

Spanish IA Overview 2023 - 2024

This document is designed to 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: Getting to Know You

Estimated Date Range: 8/9/23-10/6/23

Unit Overview:

Students will become familiar with the vocabulary and expressions that are needed to conduct class in the target language, to greet other people correctly based on culturally accepted behaviors, and to exchange basic courtesy expressions. They will learn to introduce themselves and meet others, and tell a little about themselves, using their new language and cultural literacy skills and attitudes. Students will also learn how to express and ask about likes and dislikes regarding sports and school classes as well as give reasons for them. By the end of this Unit, students are expected to greet other people and maintain a short conversation about themselves by using the target language and the accepted behaviors used in the target culture. They also are expected to write simple sentences about their personal information with a person who speaks the target language.

At home connections:

- Encourage students to practice greeting and introducing themselves with anyone they know who speaks the target language.
- If they do not know anyone who speaks the target language, let them teach you how to introduce yourself to others appropriately.

Concepts within Unit #1 Link to TEKS	Success Criteria for this concept
Concept #1: Nice to Meet You 1.1a, 1.1e, 1.2a, 1.2d, 1.3b	In an oral or texting conversations, the student can <u>share/respond to others' questions in order to:</u> <ul style="list-style-type: none"> • greet and address others in a culturally appropriate way, using a variety of words and phrases. • introduce themselves to other people using phrases and simple sentences. • spell their name when meeting new people if asked

	<ul style="list-style-type: none"> • use common courtesy expressions (such as please, thank you, nice to meet you, etc.) • say how they are doing/feeling using phrases and simple sentences • share personal information such as age, birthday, where they are from, etc. using phrases and simple sentences • use common leave taking expressions to end a conversation (good-bye, see you later, etc.) <p>In an oral or texting conversation, the student can <u>ask</u>:</p> <ul style="list-style-type: none"> • What someone's name is • how to spell someone's name when meeting them for the first time if needed • about how others are doing/feeling using simple questions • others' personal information (such as age, birthday, where they are from, etc.) <p>The student will be able to write simple sentences in order to:</p> <ul style="list-style-type: none"> • Introduce themselves to other people • share personal information such as age, birthday, where they are from, etc
<p>Concept #2: Expressing Likes and Dislikes 1.1b, 1.2a, 1.2c, 1.3a</p>	<p>Demonstrate understanding of authentic text, audio and audio visual material from the target culture about:</p> <ul style="list-style-type: none"> • School subjects • Sports • Other school activities <p>Name, using words and short phrases</p> <ul style="list-style-type: none"> • Their school subjects • Sports that they or their friends participate in • Other school activities they or their friends participate in <p>Tell others, in simple oral and written conversations,</p> <ul style="list-style-type: none"> • What classes they have • What activities they participate in at school (including sports) • What classes they like or don't like • What activities they like or don't like • Why they like or don't like the classes and activities that they participate in <p>Ask others, in simple oral and written conversations,</p> <ul style="list-style-type: none"> • What classes they have • What activities they participate in at school (including sports) • What classes they like or don't like • What activities they like or don't like • Why they like or don't like their classes or activities <p>Write and/or present orally, using simple sentences, about</p> <ul style="list-style-type: none"> • Their classes • Their school activities (including sports) • Why they like or dislike their classes and/or school activities

Grading Period 2

Unit 2: Friends and Family

Estimated Date Range: 10/11/23-12/15/23

Unit Overview:

In this unit, students will learn to talk about their nuclear family (the one that lives in their home), their extended family, their friends and their pets. They will describe their friends and family members in terms of physical and personality characteristics. Students will also learn about characteristics of families in other cultures and how families are the same and different from one culture to the next. They will tell where they go and what they do in their free time with their friends and family, and how that compares to families in the target culture. Finally, students will talk about typical family events, such as birthdays and other celebrations, where those family events take place and how they are celebrated, here and in the target culture. Students will build on this knowledge of free time activities as they move into unit 3 and begin making plans to go out with friends.

At home connections:

- Share family history with your child, such as grandparents' and great grandparents' names.
- Tell about friends you have that are as close as family; not everyone has a happy family situation, so celebrate those close friendships with your child.

