

Teen Voices: Spanish!

Level 2 Scope and Sequence

Unit 8: At Home

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Parts of the House	Parts of the outside of a house (e.g., “la ventana”, “el tejado”)	Note: Adjectives change form for noun gender Note: Many adjectives follow the noun	
Lesson 2: Rooms of the House	Rooms and objects in a house (e.g., “el baño”, “las escaleras”)		
Lesson 3: Colors	Colors	Note: Some color adjectives don’t change form to agree with noun gender	Note: “Ser” to talk about color
Lesson 4: Prepositions of Location	Prepositions of location, talking about your house (e.g., “Mi dormitorio está al lado del baño.”)		Note: “Estar” and “hay” to talk about location
	Conversation: Exchange student character describes her parents’ house in Paraguay.		
Lesson 5: Cultural Reading: La mansión de la familia Rivera	Vocabulary to support cultural reading (e.g., “el estilo colonial”, “el patio tresero”, “el barrio”)	Note: Adjectives that “belong to the noun” come before it	Passage describing a Colombian colonial style mansion Note: “El primer piso” is the first floor above the ground
Alignment with ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 1.1. Describe their house and/or the content of rooms. 1.2. Read a text about real estate listings and answer questions to show their understanding. 2.2. Learn about the way floors are numbered.		

Ideas for the Classroom

Students could...

- 1.3. Record themselves giving a tour of their house in the target language.
- 2.1. Learn about the reasons why typical houses are built that way.
- 3.1. Use their math skills to convert area from or into the metric system.
- 3.2. Look at websites with houses for sale and read the descriptions of the homes.
- 4.1. Compare the way rooms are described in for sale ads or decorating articles.
- 4.2. Compare the styles of houses (types of rooms) between the target cultures and their own.
- 5.1. Imagine they are looking for a place to buy/rent in the target culture and are looking through a website.
- 5.2. Watch TV shows from the target culture in which people try to find a new house.

Unit 9: Chores and Responsibilities

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Around the House	Verbs related to housework		
Lesson 2: Chores	Chores around the house		
Lesson 3: Using “Tener que”	Conjugate verb “tener”	Note: “Tener que...” + infinitive	Note: “Tener que...” vs. “Hay que...”
Lesson 4: Using “Estar”	Conjugate verb “estar” and phrases with adjectives		Note: Use “estar” to describe mood, location, and physical condition
Lesson 5: Excuses	Excuses (e.g., “No puedo.”, “El perro se comió mi tarea.”)		
Lesson 6: Using “Acabar de...”	Phrases using “acabar de...” and household chores	Note: “Acabar de...” + infinitive	
	Conversation: Course characters delegate household chores in order to go out and have fun.		
Lesson 7: Cultural Reading: Los quehaceres de la familia García	Vocabulary to support cultural reading (e.g., “Tengo que hacer eso todos los días.”, “limpiar el coche”)		Passage about course character Rafael’s weekly household chores Note: Words for “car” across Spanish-speaking countries
Alignment with ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 1.2. Read a text about household chores and answer questions to show their understanding.		

Ideas for the Classroom

Students could...

- 1.1. Have conversations about their chores, inviting each other to do something and accept or refuse the invitations.
- 1.3. Create a short video describing all the chores they do around the house.
- 2.1. Discuss the traditional roles in task distribution with the target culture household.
- 2.2. Learn about the etiquette of invitation, accepting and refusing them.
- 2.2. Learn about the appropriate hostess gifts when invited to someone's house.
- 3.1. Use their art skills to create invitations to a special event.
- 3.2. Analyze infographics that show gender-roles in the target culture as they relate to household tasks.
- 4.1. Compare the meaning of specific words or expressions in invitations and responses.
- 4.2. Compare how invitations are issued, accepted or refused and what is culturally appropriate.
- 5.1. Continue exchanging information about their daily life with their pen pal.
- 5.2. Watch a movie or TV series from the target culture that depicts the daily life of a family.

