

TEKS: Spanish Level 1 Unit 2—Describing Yourself & Others Argentina & Venezuela	TEKS:	Specifications:
<p>INTERPRETIVE COMMUNICATION In the interpretive mode of communication, students demonstrate understandings of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” Reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</p> <p>C2: Interpretive Communication: reading and listening. The student comprehends sentence-length information from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>a) demonstrate understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;</p> <p>b) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;</p> <p>c) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and</p> <p>d) identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p>	<p>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</p> <ul style="list-style-type: none"> • C2:C: Read and respond to a “Missing Person” advertisement. • C2: A, B, C: Listen and respond to a description of a person given. • C2:C: Watch <i>Videonovela</i> and respond to questions • C2:A, C2:B, C2:C, C2:D: Listen, reflect, and respond to Spanish speakers around the world in Spanish interviews describing themselves and others.
<p>INTERPERSONAL COMMUNICATION In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>C1: Interpersonal Communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>a) ask and respond to questions about everyday life in spoken and written conversation:</p> <p>b) express and exchange personal opinions or preferences in spoken or written conversation</p> <p>e) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and</p> <p>f) participate in written conversation using culturally appropriate expressions, register, and style.</p>	<ul style="list-style-type: none"> • C1: A, C1: E, C1:F : Students will ask and respond to one another, express and exchange opinions and preferences about objects and activities. <ul style="list-style-type: none"> ○ Popcorn Questions ○ Table Interviews ○ Beachball Questions • C1: A : Students will play a Guess Who game to ask questions and use Spanish descriptions.

**PRESENTATIONAL
COMMUNICATION**

In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

C3: Presentational Communication: The student will present information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

a) state and support an opinion or preference orally and in writing; and

b) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases and simple sentences.

- C3:A, C3:B: Students will describe a celebrity.

Unit 2: Describing Yourself & Others Countries of Focus: Argentina & Venezuela	Approximate Time: 6 weeks
Unit Overview	<p>Everyone is different, even within the same culture. Descriptions of others can be about their personality and physical traits or things they like or dislike.</p> <p>What are you like? What do you look like? How would you describe yourself, your friends, and other people? In what ways can we appropriately compare people cross-culturally or within the same culture? How do you express what you or others like or dislike?</p> <p>In this unit, you will learn new vocabulary, expressions and grammar that will enable you to describe and compare yourself and others. You will utilize both new and previous vocabulary and grammar to read and respond to a “Missing Person” advertisement, to play a “Guess Who” game asking and answering descriptive questions, and to present a description of a celebrity.</p> <p>By the end of this unit, you will have acquired the language necessary to describe and compare yourself and others in authentic situations.</p>
Enduring Understandings	<ul style="list-style-type: none"> • People within a culture do not always share the same physical and personality traits. • Globalization and interconnectedness through advances in technology allow us to be more aware of people and differences with other countries. • Oftentimes, peoples’ preferences are influenced by their personality traits. • Language proficiency fosters personal connections. • Correct grammar and vocabulary use is necessary for effective communication.
Conceptual Lens	<ul style="list-style-type: none"> • Understanding, Responding to, and Producing Language <ul style="list-style-type: none"> ○ Description of People and Objects ○ Comparison of People and Objects ○ Age ○ Preferences ○ Categorization

	<ul style="list-style-type: none"> ○ Consideration of Audience ○ Appropriate Vocabulary ○ Parts of Speech ○ Pronunciation and Phonetics ○ Syntax ○ Verb Conjugations ○ Interpretation and Intonation <ul style="list-style-type: none"> ● Using Language in Cultural Contexts <ul style="list-style-type: none"> ○ Nicknames ○ Nationalities ○ Idioms ○ Colloquialisms ○ Cultural Awareness and Appreciation ○ Diversity ○ Etiquette
<p>Guiding Questions</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. What are the colors in Spanish? 2. What adjectives can you use to describe objects? 3. How do you categorize objects? 4. How can you compare objects? 5. What adjectives can you use to describe yourself and others' physical appearances? 6. What adjectives can you use to describe your own personality and others' personalities? 7. How can you compare people's appearances and/or personalities? 8. How do you ask or tell someone's age or tell your own age? 9. How do you talk about things you like or dislike? 10. How do you say why you like or dislike certain things? <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. What is a noun? 2. What is an adjective? 3. What is noun and adjective agreement? 4. How do you make nouns and adjectives agree with one another?