Concepts within Unit # 2 Link to TEKS	Success Criteria for this concept
<p>Concept #1: Describing my Friends and Family</p> <p>1.1a, 1.1b, 1.2a, 1.2b, 1.3b</p>	<p>Students will be able to demonstrate an understanding of culturally authentic print, digital, audio and/or audiovisual materials related to</p> <ul style="list-style-type: none"> • Family relationships • Describing others (including personality traits, physical characteristics and age) • Typical family structure in the target culture <p>Students will be able to use words and phrases, both orally and in writing, to</p> <ul style="list-style-type: none"> • Identify family relationships (mother, brother, uncle, etc.) • Identify the pets people have <p>Students will be able to use simple sentences, both orally and in writing, to</p> <ul style="list-style-type: none"> • Tell how old someone is • Describe the personality traits of family, friends and pets • Describe the physical appearance of family, friends and pets • Describe their family as a whole • Compare their family with a typical family structure in the target culture(s) <p>Students will be able to participate in oral and written conversation in which they</p> <ul style="list-style-type: none"> • Answer questions about their families and individual family members • Ask others questions about their families and individual family members
<p>Concept #2: Free Time Activities</p>	<p>Students will be able to demonstrate an understanding of culturally authentic print, digital, audio and/or audiovisual materials by</p>

<p>1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p>	<ul style="list-style-type: none"> Identifying free time activities in the target culture(s) Identifying the places people in the target culture(s) go in their free time <p>Students will be able to use words, phrases and simple sentences, both orally and in writing, to</p> <ul style="list-style-type: none"> Tell what they like to do in their free time with friends and family Tell what their friends and family members like to do in their free time Tell where they go with friends and family in their free time and what they do there Compare what they do with their friends and family with typical free time activities in the target culture(s) <p>Students will be able to participate in oral and written conversations in which they</p> <ul style="list-style-type: none"> Ask questions about what others like to do with their friends and family in their free time Answer questions about what they like to do with their friends and family in their free time Talk about the places people go with friends and family Talk about the things people do at those places
<p>Concept #3: Family Celebrations 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p>	<p>Students will be able to read/watch and demonstrate understanding of authentic materials describing common celebrations and/or traditions in the target culture.</p> <p>Students will be able to write simple sentences about</p> <ul style="list-style-type: none"> Family customs and traditions typical in the target culture(s) Their own family's customs and traditions Comparing their family's customs with those in the target culture <p>Students will be able to participate in oral and written conversations in which they</p> <ul style="list-style-type: none"> Answer questions about their family's customs and traditions Ask others about their family's customs and traditions

Grading Period 3	
Unit 3: The Wonderful World of Food	
Estimated Date Range: 01/04/24-3/8/24	
<p>Unit Overview:</p> <p>Food is often the gateway for many people into a new culture. It is at the center of so much of what we do. In this unit, learners will be able to talk about foods and beverages for breakfast, lunch, and dinner and give basic information about their food likes and dislikes, building on what they learned about expressing opinions in other units. They will describe food, and compare what they eat to what is typically eaten in the target culture. Finally, students will identify different practices related to purchasing groceries and produce to prepare food at home, as well as how to order food in a restaurant.</p> <p>At home connections:</p> <ul style="list-style-type: none"> Encourage students to seek out opportunities to interact with people who speak the target language, such as ordering in Spanish in a Mexican restaurant. 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
<p>Concept #1: Food Choices TEKS: 1.1a, 1.1b, 1.2a, 1.2d, 1.3a, 1.3b</p>	<p>Demonstrate understanding of authentic text, audio and audio visual material from the target culture about:</p> <ul style="list-style-type: none"> The foods people eat for different meals The things people like to drink Eating habits such as times of meals, when people eat their big meal of the day, whether they eat out or at home, etc. <p>Name, both orally and in writing using words and short phrases</p> <ul style="list-style-type: none"> Common foods, drinks and meals in the U.S. Common foods, drinks and meals in a few target cultures <p>Have simple oral and written conversations in which they use words, phrases and simple sentences to</p> <ul style="list-style-type: none"> Tell the foods they like and don't like Describe when, where and with whom they eat their meals Tell any food allergies they have Tell what foods/drinks they would like or would not like to try from the target culture and why Ask others questions about their food preferences Ask others about their eating customs <p>Write and/or present orally, using simple sentences, to</p> <ul style="list-style-type: none"> Describe the foods they typically eat Describe foods common in the target culture(s) Explain which foods from the target culture(s) I would like to try and why Tell at what time meals occur both here and in the target culture

