

TEKS: Spanish Level 1 Unit 4—School Life Colombia & Bolivia	TEKS:	Specifications:
<p>INTERPRETIVE COMMUNICATION</p> <p>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 course guide for a school. • 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 about their life at school.
<p>INTERPERSONAL COMMUNICATION</p> <p>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>c) ask and tell others what they need to do, should, or must do 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: B, C1: E, C1:F : Students will ask and respond to one another, express and exchange opinions and preferences about school. <ul style="list-style-type: none"> ○ Popcorn Questions ○ Table Interviews ○ Beachball Questions • C1:A, C1:B, C1:F : Students will ask and respond to one another to express and exchange opinions and preferences in using “Mi Horario”. • C1:A, C1:B, C1:E : Students will participate in a conversation/interview with their teacher about their daily life at school.

**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 their favorite class and teacher in a recording.
- C3:A, C3:B: Students will write course, school and teacher descriptions for new students.
- C3: A : Students will write Bucket Lists and fortune tellers to describe their preferences and futures.

<p>Unit 4: School Life Countries of Focus: Colombia & Bolivia</p>	<p>Approximate Time: 6 weeks</p>
<p>Unit Overview</p>	<p>While education is a presence everywhere, it often manifests itself differently.</p> <p>What is your school like? How is your school day structured? How is your school different from other schools? What activities do you do in school and what supplies do you need? How long is your school day? What do you like or dislike about school?</p> <p>In this unit, you will learn new vocabulary, expressions, and grammar that will enable you to communicate about school life and cultural similarities and differences in education. You will apply new and previous vocabulary and grammar to respond to a school course guide, to participate in a conversation about daily school life, and to write a school guide for a new student.</p> <p>By the end of this unit, you will have acquired the language necessary to describe your own school life and the school life of others in authentic situations.</p>
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • The value of education is reflected through a country’s culture. • A typical school day may be structured differently based on geography and culture. • Grouping and naming of grade levels vary. • Globalization and interconnectedness increase as institutions collaborate and participate in exchange programs. • Language proficiency fosters personal connections. • Correct grammar and vocabulary use is necessary for effective communication.
<p>Conceptual Lens: School Life</p>	<ul style="list-style-type: none"> • Understanding, Responding to, and Producing Language <ul style="list-style-type: none"> ○ Descriptions and Expressions of School Life, Supplies and Subjects ○ Expressions of Quantity ○ Expressions of Difficulty ○ Expressions of Preference, Desire, and Necessity ○ Expressions of Time and Frequency ○ Idioms

	<ul style="list-style-type: none"> ○ Expression of Future ○ Common Expressions ○ Consideration of Audience ○ Appropriate Vocabulary ○ Daily Life ○ 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"> ○ Idioms ○ School Life ○ Technology ○ Etiquette ○ Colloquialisms ○ Cultural Awareness and Appreciation ○ Diversity ○ Role of Time
<p>Guiding Questions</p>	<p><u>Vocabulary</u></p> <ol style="list-style-type: none"> 1. How can you describe your school life? 2. How can you talk about your classes? 3. What school supplies do you need for your classes? 4. What are the ordinal numbers 1st through 10th? 5. How do you express quantity? 6. How do you express difficulty? 7. What are some ways to express necessity? 8. What are some ways to express desire? 9. How do you express a general time as opposed to a specific time? 10. How do you express where actions happen within the school? 11. How do you express frequency of action? 12. What are some expressions commonly used in everyday conversation? <p><u>Grammar</u></p> <ol style="list-style-type: none"> 1. What are “tender idioms” and how are they used?

	<ol style="list-style-type: none"> 2. How do you express the “mock future”? 3. How do you use “tener + que” and “tener + ganas de”? 4. How do you differentiate when to use “a” versus when to use “en”? 5. How and when do you use the preposition “de”? 6. How do you conjugate regular –ER verbs? 7. How do you conjugate regular –IR verbs? 8. Which verbs that you’ve learned have an irregular “yo” form? 9. How do you conjugate verbs with an irregular “yo” form? 10. Which words can you add to the end of a statement to make it a question? 11. How is question formation different in English and Spanish? <p><u>Culture</u></p> <ol style="list-style-type: none"> 1. How are idioms used with the verb “tener” in Spanish? 2. How does a culture demonstrate the importance of education in their country? 3. What is the role of school in Spanish-speaking countries? 4. How do school life, calendar and grade-levels in Spanish-speaking countries compare to your own? 5. What is the role of technology in schools? 6. How has globalization and interconnectedness influenced our understanding of others’ education? 7. What is the role of etiquette in the classroom? 8. What are some colloquialisms associated with school life?
<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"> • tell someone what he/she is doing or where he/she is going. • talk about what and where he/she learns and does certain activities. • ask and respond to questions about dates, times, places and events. • talk about school, classes, school supplies, teachers, classroom activities and schedule. • label items in a classroom. • name and use ordinal numbers 1st through 10th. • express quantity.

