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences Matching Listening Speaking Reading Writing lists, sentences, poems, and paragraphs Visual display Unit Exams Quizzes
Dec – Jan (approx 13 days) 1 day for Bench-	¿Cómo me queda?: Clothing and personal items Places to shop Expressing opinions	Talk about clothing, shopping, and personal needs Talk about places to go to shop Using verbs like “gustar” to express opinions on likes/dislikes, fit, importance, etc.	1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2 5.1	Avancemos II: Unidad 3, Lección 1 Supplementary materials Language Lab	Assessments may include but are not limited to: <ul style="list-style-type: none"> Recognition: Choose the correct vocabulary word(s) or verb form to best complete a

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
mark (End of sem exam)	<p>Verbs like “gustar”</p> <p>Present tense of irregular “yo” verbs</p> <p>Pronouns after prepositions</p> <p>Pronunciation of diphthongs</p> <p>Culture</p> <p><u>Recycle:</u></p> <p>Expressions of frequency</p>	<p>Using verbs like “gustar” to express opinions</p> <p>Talk about clothing and personal items using irregular “yo” verbs</p> <p>Say whom things are for</p> <p>Correctly pronounce words containing diphthongs</p> <p>Learn about Puerto Rican culture, history, art, and music</p> <p>Say how often you do things</p>		<p>Videos/DVDs</p> <p>Workbook</p> <p>Audio-files/CDs</p> <p>Teachers’ Resource Book</p> <p>Music/CD</p> <p>Teacher-made worksheets</p> <p>Internet</p> <p>Realia</p>	<p>statement</p> <ul style="list-style-type: none"> Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences Matching Listening Speaking Reading Writing lists, sentences, poems, and paragraphs Visual display Unit Exams Quizzes
<p>Q3</p> <p>Jan</p> <p>(approx 14 days)</p>	<p>¿Filmamos en el mercado?:</p> <p>Items at a marketplace</p> <p>Expressions of courtesy</p> <p>“Hace” + expressions of time</p> <p>Irregular preterite</p>	<p>Ask for and talk about items (including crafts) at a marketplace</p> <p>Express yourself courteously</p> <p>Say how long something has been going on</p> <p>Say how long ago something occurred or how long it has been since something occurred</p> <p>Talk about things that occurred in the past using irregular</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>4.1</p> <p>4.2</p>	<p><i>Avancemos II:</i> Unidad 3, Lección 2</p> <p>Supplementary materials</p> <p>Language Lab</p> <p>Videos/DVDs</p> <p>Workbook</p> <p>Audio-files/CDs</p>	<p>Assessments may include but are not limited to:</p> <ul style="list-style-type: none"> Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement Recall: Supply appropriate vocabulary word(s) or verb form to

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
	verbs Preterite of “-ir” stem-changing verbs Culture <u>Recycle:</u> Family & Chores	verbs (estar, poder, poner, saber, tener) Use the preterite (past) tense of “-ir” stem-changing verbs appropriately Discuss the culture of Puerto Rico Discuss the holiday tradition of “las parrandas” in Puerto Rico and compare with other countries Say who in your family last had to do a certain chore		Teachers’ Resource Book Music/CD Teacher-made worksheets Internet Realia	complete sentences <ul style="list-style-type: none"> • Matching • Listening • Speaking • Reading • Writing lists, sentences, poems, and paragraphs • Visual display • Unit Exams • Quizzes
Feb (approx 18 days)	Una leyenda Mexicana: Legend terms Words to describe people, places, and things Past participles as adjectives The imperfect tense Preterite and	Read legends (both authentic and for “practice”) Describe people, places, and things (in the present and in the past) Describe people, places, and things Narrate past events and activities Talk about what you “used to” do Describe continuing activities in the past Talk about childhood activities Narrate past events and activities	1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2	Avancemos II: Unidad 4, Lección 1 Supplementary materials (especially for the “imperfect” _ Language Lab Videos/DVDs Workbook Audio-files/CDs Teachers’ Resource Book	Assessments may include but are not limited to: <ul style="list-style-type: none"> • Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement • Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences • Matching • Listening