	<ul style="list-style-type: none"> Describe mealtime customs here and in the target culture
<p>Concept #2: Buying Food at a Store TEKS: 1.1a, 1.1c, 1.1d, 1.2a, 1.2d, 1.3b</p>	<p>Demonstrate understanding of authentic materials such as grocery store ads and commercials</p> <p>Name, both orally and in writing using words and phrases</p> <ul style="list-style-type: none"> different portions of food (kilogram, gram, etc.) different types of packaging for food (box, bag, etc.) different places one buys food, both here and in the target culture <p>Use words, phrases and simple sentences in spoken and written conversations in order to</p> <ul style="list-style-type: none"> request items at a store describe what and how much of something you need at a store/market discuss prices of products at the store
<p>Concept #3: Buying Food at a Restaurant TEKS: 1.1a, 1.1c, 1.1d, 1.2a, 1.2d</p>	<p>Read/watch and demonstrate understanding of authentic materials such as menus and restaurant reviews.</p> <p>Use words, phrases and simple sentences in spoken and written conversations and <u>unscripted</u> role play in order to</p> <ul style="list-style-type: none"> express preferences about items on a menu answer questions related to my order at a restaurant ask questions to get more information about items on a menu request a particular item from a waiter (food, silverware, napkin, etc.) ask for clarification or help with a problem on things such as price, ingredients, etc.

Grading Period 4

Unit 4: A Typical Teenage Life

Estimated Date Range: 3/18/24-5/23/24

Unit Overview:

Students will come to this unit knowing some basic activities and expressing rudimentary opinions and/or details about them. They will also know how to talk about people's preferences when it comes to when, where, how often and with whom they partake in such activities. They will have a lot of practice in all three modes of communication and will use these skills once again during this unit, especially the interpersonal mode.

At the end of this unit, students will be able to discuss what they like and don't like to do (both at school and during free time), as well as when and how often they do these things. Students will compare their daily life with activities of other students in the target culture. Finally, they will use the language to extend, accept and decline invitations, giving suitable excuses and negotiating different venues, times and/or days.

At home connections:

- Encourage students to seek out opportunities to interact with Spanish. They can watch Netflix shows in Spanish, listen to Spanish music, follow Spanish-speaking celebrities on social media, the possibilities are endless!

Concepts within Unit # 4 Link to TEKS	Success Criteria for this concept
<p>Concept #1: Teenage Life in the Target Culture TEKS: 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p>	<p>Students will be able to read/watch and demonstrate understanding of authentic resources about how teens spend their free time in the target culture Students will be able to participate in oral and written conversation in which they</p> <ul style="list-style-type: none"> • Use words, phrases and simple sentences to answer questions about their free time activities such as <ul style="list-style-type: none"> ○ What they do in their free time ○ When and how often they do a variety of activities ○ With whom they typically do those activities • Ask others questions about free time activities such as <ul style="list-style-type: none"> ○ What they do in their free time ○ When and how often they do a variety of activities ○ With whom they typically do those activities <p>Students will be able to use complete sentences, both orally and in writing, to</p> <ul style="list-style-type: none"> • Tell about their free time activities and those of their peers • Tell how teens in the target culture spend their free time • Compare how teens in the target culture spend their free time with what teens here typically do
<p>Concept #2: Making Plans with my Friends TEKS: 1.1b, 1.1c, 1.1d, 1.1e, 1.1f</p>	<p>Students will be able to participate in oral and written (texting) conversations, using phrases and simple sentences, in which they</p>

	<ul style="list-style-type: none"> • discuss upcoming plans as part of deciding what to do with their friend • invite others to do things with them • accept invitations extended by others • politely decline invitations extended by others • politely make excuses when declining an invitation • make suggestions (such as time and/or place) when negotiating future plans with someone
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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.

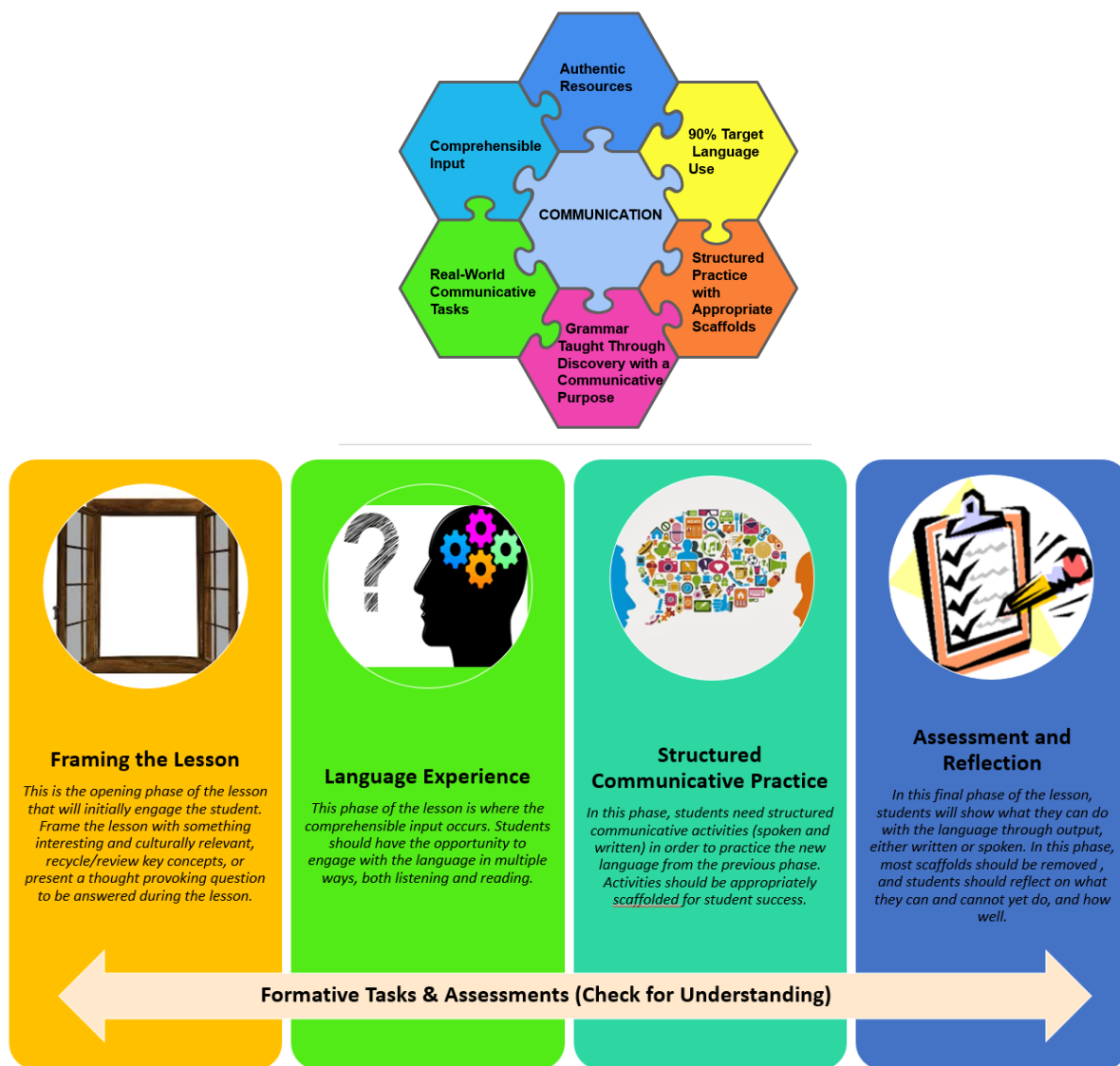
Parent Resources

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