

Spanish IB Overview 2022 - 2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

Grading Period 1

Unit 1: Having Fun in My Free Time

Estimated Date Range: 8/10/22-10/7/22

Unit Overview:

In this unit, learners will build upon their knowledge of free time activities from Spanish IA. They will be able to discuss what they typically do for fun in their free time. They will also be able to talk about what they did for fun over the summer or last weekend. Finally, students will make plans to do something fun with friends in the near future, building upon their skills at making plans that they acquired in Spanish IA.

At home connections:

- Encourage students to practice this material with a friend, as consistent practice is crucial for proficiency growth.

| Concepts within Unit #1 Link to TEKS | Success Criteria for this concept |
|---|---|
| <p>Concept #1: Things I do for Fun TEKS: 1.1a, 1.1b, 1.2a, 1.2d, 1.3a</p> | <ul style="list-style-type: none"> • Read, watch and/or listen to authentic materials related to free time activities and demonstrate understanding. • Name, with words or phrases, activities that I like to do and don't like to do in my free time • Ask others what they like and don't like to do in their free time. • Tell when and how often I do a variety of activities using phrases and simple sentences • Ask others when and how often they do a variety of activities. • Tell where I typically do my favorite activities using phrases and simple sentences. • Ask others where they do their favorite activities. |

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| | <ul style="list-style-type: none"> Tell with whom I typically do a variety of activities using phrases and simple sentences Ask others with whom they typically do a variety of activities Compare my free time activities with those of others in writing using simple sentences. |
| <p>Concept #2: What I did for Fun Last Weekend/Summer</p> <p>TEKS: 1.1a, 1.1b, 1.1e, 1.2a, 1.2d, 1.3b</p> | <ul style="list-style-type: none"> Show that I understand some of what I read/watch/hear in authentic materials about what other people like to do for fun. Use the target language to tell others what I did last weekend and over the summer for fun. Ask others what they did recently for fun, using the target language. |
| <p>Concept #3: Making Future Plans with my Friends</p> <p>TEKS: 1.1a, 1.1b, 1.1c, 1.1d, 1.1f</p> | <ul style="list-style-type: none"> Read/watch authentic materials in the target language describing upcoming events in a target culture and express my opinion/preferences about the various activities using the target language. Describe the things I am going to do for fun in the near future using simple sentences in the target language, and ask others what they are going to do. Tell where, when and with whom I am going to do things for fun in the near future using simple sentences in the target language. Invite others and accept and decline invitations from others, using phrases and simple sentences in the target language. Provide simple reasons when politely declining an invitation and make alternate suggestions, using phrases and simple sentences in the target language. Finalize plans with others, including details such as where, when and at what time you are going to do the activity. |

Grading Period 2

Unit 2: Where Does All My Money Go?

Estimated Date Range: 10/11/22-12/16/22

Unit Overview:

Students will begin the unit by describing what is in their closet, including brands, where things are from, and what influences their decision to purchase certain items. They will distinguish between items they want and items they need, and discuss at what point a need becomes a want. They will compare their shopping habits, fashion preferences and favorite possessions with those of people around the world. They will look at prices of goods around the world and discuss how the exchange rate affects the real value of things. By the end of the unit, students will be able to function in a real-world shopping scenario in order to express their needs, wants, and preferences while shopping. Additionally, students will be able to compare how the things they spend their money on are similar to or different than the items typically purchased by teens in the target culture.

At home connections:

- Encourage students to look at online shopping sites from the target culture. Discuss similarities and differences with them.

| Concepts within Unit # 2 Link to TEKS | Success Criteria for this concept |
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| <p>Concept #1: My Stuff</p> <p>TEKS: 1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p> | <p>read/watch and demonstrate understanding of authentic materials about</p> <ul style="list-style-type: none"> the clothing teens spend their money on in the target culture the personal possessions (technology, books, etc.) teens spend their money on in the target culture general spending habits of people in the target culture |

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| | <p><u>participate in oral and written conversations</u> in which they</p> <ul style="list-style-type: none"> • Use words, phrases and simple sentences to answer questions about <ul style="list-style-type: none"> ○ The clothing they like and why ○ Why they wear what they wear for specific occasions ○ Their favorite personal possessions ○ Where they shop and brands they like and why they like those stores/brands ○ What they spend their money on <p>Ask others questions about</p> <ul style="list-style-type: none"> • What types of clothing they like/prefer and why • What they wear or plan to wear for certain occasions • Their favorite personal possessions • Where they like to shop and the brands they like and why • What they spend their money on <p><u>Use words and phrases</u> both orally and in writing <u>to name</u></p> <ul style="list-style-type: none"> • The clothing they own • Several other personal possessions and things in their room • The things they need and the things they want <p><u>Use complete sentences</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> • Describe their clothing and the clothing of others • Express the characteristics of the items they like • Express my opinion about specific items, brands and places to shop • Describe the differences between wants and needs (e.g. shoes in general vs. \$250 designer shoes) • Compare and contrast what they spend their money on with what people spend money on in |
| <p>Concept #2: Let's Go Shopping 1.1a, 1.1b, 1.1c, 1.1d, 1.1e, 1.2a, 1.3a, 1.3b</p> | <p><u>Use complete sentences</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> • describe what they can get for their money in a variety of target cultures by converting \$US to their currency. • Express preferences between traditional and online shopping • Describe a traditional or online shopping experience <p><u>Participate in unscripted conversations</u> and/or role play about shopping in which they</p> <ul style="list-style-type: none"> • Ask for specific items and prices • Ask questions about something they or others want to buy • Respond to questions about items they or others want to buy • Express opinions about items they or others want to buy |

