

LCISD Spanish 1

At a Glance 2020 - 2021

The goal of the study of beginning levels modern language is communicative competence. This course introduces students to language and develops proficiency in speaking, listening, reading and writing. At the end of the course, students should be able to engage in simple conversations within the limits of practiced vocabulary and structure. Students will gain perspective and insight into the cultures of the countries where the language is spoken. Classes are conducted in the language as much as possible. TEKS: <http://ritter.tea.state.tx.us/rules/tac/chapter114/index.html>

Grading Period	UNIT
1st 6 weeks	<p>Unit 1: Introducing myself</p> <ul style="list-style-type: none"> ● Introduce myself and others using appropriate greetings and introductions ● Communicate some basic information about about myself and people I know ● Engage in simple conversation asking short memorized questions and answering with short memorized questions. ● Express likes and dislikes with simple memorized answers. ● Recognize countries that speak Spanish and nationalities ● Vocabulary: likes, dislikes, calender, numbers to 30, nationalities, question words, proficiency levels, simple adjectives
2nd 6 weeks	<p>Unit 2: Family and Community</p> <ul style="list-style-type: none"> ● Describe what customs I participate with my family for celebrations/holidays ● Identify members of my family and other families ● Compare my family/ American celebrations/tradtions to families around the world ● Discuss family traditions in Hispanic Cultures ● Vocabulary: basic body parts, family members, basic descriptions, activities
3rd 6 weeks	<p>Unit 3: Contemporary Life: My Daily Life</p> <ul style="list-style-type: none"> ● Explain how I spend my day - school, hobbies, free time, sports ● Make plans with someone arranging specific details with time ● Compare my life to a teenager in Hispanic culture ● Express likes, dislikes, preferences ● Compare how socioeconomics impacts the lives of teens around the world - their free time and schools ● Vocabulary: school classes, hobbies, free time activities, sports, telling time, preferences, comparisons

4th 6 weeks	<p>Unit 4: Consumerism</p> <ul style="list-style-type: none"> ● Identify and order food from Hispanic culture ● Identify and purchase clothing and other items from a store ● Compare and contrast what American and Hispanic teens purchase ● Discuss the differences of cuisines across Hispanic countries ● Vocabulary: foods, clothing, things teens buy, money
5th 6 weeks	<p>Unit 5: Beauty of Hispanic Communities</p> <ul style="list-style-type: none"> ● Identify places in a Hispanic town ● Give basic directions to places in a town, in a museum, mall, etc. ● Discover Hispanic Tourism/ Travel ● Discuss the global influence of Spanish music ● Compare and contrast Hispanic culture to American culture ● Vocabulary: places in town, directions, monuments, trips, music
6th 6 weeks	<p>Unit 6: Entertainment</p> <ul style="list-style-type: none"> ● Explore Hispanic Social Media communications ● Identify Hispanic legends/ literature ● Identify reality vs fantasy of technology and literature (movies, books, legends) ● Compare/ Contrast Hispanic Reality Shows/ Soap Operas vs American ● Discuss the entertainment influences between American & Hispanic culture ● Vocabulary: true, false, technology, social media, entertainment