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
	imperfect Culture <u>Recycle:</u> Expressions of frequency Weather expressions Daily activities	Use the preterite and the imperfect tenses (with guidance) Discuss the history and culture of México Learn about the history and symbolism of the Mexican flag Learn the legend of Popo y Ixta Read a legend in Spanish Talk about what you “used to” do and tell how often you used to do it Describe the past Narrate past events and activities Narrate past events and activities		Music/CD Teacher-made worksheets Internet Realia	<ul style="list-style-type: none"> • Speaking • Reading • Writing lists, sentences, poems, and paragraphs • Visual display • Unit Exams • Quizzes
Feb/Mar (approx 16 days) (10 days in Q3 for 4.2 vocab, directions with supplement, and culture)	México antiguo y moderno: Words associated with ancient civilizations Words associated with modern cities Giving directions Verbs with i→y spelling change in the preterite More verbs with irregular preterite stems	Describe early civilizations and their activities Describe the layout of a modern city Ask for and give directions Use verbs with i→y spelling change in the preterite appropriately Use irregular preterite verbs (“venir,” “querer,” “decir,” and “traer”) correctly Understand the “querer” usually has a different meaning in the	1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2 5.1 5.2	<i>Avancemos II:</i> Unidad 4, Lección 2 Supplementary materials (especially for directions— <i>Realidades</i>) Language Lab Videos/DVDs Workbook Audio-files/CDs Teachers’	Assessments may include but are not limited to: <ul style="list-style-type: none"> • Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement • Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences • Matching

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
and 6 days in Q4 for irregular preterite)	Culture	preterite Discuss the culture of México Learn about the Aztec calendar Read about the influence of indigenous languages on the Spanish language and discuss how other languages have influenced English Compare ancient cultures		Resource Book Music/CD Teacher-made worksheets Internet Realia	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing lists, sentences, poems, and paragraphs • Visual display • Unit Exams • Quizzes
	<u>Recycle:</u> Preterite of “-car,” “-gar,” “=zar” verbs	Use the preterite (past) tense of “-car,” “-gar,” “-zar” verbs appropriately			
Q4 April (approx 14 days)	¡Qué rico! (A comer): Food Food preparation Adjectives ending in “-ísimo” Tú Commands (affirmative and negative) Pronoun placement with commands Culture	Talk about different foods and flavors Talk about what you like and dislike Identify and describe ingredients Talk about food preparation and follow recipes Describe things and emphasize the descriptions using the suffix “-ísimo” Give instructions and make recommendations Follow recipes Use object pronouns appropriately with commands Discuss the culture of Spain Compare the Spanish “tapas” tradition to food traditions in	1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2 5.2	<i>Avancemos II:</i> Unidad 5, Lección 1 Supplementary materials Language Lab Videos/DVDs Workbook Audio-files/CDs Teachers’ Resource Book Music/CD Teacher-made worksheets	Assessments may include but are not limited to: <ul style="list-style-type: none"> • Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement • Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences • Matching • Listening • Speaking • Reading

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
		<p>other countries</p> <p>Learn about the cultural and linguistic differences among the various “comunidades autónomas” in Spain.</p>		<p>Internet</p> <p>Realia</p>	<ul style="list-style-type: none"> • Writing lists, sentences, poems, and paragraphs • Visual display • Unit Exams • Quizzes
<p>Apr /May</p> <p>(approx 14 days)</p> <p>(leaves 13 “extra” days—3-5 for EOJ/Prof Exam and 8-10 for project)</p>	<p>¡Buen provecho!</p> <p>Restaurant phrases</p> <p>Restaurant dishes</p> <p>Table setting items</p> <p>Food preparation</p> <p>Affirmative and negative words</p> <p>Culture</p> <p><u>Recycle:</u></p> <p>Prepositions of location</p> <p>Pronoun placement with commands</p>	<p>Order meals in a restaurant</p> <p>Ask the waiter to bring you food(s), drink(s), or other items</p> <p>Describe food and service</p> <p>Talk about meals and dishes</p> <p>Ask the waiter for missing table items</p> <p>Say where items on a table are located</p> <p>Say how you would like food cooked/prepared</p> <p>Use affirmative and negative words/expressions appropriately</p> <p>Learn about traditional Spanish foods</p> <p>Compare Spanish meal times to those in other countries</p> <p>Say where items on a table are located</p> <p>Place double object pronouns appropriately with commands</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>4.1</p> <p>4.2</p>	<p><i>Avancemos II:</i></p> <p>Unidad 5, Lección 2</p> <p>Supplementary materials</p> <p>Language Lab</p> <p>Videos/DVDs</p> <p>Workbook</p> <p>Audio-files/CDs</p> <p>Teachers’ Resource Book</p> <p>Music/CD</p> <p>Teacher-made worksheets</p> <p>Internet</p> <p>Realia</p>	<p>Assessments may include but are not limited to:</p> <ul style="list-style-type: none"> • Recognition: Choose the correct vocabulary word(s) or verb form to best complete a statement • Recall: Supply appropriate vocabulary word(s) or verb form to complete sentences • Matching • Listening • Speaking • Reading • Writing lists, sentences, poems, and paragraphs • Visual display

<u>Pacing</u>	<u>Content</u>	<u>Skills</u>	<u>PASS</u>	<u>Resources</u>	<u>Assessment</u>
					<ul style="list-style-type: none">• Unit Exams• Quizzes