Grading Period 3

Unit 3: What's Most Important to Me

Estimated Date Range: 1/5/23-3/10/23

Unit Overview:

In this unit, students will build upon what they learned in Spanish IA and describe in detail their families and friends. They will focus on the qualities that are important to them in those relationships. Students will then evaluate how technology impacts their relationships with the people who matter most to them. Finally, they will express opinions about the relationships and possessions they cherish, while also differentiating between wants and needs.

At home connections:

- Encourage students to seek out opportunities to interact with the target language.
- Remind students to be patient, that language learning takes time. They won't be able to say everything in this new language that they can say in English or their first language.

| Concepts within Unit # 3 Link to TEKS | Success Criteria for this concept |
|--|--|
| Concept #1: The Qualities that Matter Most TEKS: 1.1a, 1.1e, 1.1f, 1.3b | <ul style="list-style-type: none"> • Describe the personalities of myself, my friends and my family members orally and in writing using words, phrases and simple sentences in the target language. • Describe the physical appearance of myself, my friends and my family members orally and in writing using words, phrases and simple sentences in the target language. • Use the target language to compare myself, my friends and my family in writing using simple sentences. • Describe the traits that are important to me in my relationships with friends and family members, using words, phrases and simple sentences in the target language. |
| Concept #2: Technology and Relationships TEKS: 1.1a, 1.1b, 1.1e, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b | <ul style="list-style-type: none"> • Show that I can understand some of what I read/hear/watch in authentic materials in the target language that describe the various ways we communicate with one another today and how technology impacts our relationships. • Name the variety of ways I communicated with others, and use the target language to describe my preferred method of communication. • Use the target language to describe the positive and negative effects technology can have on relationships. • State my opinion in the target language about whether technology is more positive or more negative to our relationships with one another. |
| Concept #3: What Matters Most, People or Things? TEKS: 1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b | <ul style="list-style-type: none"> • Use the target language to describe the relationships and possessions that are important to me. • List and explain, in the target language, what and who I am grateful for. • Determine whether something is a need or a want, and explain why, using the target language. |

Grading Period 4

Unit 4: Exploring the Target Culture

Estimated Date Range: 3/20/23-5/25/23

Unit Overview:

In this unit, students will draw upon all the skills they have learned in previous units as they explore the target culture. They will begin by exploring where they could go and what they could do when visiting the target culture. They will ask and answer questions about weather, things to do and food to eat in a variety of target language cities, as well as what to pack for a trip like that. Next, they will explore pop culture in the target culture, expressing their opinions about cultural trends and comparing their own culture to the target culture.

At home connections:

- Encourage students to watch movies and TV shows from the target culture.
- Encourage students to listen to a variety of music in the target language.

| Concepts within Unit # 4 Link to TEKS | Success Criteria for this concept |
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| <p>Concept #1: How to Prepare for a Vacation 1.1a, 1.1b, 1.1c, 1.1d, 1.2a, 1.2c, 1.3a, 1.3b</p> | <p>read/watch and <u>demonstrate understanding of authentic materials that...</u></p> <ul style="list-style-type: none"> • Describe common vacation destinations • Describe the weather in some vacation destinations • Describe the cuisine native to some vacation destinations in order to have a basic understanding of the type of food they would likely encounter there • Describe activities available at common vacation destinations • Describe what to pack for a trip <p><u>use words and phrases both orally and in writing to name</u></p> <ul style="list-style-type: none"> • several potential vacation destinations or types of vacations • activities they would likely do at a given destination • the type of food they might eat at a given destination • clothing and other items that they would pack for a particular trip <p><u>participate in oral and written conversations in which they</u></p> <ul style="list-style-type: none"> • discuss the activities they like to do on vacation • discuss the weather at a variety of potential vacation destinations • Discuss the things they want to eat at a particular vacation destination • Discuss the things that affect what they pack and the activities they do while on vacation <p><u>Use complete sentences, both orally and in writing, to</u></p> <ul style="list-style-type: none"> • Define what a vacation is for them • Describe their ideal vacation destination • describe the activities they like to do on vacation • describe the weather in a variety of potential vacation destinations |

