

Template for Standards Alignment for Look, I Can Talk and TPRS® novels

Content Area	Proficiency Range Level	Course Name/Course Code
Spanish	Novice-Low–Novice-Mid	Spanish Level 1 and Level 2
Academic Standards: Communication Novice-Low to Novice-Mid (AATSP 2015)		
Goals	Standard	
COMMUNICATION - GOAL ONE Communicate in Spanish	Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
	Standard 1.2 Students understand and interpret spoken and written Spanish on a variety of topics.	
	Standard 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.	
CULTURES - GOAL TWO Gain Knowledge and Understanding of the Cultures of the World	Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.	
	Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.	
CONNECTIONS - GOAL THREE Connect with Other Disciplines and Acquire Information	Standard 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.	
	Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.	
COMPARISONS - GOAL FOUR Develop Insight into the Nature of Language and Culture	Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.	
	Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.	
COMMUNITIES - GOAL FIVE Participate in Communities at Home and Around the World	Standard 5.1 Students use Spanish both within and beyond the school setting.	
	Standard 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.	

Critical Skills
My students will be able to do...

<i>Interpersonal Communication</i>	<i>Presentational Speaking</i>	<i>Presentational Writing</i>	<i>Interpretive Listening</i>	<i>Interpretive Reading</i>
Novice-Low				
<p>I can understand simple phrases and questions and communicate on some very familiar topics using single words.</p> <ul style="list-style-type: none"> I can understand simple greetings and respond appropriately (e.g., hello, goodbye). I can understand simple introductions and respond appropriately (e.g., name, age). I can answer yes/no and either/or who, what, when, where, and how questions. 	<p>I can produce isolated words or phrases I memorized or acquired on familiar topics.</p> <ul style="list-style-type: none"> I can greet and state my name, age, and where I live, and bid farewell. I can point at objects and people and identify them. 	<p>I can write isolated words and phrases used frequently in class with support*.</p> <ul style="list-style-type: none"> I can write isolated words used frequently in class (e.g., listen, tell me, look at). I can write isolated words and places I see and go to weekly. I can write some numbers, colors, and descriptive words (e.g., 1–10, good, bad). I can write dates, days of the week, and months of the year. 	<p>I can understand isolated words and phrases in context with support*.</p> <ul style="list-style-type: none"> I can understand simple classroom instructions with support* (e.g., greetings, introductions, colors, numbers, commands: look, listen, sit, stand, go). 	<p>I can identify isolated words and phrases with support*.</p> <ul style="list-style-type: none"> I can recognize question words. I can understand isolated words used frequently in class (e.g., listen, tell me, look at). I can connect words and phrases to their meanings when supported by visuals, word walls, and labeled objects. I can understand meaning from cognates and context.
Novice-Mid				
<p>I can produce isolated words or phrases I memorized or acquired on familiar topics.</p> <ul style="list-style-type: none"> I can greet and state my name, age, and where I live, and bid farewell. I can point at objects and people and identify them. 	<p>I can present information about myself, others, and familiar topics using a variety of acquired and/or memorized words, phrases, and expressions.</p> <ul style="list-style-type: none"> I can talk about myself, family members, friends, and characters in leveled readers or texts (e.g., likes/dislikes, sports, description, interests, activities). I can identify and describe people, locations, pictures, and cultural topics mentioned in leveled readers or texts. 	<p>I can write about myself, others, and familiar topics using learned or acquired words, phrases, and simple sentences with support*.</p> <ul style="list-style-type: none"> I can write about myself, family, friends, and characters in leveled readers or texts (e.g., likes/dislikes, sports, activities, interests). I can write about some of my day-to-day and weekend activities. I can write using limited vocabulary relevant to cultural topics (e.g., leveled readers or texts, holidays, places). 	<p>I can understand familiar words and phrases in context in a variety of time frames.</p> <ul style="list-style-type: none"> I can understand simple words or phrases when heard in context (e.g., stories, classroom instructions, songs). I can understand simple phrases and questions related to self, others, familiar topics, and leveled readers and texts (e.g., greetings, introductions, basic feelings, descriptions). 	<p>I can understand words, phrases, and main ideas in simple texts and leveled readers on familiar topics in a variety of time frames.</p> <ul style="list-style-type: none"> I can understand meaning from cognates and context. I can understand expressions of basic feelings (e.g., happy, sad, tired). I can interpret basic dialogue on familiar topics (e.g., desires, commands, simple conversations). I can understand character introductions (e.g., family, likes/dislikes, people and place descriptions, relationships).
*Support may include gestures, pictures, props, and word walls.				

Critical Content
My students will know...

Vocabulary and Structures — Use present, past, future, and conditional tenses with a variety of subjects.

Each unit is intended to take roughly 4-5 weeks.