	<ul style="list-style-type: none"> • express difficulty. • express necessity and desire. • express general and specific times. • express frequency of action. <p>Grammar Learning Targets The student will be able to correctly...</p> <ul style="list-style-type: none"> • explain and use tener idioms, including “tener + que + infinitive” and “tener + ganas de + infinitive.” • express the “mock future” using “ir + a + infinitive.” • differentiate the use of “a” versus “en”. • use the preposition “de”. • conjugate and use –ER verbs. • conjugate and use –IR verbs. • conjugate and use verbs with an irregular “yo” form. • use “¿no?”, “¿verdad?”, and “¿sí?” at the end of a statement to make it a question.
Assessments	<p>Formative:</p> <ul style="list-style-type: none"> • logico/ilógico • Enrevistas • Jeopardy • ¿Qué vas a hacer? <p>Summative:</p> <ul style="list-style-type: none"> • <u>Interpretive</u>: Course Guide, Listen to someone describing his/her schedule • <u>Interpersonal</u>: Interviews in front of class with teacher or with tables about favorite class/school • <u>Presentational</u>: Write a course description/guide for a new student, PickaProf.com
TEKS Addressed	See TEKS matrix above.

<p>Topics of Chapter 4</p>	<p>Vocabulary & Grammar:</p> <ul style="list-style-type: none"> • School Life, Supplies, Subjects, and Schedule • Ordinal Numbers • Expressions of Quantity • Expressions of Difficulty • Expressions of Necessity • Specific and General Time • Tener Idioms • “Ir + a + infinitive” • Places • “a” vs. “en” • Preposition “de” • Expressions of Frequency • -ER and -IR Verbs • Irregular “Yo” Verbs <p>Culture</p> <ul style="list-style-type: none"> • Tener Idioms • Role and Importance of School and Education • Comparison of School Life and Calendar • Division of Grade Levels in Schools • Technology in Schools
<p>Facts</p>	<ol style="list-style-type: none"> 1. In Spanish, there are only ordinal numbers for the terms 1st through 10th. 2. While “tener” typically means “to have”, “tener” can mean “to be” when expressing age or in idiomatic expressions. 3. “Ir + a + infinitive,” or the “mock future,” is used to express something that will happen in the near future. 4. In the idioms “tener + que” and “tener + ganas de”, the verb “tener” is conjugated based on the subject, and the verb that follows is always in the infinitive form. 5. The preposition “a” is used with specific times to mean “at” and with places to mean “to” or “toward”. 6. The preposition “en” is used to mean “at”, “on” or “in” with places and general times.

	<ol style="list-style-type: none"> 7. The preposition “de” is used to mean “of” or “from”. It can also be used between two nouns to categorize. 8. To conjugate regular –ER verbs, drop the –ER ending and add –o, -es, -e, -emos, -éis, or -en based on the subject. 9. To conjugate regular –IR verbs, drop the –IR ending and add –o, -es, -e, -imos, -ís, or -en based on the subject. 10. Some verbs have an irregular “yo” form while the rest of the conjugation is regular. 11. Many verbs with an irregular “yo” form are “yo-go” verbs. 12. In Spanish, we often add “¿verdad?”, “¿no?”, or “¿sí?” to the end of a statement to turn it into a question.
<p>Language of Instruction</p>	<p>Statement Question Question Word Expressions Noun Definite Article Indefinite Article Subject Pronoun Adjective Noun-Adjective Agreement Comparative Verb Infinitive Verb Conjugated Verb Stem Ending Conjugation Rib Chart Regular –AR Verb “Gustar-like” Verb Stem-Changing Verb “Boot” Verb “Shoe” Verb “Yo-Go” Verb Irregular “Yo” Verb</p>

	<p>Irregular Verb Indirect Object Pronoun (IOP) Personal "a" Preposition/Prepositional Phrase Ordinal Number Punctuation Accent Mark Tilde Pronunciation Cognate Etiquette Formality (formal vs. informal/familiar) Idioms Colloquialism Geography</p>
List of Authentic Resources	