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| | <ul style="list-style-type: none"> describe the dining habits in a variety of target language vacation destinations (where, when, what they typically eat) Describe clothing appropriate for a variety of vacation activities and weather conditions |
| <p>Concept #2: What's Trending Where I'm Going 1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p> | <p>read/watch and <u>demonstrate understanding of authentic materials</u> about current events related to music, art and/or entertainment in the target culture</p> <p><u>Use complete sentences</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> describe types of events and happenings common to teens in the target culture describe the types of music, art and/or entertainment currently popular in the target culture Express their preferences for cultural events and trends in the target culture <p><u>participate in oral and written conversations</u> in which they</p> <ul style="list-style-type: none"> discuss the types of music, art and/or entertainment currently popular in the target culture discuss their preferences for the things that are trending in the target culture |

Glossary of Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

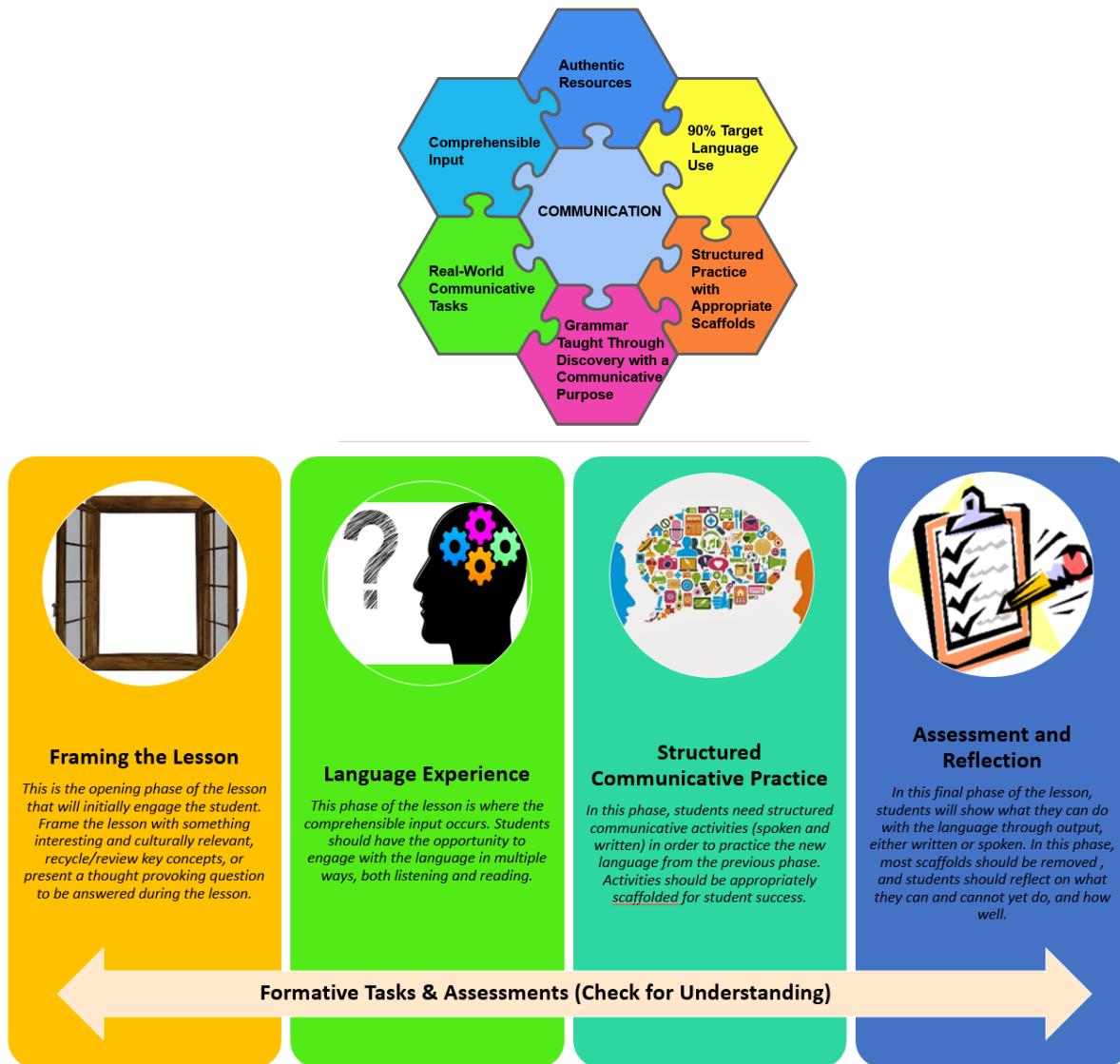
Parent Resources

The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive log-in information through their campus.

| Resource | How it supports parent and students |
|------------------------------------|---|
| Descubre 1 | This is the Spanish textbook. While our curriculum does not align to the textbook, it can be used as a resource for students who might want/need additional practice. |
| This is Language | This is an online platform that has videos of native speakers talking about a variety of topics, many of which are aligned to our curriculum topics. |
| Duolingo | This site provides students with extra practice in a variety of languages. It is not aligned with the curriculum, but could be a great way to reinforce the basics. |
| Multilingual Books | This site has links to foreign newspapers and magazines. Reading in the target language is one of the best ways to increase proficiency with the language. |

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students' prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding