

## Spanish for Spanish Speakers Overview 2023 - 2024

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](#)

**\*All coursework for this course is 100% in Spanish**

### Grading Period 1

#### Unit 1: ¿Quiénes somos?

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

#### Unit Overview:

In this unit, students will begin by exploring who they are, where they live, their nationality and heritage. They will get to know how Hispanic culture differs in all countries and how it all comes together as one despite the differences. They will write about their own and read about others' experiences regarding being a Hispanic and what's important in their lives. Students will also learn about the different ways we behave in different social scenarios.

Furthermore, in a future unit, they will build on what they learn here and share in depth and detailed information about their nuclear families, belonging to a community or group of people, discussing values, and sharing their heritage.

#### At home connections:

- Share stories with your student about their heritage and the home country.

Concepts within Unit #1 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: My Experiences TEKS: 3.1a, 3.1b, 3.1e, 3.2a, 3.3a, 3.3b,	Students will be able to participate in spoken conversations in which they use complete sentences to <ul style="list-style-type: none"> <li>• Tell about themselves and ask others questions</li> <li>• Discuss what is important in their life</li> <li>• Express opinions about things they have read/watched in authentic materials about others' experiences</li> </ul>

	<p>Students will be able to demonstrate understanding of authentic materials related to other people's experiences as Hispanics in the U.S.</p> <p>Students will be able to write complete sentences with detail and elaboration about</p> <ul style="list-style-type: none"> <li>• what is important to them in their life</li> <li>• their experiences as a Hispanic in the U.S.</li> </ul>
<p>Concept #2: Where Our Families are From TEKS: 3.1a, 3.1e, 3.2a, 3.2c, 3.2d, 3.3c</p>	<p>Students will be able to demonstrate understanding of authentic materials related to</p> <ul style="list-style-type: none"> <li>• The current political, economic and/or social conditions in a variety of Spanish-speaking countries.</li> <li>• Traditions found in several Hispanic countries</li> </ul> <p>Students will be able to participate in conversations in which they discuss</p> <ul style="list-style-type: none"> <li>• The current situation in different Spanish-speaking countries</li> <li>• Traditions that are similar and different across the different Hispanic cultures</li> </ul> <p>Students will be able to write connected sentences with details and elaboration that</p> <ul style="list-style-type: none"> <li>• Describe the current situation in a variety of Spanish-speaking countries</li> <li>• Compare the situation of several Spanish-speaking countries</li> </ul>
<p>Concept #3: Who We Are TEKS: 3.1a, 3.1e, 3.2a, 3.2b, 3.2c, 3.3b, 3.3c</p>	<p>Students will be able to demonstrate understanding of authentic resources such as infographics and articles that describe</p> <ul style="list-style-type: none"> <li>• the different Hispanic nationalities present in the U.S.</li> <li>• Hispanic population data in the U.S.</li> </ul> <p>Students will be able to infer meaning of unfamiliar words in authentic texts dealing with data on the U.S. Hispanic population.</p> <p>Students will be able to use connected sentences, orally and in writing, to</p> <ul style="list-style-type: none"> <li>• Draw conclusions about the Hispanic population in the U.S based on things they have read</li> <li>• Express opinions with supporting statements based on the data in the things they have read</li> <li>• Describe the stages an immigrant goes through using connected sentences</li> </ul> <p>Students will be able to have conversations in which they express their opinions about the things they have read about the Hispanic population in the U.S.</p>

## Grading Period 2

### Unit 2: Mi familia presente y pasada

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

#### Unit Overview:

In this unit, students will talk about their nuclear family, the one that lives in their home, their extended family and their friends. They will also share how families look in their countries of origin and how family values are the same and different from one culture to the next. Students will also 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 their original culture. They will also share their family traditions, ancestry, legends and culture.

#### At home connections:

- Share stories with your student about celebrations from your childhood.

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Belonging TEKS: 3.1a, 3.1b, 3.1e, 3.2c, 3.2d, 3.3b, 3.3c	<ul style="list-style-type: none"> <li>• Talk about my nuclear and extended family using connected sentences with details and elaboration.</li> <li>• Ask others about their families using questions with simple elaboration and culturally appropriate expressions, register, and gestures</li> <li>• Describe the different groups I am a part of, using a mix of phrases, sentences and strings of sentences.</li> <li>• Say what it means to me to be a part of a group/community, to belong, using connected sentences with details and elaboration.</li> </ul>
Concept #2: Family Values TEKS: 3.1a, 3.1b, 3.1e, 3.2c, 3.2d, 3.3b, 3.3c	<ul style="list-style-type: none"> <li>• List the values I think are part of the Hispanic culture and discuss how these values are important to me and my community, using supporting statements.</li> <li>• Compare my family's values with those of other families, particularly families from other places.</li> </ul>
Concept #3: My Heritage TEKS: 3.1a, 3.1b, 3.1e, 3.2c, 3.2d, 3.3b, 3.3c	<ul style="list-style-type: none"> <li>• Discuss my ancestry and culture, and others' ancestry and culture, with supporting statements.</li> <li>• Discuss my culture's legends and others' legends with supporting statements.</li> <li>• Describe my country of origin's cultural celebrations using connected sentences with elaboration.</li> <li>• Talk about differences between Spanish and English using a mix of phrases, sentences and strings of sentences with elaboration.</li> <li>• Discuss the role of the language resulting from the mix of English and Spanish using supporting statements.</li> </ul>

## Grading Period 3

### Unit 3: El mundo hispano de hoy, desafíos y éxitos

Estimated Date Range: 01/04/24-3/8/24

**Unit Overview:**

After taking a look into their own family, friends, traditions and celebrations, students now turn outside to look into what other Hispanics have done and are doing in our society. They will get to compare and predict what their futures might be by discussing the landmarks Hispanics have achieved despite all the obstacles they have in their way, and by leaning on the support of the Latino community.

During this unit, students will discuss the roles that Hispanics play in today's society including the issues they confront and the successes that have been achieved throughout time. They will talk about the opportunities that come with being bilingual and the challenges inherent to discrimination, as well as what awaits them if they choose to break with the Hispanic stereotype.

**At home connections:**

- Encourage students to investigate all the benefits of being bilingual and the impact that can have on future careers.

Concepts within Unit # 3 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Contributions of Hispanics TEKS: 3.1a, 3.1b, 3.1e, 3.2a, 3.2b, 3.2d, 3.3a, 3.3b, 3.3c</p>	<p>Students will be able to demonstrate understanding of authentic materials by <u>paraphrasing the main idea, theme (if fiction) and supporting details</u> to</p> <ul style="list-style-type: none"> <li>• identify key Hispanic players and leaders in today's pop culture</li> <li>• gather information and evidence about the contribution of Hispanics to government</li> </ul> <p>Students will be able to <u>use connected sentences with details and elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• describe the contributions of key Hispanic players in today's pop culture</li> <li>• describe the different types of political systems in Latin America</li> </ul> <p>Students will be able to <u>have oral conversations using a mixture of short statements, sentences, and strings of strings of sentences complete sentences and simple elaboration</u> in which they discuss (using appropriate register)</p> <ul style="list-style-type: none"> <li>• the different political systems in among Latin American countries and the US</li> <li>• contributions of Hispanics to government</li> </ul>
<p>Concept #2: Being Hispanic TEKS: 3.1a, 3.1b, 3.1e, 3.2a, 3.2b, 3.2d, 3.3a, 3.3b, 3.3c</p>	<p>Students will be able to demonstrate understanding of authentic materials by <u>paraphrasing the main idea, theme (if fiction) and supporting details</u> from authentic materials related to</p> <ul style="list-style-type: none"> <li>• the ways in which hunger affects Hispanics around the world</li> <li>• the ways in which poverty affects Hispanics around the world</li> <li>• the ways in which homelessness affects Hispanics around the world</li> <li>• the ways in which discrimination affects Hispanics around the world</li> </ul>

	<ul style="list-style-type: none"> <li>the ways in which varying attitudes toward immigration affect Hispanics around the world</li> <li>the benefits of being bilingual</li> <li>the stereotypes of Hispanics today</li> </ul> <p>Students will be able to <u>use connected sentences with details and elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>explain the similarities and differences about the various issues facing Hispanics today</li> <li>describe the benefits of being bilingual.</li> <li>describe the stereotypes of Hispanics today</li> <li>the benefits and drawbacks of breaking out of the stereotypes people put me in.</li> </ul> <p>Students will be able to <u>have oral conversations using a mixture of short statements, sentences, and strings of strings of sentences complete sentences and simple elaboration</u> in which they discuss (using appropriate register)</p> <ul style="list-style-type: none"> <li>the similarities and differences between the various issues facing Hispanics today.</li> <li>the benefits of being bilingual</li> <li>the benefits and drawbacks of breaking out of the stereotypes people put them in.</li> </ul>
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## Grading Period 4

### Unit 4: Nuestro futuro

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

#### Unit Overview:

In this unit, students will explore careers available and of interest to them, as well as discuss these with classmates. They will listen to their peers' plans and give advice regarding the other students' choices. Together, they will come up with plans for their future. Different educational systems in Latin America will be studied and compared with the one in the U.S. They will analyze how technology has changed the possibilities for future employment and what new careers are becoming available. In the end, they will read about and predict the future role that Hispanics will have in this country.

#### At home connections:

- Encourage students to investigate all types of careers for the future, including those that require a college degree, trades that require specific skills, and other options that are available to them right after high school. Encourage them to look at the benefits/drawbacks of each path.

Concepts within Unit # 4 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Careers of the future TEKS: 3.1a, 3.1b, 3.1c, 3.2a, 3.2b, 3.3a, 3.3b, 3.3c	<ul style="list-style-type: none"> <li>Show that I can understand what I read/hear/watch in authentic materials related to possible future careers, the</li> </ul>

	<p>education required for those careers her and in a variety of Spanish-speaking countries, and work in general.</p> <ul style="list-style-type: none"> <li>• Discuss my ideas for my future with a classmate using a mixture of short statements, sentences and strings of sentences</li> <li>• Compare the education system in a variety of Spanish-speaking countries with the U.S. system by writing sentences and strings of sentences with details and elaboration</li> <li>• Seek and give advice on education, careers and work through spoken conversations with a partner</li> <li>• Read/watch and demonstrate understanding of culturally authentic materials about how technology has impacted the workforce</li> <li>• Describe the ways in which technology has benefited the workforce, as well as the negative impact of technology on the workforce.</li> <li>• Predict how technology and science might affect my future career and educational choices, orally or in writing, using connected sentences with details and elaboration.</li> </ul>
<p>Concept #2: Our Future TEKS: 3.1a, 3.1b, 3.1c, 3.2a, 3.2b, 3.3a, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> <li>• Show that I can understand what I read/hear in authentic resources about the role of Hispanics in our society.</li> <li>• Describe the current role of Hispanics in our society using sentences and strings of sentences with details and elaboration.</li> <li>• Predict the future role of Hispanics in our society, orally or in writing, using connected sentences with details and elaboration.</li> </ul>

### 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

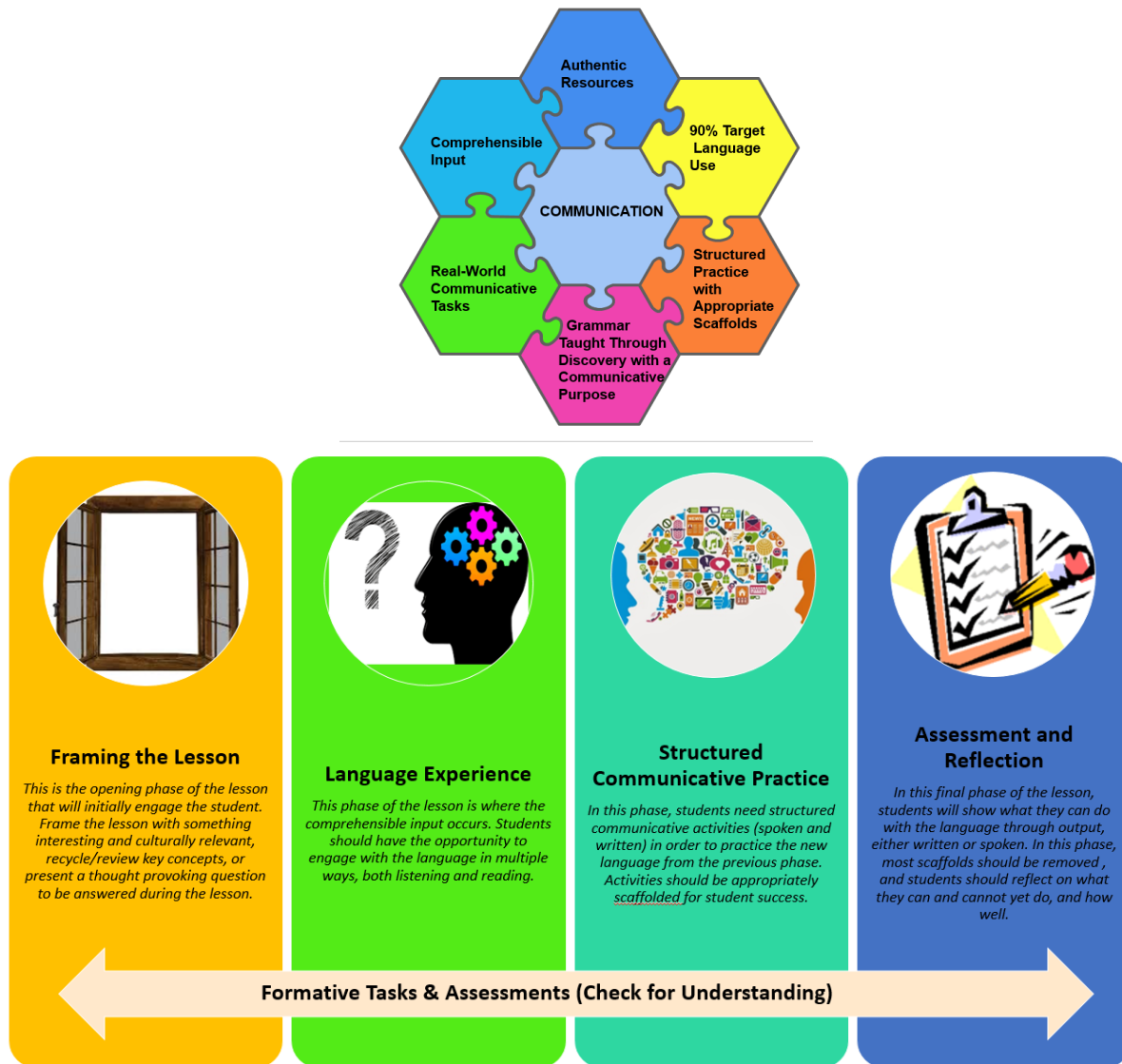
The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
Imagina	This is the textbook we use for this course. 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.
<a href="#">Duolingo</a>	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.
<a href="#">Multilingual Books</a>	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