Optional TPR-Unit

se levanta se sienta rápido despacio anda camina salta para	levanta baja mano pierna grita mira suave	fuerte toca señala cabeza tira boca ojo pelo	brazo pie mesa nariz duerme camisa calcetines	se pone se quita blusa sobre, encima de debajo de arriba de enfrente de	detrás de silla suelo techo dientes lápiz puerta ventana	come llora escribe se ríe oreja pelota hombre toma	cara abre cierra reloj hombro bebe casa	libro lengua revista aplaude una vez dos veces tres veces todos	sonríe alrededor agua leche refresco rompe cubre	mueve cuenta ropa azul blanco negro verde	amarillo rosado escucha anaranjado café come morado
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Unit 1 story 1

Unit 1 story 2

Unit 1 story 3

hay un chico está en tiene le dice el chico es quiere va	present and past tenses singular and plural nouns definite/indefinite articles adj position/ agreement indirect object pronouns interrogatives SER/ESTAR subject pronouns negation	hay un chico está en tiene le da le dice	present and past tenses definite/indefinite articles adj position/ agreement indirect object pronouns interrogatives SER/ESTAR singular and plural nouns subject pronouns negation	hay quiere le dice no tiene va hacia le da ve es/está	present and past tenses definite/indefinite articles adj position/agreement indirect object pronouns interrogatives SER/ESTAR singular and plural nouns subject pronouns negation
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Unit 2 story 1

Unit 2 story 2

Unit 2 story 3

quiere busca va hay sale compra tiene	(Recycle and expand previous grammar) IR + a stem changing verbs objects of prepositions possessive adjectives	hay quiere va hacia vive hace frío pregunta va es/está	(Recycle and expand previous grammar) hacer with weather	hay le gusta quiere se llama vive habla	(Recycle and expand previous grammar) reflexive verbs gustar
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Unit 3 story 1

Unit 3 story 2

Unit 3 story 3

quiere tener no puede hablar lee encuentra	(Recycle and expand previous grammar) infinitives two verb construction	quiere comprar ¿Sabes si hay? puede comprar trabaja	(Recycle and expand previous grammar)	sabe juega fútbol comienza quiere hacer algo	(Recycle and expand previous grammar) indefinite expression
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Unit 4 story 1		Unit 4 story 2		Unit 4 story 3	
le gusta ir de compras ¿Qué puedo hacer? vende llega	(Recycle and expand previous grammar)	lleva tiene que comprar no lo puede creer toma la decisión	(Recycle and expand previous grammar) direct objects	debe comprarle paga escribe deja	(Recycle and expand previous grammar)
Unit 5 story 1		Unit 5 story 2		Unit 5 story 3	
quiere ser no sabe qué hacer antes de decidir	(Recycle and expand previous grammar)	piensa que puede decide hacer un viaje los lleva	(Recycle and expand previous grammar)	no tiene bastante dinero entiende cumple viene	(Recycle and expand previous grammar)
Unit 6 story 1		Unit 6 story 2		Unit 6 story 3	
trata de llamar te queda una opción espera empieza a	(Recycle and expand previous grammar) tratar + de verbs like gustar	cuida sigue se ensucia vuelve a llamar	(Recycle and expand previous grammar) volver + a	cuesta pone se pone contento	(Recycle and expand previous grammar) poner vs. ponerse
Unit 7 story 1		Unit 7 story 2		Unit 7 story 3	
conoce cuenta	(Recycle and expand previous grammar)	existe parece pide	(Recycle and expand previous grammar)	se aburre pasa tiempo puede ayudar consigue	(Recycle and expand previous grammar)

Cultural Concepts from Novels	
Novels	Suggestions
<i>El capibara con botas</i>	Amazon Rainforest, Galapagos Islands (animals, environment, nature)
<i>Berto y sus buenas idea</i>	Spain (school, museums, stadiums Spanish culture and history)
<i>Las aventuras de Isabela</i>	Mexico (monuments, markets, food, churches, class distinctions, poverty)
<i>Brandon Brown quiere un perro</i>	United States (birthday, pets, colors, differences between countries)
<i>Pobre Ana moderna</i>	Mexico (transportation, supermarkets, currency, food, schools, family culture, technology, adolescence))
<i>Fiesta Fatal</i>	Mexico (quinceañera, family, adolescence, social issues)
<i>El nuevo Houdini</i>	United States (pop culture, teenagers' daily lives)
<i>Rival</i>	Medieval Spain (history, religious conflict, regions of Spain)
<i>Casi se muere</i>	Chile (food, Chilean and U.S. independence days, flags, music)
<i>Patricia va a California</i>	Guatemala (geography, culture)
<i>Piratas del Caribe y el mapa secreto</i>	Caribbean (Hispaniola/La Española, New Mexico, pirates, weaponry, navigation, markets)
<i>Agentes secretos y el mural de Picasso</i>	Spain (Guernica, Picasso, Spanish Civil War, Barcelona, Pamplona, running of the bulls)
<i>Tumba</i>	Mexico (Day of the Dead, friendship, history, Mexican traditions and beliefs)
<i>El viaje de su vida</i>	Mexico (Chichén Itzá, Caracol, cruise ship)
<i>Carl no quiere ir a México</i>	Mexico (Guanajuato, markets, bathroom culture, stray dogs in Mexico)
<i>Esperanza</i>	Guatemala (unions, dictators, travel, border towns, immigration, coyotes/transportation of immigrants)
<i>Isabela captura un congo</i>	Costa Rica (landscape, animals, ecotourism)
<i>Felipe Alou</i>	Dominican Republic (Hispaniola/La Española, baseball, dictator, Parsley Massacre, Hispanic last names)