Unit 10: Family and Friends

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Family	Immediate and extended family members		
Lesson 2: Physical Description	Adjectives for physical description		
Lesson 3: Describing People with “Ser”	Phrases containing “ser” and physical description adjectives	Note: “Joven” à “jóvenes”	
Lesson 4: Describing People with “Tener”	Phrases containing “tener” and hair and eye color		
Lesson 5: Pets	Household pets		
Lesson 6: Talking to Friends	Phrases related to daily activities, questions addressed to multiple people	Note: Conjugating stem-changing verb “dormir”	Note: “Tener hambre”
	Conversation: Course characters meet extended family in a park.		
Lesson 7: Cultural Reading: Mi familia	Vocabulary to support cultural reading (e.g., “Lo llamamos...”, “cariñoso”, “un chiste”)	Note: Conjugating stem-changing verb “almorzar” Note: Direct object pronoun “lo”	Nicknames for family members
Alignment with ACTFL Standards	Students will... 1.1. Practice various linguistic aspects. 1.2. Read a text about names and answer questions to show their understanding. 4.1. Learn about typical nicknames given to various members of the family (grandparents, aunts and uncles) in the target culture.		

Ideas for the Classroom

Students could...

- 1.3. Create a written or oral presentation of their family (picture description or family tree).
- 2.1. Learn about the inter-generational relationships in the target culture.
- 2.2. Look at the most popular names in the target culture.
- 3.1. Use their science and history skills to talk about ancestry.
- 3.2. Research the evolution of family structures in the target cultures.
- 4.2. Research family structures in the target culture and how they compare to their own culture.
- 5.1. Exchange information about their family with their pen pal.
- 5.2. Watch a movie or TV series about family life in the target culture.

Unit 11: More or Less

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Comparatives	Comparative constructions and phrases (“más... que...”, “menos... que...”)	Note: Constructions “más/menos/tan + adjective + que...”	
Lesson 2: Describing Personality	Adjectives of personality	Note: Adjectives that do not change form for gender	
Lesson 3: Superlatives	Superlative constructions and phrases (“Es el más alto.”)	Note: Construction “el/la más/menos + adjective + de”	
Lesson 4: “Saber” vs. “Conocer”	Conjugations and phrases with “saber” and “conocer”		Note: When to use “saber” and when to use “conocer” Note: Meaning of “conocer a”
Lesson 5: E to IE Stem-Changing Verbs	Conjugations and phrases with “empezar” and “preferir”	Note: Certain verb stems change the “e” to “ie” for all forms except “nosotros/as”	
Lesson 6: Conjugating “Ir”	Conjugation of “ir”		
	Conversation: Course characters talk about which school subjects they like the most and least and which classes are the easiest and hardest.		
Lesson 7: Cultural Reading: La escuela en América Latina	Vocabulary to support cultural reading (e.g., “la escuela preparatoria”, “el sistema de calificación”)	Note: Adverbs tend to end in “-mente”	Passage about schools in Latin America and how students are graded. Note: “La escuela preparatoria” vs. “el colegio” Note: “El salón” vs “el aula”

<p>Alignment with ACTFL Standards</p>	<p>Students will...</p> <ul style="list-style-type: none"> 1.1. Learn various linguistic aspects. 1.2. Read texts about the school system in Latin America and answer questions to show their understanding. 2.1. Learn about the process to access higher education in the target culture. 2.2. Learn about the structure of higher education in the target language. 4.1. Learn how the verb “to know” is translated in different ways depending on the meaning.
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ul style="list-style-type: none"> 1.3. Present a comparison of universities in various regions/countries in which the target language is spoken. 3.1. Use their language art skills to create brochures to advertise a university or specific program. 3.2. Research a specific program they are interested in by looking up some university websites in the target cultures. 4.2. Compare how the same studies are conducted in the target cultures and in their own. 5.1. Explore university websites from the target cultures and note the information provided. 5.2. Read short articles about being a college student in the target cultures.

Unit 12: What's Happening Now?