	<ol style="list-style-type: none"> 5. In what order are nouns and adjectives typically expressed in Spanish? 6. How do you use a noun as an adjective using the preposition “de”? 7. What is an adverb? 8. What is an indirect object pronoun (IOP)? 9. Which verbs require an indirect object pronoun (IOP)? 10. What is the personal “a,” and how is it used with indirect object pronouns (IOPs)? 11. How do you express likes and dislikes using “gustar,” “encantar,” and “parecer”? 12. How do “gustar,” “encantar,” and “parecer” differ from regular verbs in Spanish? 13. How do you express why you like or dislike something? 14. What is a definite article? 15. What is an indefinite article? 16. How do you decide when to use a definite article and when to use an indefinite article? 17. How does the use of definite articles differ between English and Spanish? 18. How do the meanings of “gustar”, “encantar”, and “parecer” differ between Spanish and English? 19. What idiom is used to express age in Spanish? <p><u>Culture</u></p> <ol style="list-style-type: none"> 1. How do you express nationality in Spanish? 2. How are common nicknames formed and used in Spanish-speaking countries? 3. How do some adjectives have different implications based on their use in Spanish? 4. What colloquial terms are used to describe people in Spanish-speaking countries?
<p>Learning Targets (Based on ACTFL Proficiently Guideline)</p>	<p>Proficiency Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> • describe and compare their own and others’ physical attributes and personalities.

	<ul style="list-style-type: none"> • tell their age. • ask and tell someone else's age. • ask, say, write, talk about family members, classmates, teachers, friends, and strangers and their characteristics. • understand questions and statements about their friends, classmates, teachers, or family. • talk about what they like and dislike. • talk about others' preferences. • categorize objects. • say and use colors. <p>Grammar Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> • use nouns and adjectives in proper order and with agreement. • explain and use adverbs. • use nouns as adjectives with "de". • explain and use indirect object pronouns. • recognize the difference between "gustar", "encantar", and "parecer" and regular verbs. • use "gustar", "encantar" and "parecer". • explain and use the personal "a". • explain the difference between definite and indefinite articles. • use definite and indefinite articles. • express age using a tener idiom. • use comparative statements to describe people and objects.
<p>Assessments</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Partido de fútbol • ¿Cómo somos? • Búsqueda del tesoro <p>Summative:</p> <ul style="list-style-type: none"> • <u>Interpretive</u>: Missing Person ad, Draw/choose person based on description given

	<ul style="list-style-type: none"> • <u>Interpersonal</u>: Guess Who? game • <u>Presentational</u>: Describe a celebrity, celebrity guess who, draw a person based on a description
TEKS Addressed	See TEKS matrix above.
Topics of Chapter 2	<p>Vocabulary & Grammar:</p> <ul style="list-style-type: none"> • Noun and Adjective Agreement • Describing Yourself and Others (personality and physical) • Adverbs • Adjectives • Age • Likes and Dislikes • “Gustar,” “Encantar,” and “Parecer” • The Preposition “de” • Categories of Objects • Definite and Indefinite Articles • Personal “a” with IOPs • Colors <p>Culture:</p> <ul style="list-style-type: none"> • Nicknames • Adjectives’ Double Meanings • Colloquialisms • Age • Nationalities
Facts	<ol style="list-style-type: none"> 1. Nouns and adjectives agree in gender (feminine or masculine) and number (singular or plural). 2. If a noun ends in “o” or “os”, it is typically considered masculine. 3. If a noun ends in “a” or “as”, it is typically considered feminine. 4. If an adjective ends in an “o” or an “a”, you add an “s” to make it plural. 5. If an adjective ends in a consonant, you add “es” to make it plural. 6. Definite articles (“el,” “la,” “los,” “las”) are words that mean “the”. 7. Indefinite articles (“un,” “una,” “unos,” “unas”) are words that mean “a”, “an” and “some”.

	<ol style="list-style-type: none"> 8. Whether they translate directly to English or not, it is customary to use a definite or indefinite article in front of a noun. 9. We use the verb tener (to have) to talk about age. 10. Adverbs typically go in front of adjectives in Spanish. 11. The personal “a” is used in front of indirect object pronouns (IOPs) to emphasize the subject of a sentence with a “gustar-like” verb. 12. Indirect object pronouns (IOPs) go in front of “gustar-like” verbs. 13. To express the things you like, use the verb “gustar” with IOPs. 14. To express the things you love, use the verb “encantar” with IOPs. 15. To express how things seem to you, use the verb “parecer” with IOPs. 16. Nouns can sometimes be used as adjectives when the word “de” separates two nouns (los libros del amor). 17. Nationalities are not capitalized in Spanish (americano, peruano). 18. Adjectives are sometimes adapted to be used as nicknames.
<p>Language of Instruction</p>	<p>Statement Question Question Word Expressions Idioms Noun Definite Article Indefinite Article Subject Pronoun Adjective Noun-Adjective Agreement Comparative Verb Infinitive Verb Conjugated Verb Stem Ending Conjugation Rib Chart “Gustar-like” Verb Stem-Changing Verb “Shoe” Verb</p>

	<p>"Yo-Go" Verb Indirect Object Pronoun (IOP) Personal "a" Punctuation Accent Mark Tilde Pronunciation Cognate Etiquette Formality (formal vs. informal/familiar) Idioms Colloquialism Geography</p>
List of Authentic Resources	