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Weather	Phrases to talk about the current weather	<p>Note: “Nevar” is an “e” à “ie” stem-changing verb</p> <p>Note: “Llover” is an “o” à “ue” stem-changing verb</p>	
Lesson 2: Present Progressive	Phrases with familiar verbs in the present progressive	<p>Course note: Present progressive tense items have the hint “at this very moment” to distinguish from English present tense</p> <p>Note: What present progressive tense means and how to form it</p>	
Lesson 3: Invitation to the Game	Words and phrases related to talking and asking about a soccer/football game	<p>Note: “Estás yendo”</p>	
Lesson 4: Soccer Game	Key people and things at a soccer game (e.g., “el portero”, “la defensa”)		
	Conversation: Course characters discuss playing soccer and ideal weather conditions for a soccer match.		
Lesson 5: Cultural Reading: El clima en Centro y Sudamérica	Vocabulary to support cultural reading (e.g., “el ecuador”, “la costa”)		<p>Passage 1: Differences between climate in U.S. and Central and South America</p> <p>Passage 2: Climate above vs. below the equator</p>

<p>Alignment with ACTFL Standards</p>	<p>Students will...</p> <ul style="list-style-type: none"> 1.1. Learn various linguistic aspects. 1.2. Read a text about weather in several areas and answer questions to show their understanding. 4.1. Compare how present progressive is formed and used in the target language and their own.
<p>Ideas for the Classroom</p>	<p>Students could...</p> <ul style="list-style-type: none"> 1.3. Record themselves giving a weather forecast. 2.1. Learn about how some sporting events impact the target culture's daily life. 2.2. Learn about sports clubs in the target culture 3.1. Use their science skills to identify the climate patterns in the target cultures. 3.2. Research major sporting events in the target culture. 4.2. Learn about the way people celebrate a major sporting event in the target culture. 5.1. Describe a sporting event to their pen pal. 5.2. Watch weather forecasts in the target language. 5.2. Watch a sporting event in the target culture.

Unit 13: Dinner Time!

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Meals	Meals of the day + related verbs		
Lesson 2: Drinks	Non-alcoholic drinks	Note: “El agua” is feminine	
Lesson 3: Sandwiches	Items to put on a sandwich		Note: Many words that mean “sándwich”
Lesson 4: Dinner Food	Meats and starches		Note: “Los frijoles” (Mexican) Note: “Chorizo”
Lesson 5: Dinner Time!	Phrases related to hunger and thirst, and trying new foods	Note: Direct object in “probarlo” Note: Indirect object in “¿Qué nos recomienda?”	Note: “Al horno”
Lesson 6: Methods of Payment	Ways to pay for a meal at a restaurant		
Lesson 7: At the Restaurant	Mini conversation related to eating at a restaurant	Note: Construction “Nos trae...”, “les traigo...” Note: Polite “Podría...” + infinitive	Note: Meaning “rico”
Lesson 8: Ordering Dessert	Mini conversation related to ordering dessert	Note: Construction “¿Qué le puedo traer?”, “Me trae el menú.”	Note: “El flan”
	Conversation: Course characters go to a restaurant and discuss what they want to order.		
Lesson 9: Cultural Reading: ¡A comer!	Vocabulary to support cultural reading (e.g., “la mayoría de la gente”, “una siesta”)	Note: “Temprano”, when used as an adverb, does not change form	Passage 1: The custom of “la siesta” Passage 2: Food items across Latin America Note: “Llegó”
Alignment with ACTFL Standards	Students will... 1.1. Learn various linguistic aspects. 1.2. Read a text and answer questions to show their understanding. 2.2. Learn about typical dishes in the target cultures. 4.1. Note the cognates used when listing ingredients, quantities, etc.		

Ideas for the Classroom

Students could...

- 1.3. Record themselves teaching how to make a typical dish from the target culture.
- 2.1. Learn about meal times and cooking practices in the target cultures.
- 3.1. Use their Home Economics skills to cook some typical dishes.
- 3.2. Research other typical dishes of the target cultures.
- 4.2. Note the importance of some ingredients in the target cultures.
- 5.1. Organize a cultural fair where they present various dishes from the target culture.
- 5.2. Watch a cooking competition from the target culture.