

# LCISD Native Speakers 1,2

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><b>Unit 1: Personal and Public Identities</b></p> <ul style="list-style-type: none"> <li>● Introduce myself and others using culturally and professionally appropriate greetings and introductions.</li> <li>● Communicate information about my everyday life (including myself and people I know)</li> <li>● Asking and answering questions about personalities and preferences</li> <li>● Express preferences (likes and dislikes)</li> <li>● Discussing / describing personalities</li> </ul>
2nd 6 weeks	<p><b>Unit 2: Stories</b></p> <ul style="list-style-type: none"> <li>● Read and discuss main ideas from a book of their choice</li> <li>● Tell and retell their stories and the stories of other people and cultures</li> <li>● Tell the story of a current event</li> <li>● Describe characters in a story</li> <li>● Identify themes and messages of stories and relate them to their lives</li> <li>● Research and discuss el Dia de los Muertos</li> <li>● Identify cultural elements in stories and comment on what we learn about others through their stories</li> </ul>
3rd 6 weeks	<p><b>Unit 3: Community and traditions</b></p> <ul style="list-style-type: none"> <li>● Describe cultural traditions and holidays in other countries</li> <li>● Connect cultural practices and products related to leisure activities with the role and importance placed on them in Spanish speaking countries</li> <li>● Compare and contrast leisure activities</li> <li>● Connect with students in Spanish speaking countries in order to identify leisure activities that are popular among their family and friends</li> <li>● Express personal preferences about leisure activities and traditions</li> </ul>

4th 6 weeks	<p><b>Unit 4: Global Challenges</b></p> <ul style="list-style-type: none"> <li>● Ask and answer questions about a global challenge</li> <li>● Discuss a global challenge around the world</li> <li>● Discuss a global challenge and the Identify lack of basic necessities</li> <li>● Read about a global challenge around the world</li> <li>● Recognize countries of the target language</li> <li>● Participate in global contribution and awareness activity: <a href="http://www.Freerice.com">www. Freerice.com</a> (competition between schools)</li> </ul>
5th 6 weeks	<p><b>Unit 5: Beauty</b></p> <ul style="list-style-type: none"> <li>● Introduce how beauty is perceived in other cultures.</li> <li>● Introduce how fashion, music, architecture, etc. are represented in the TL.</li> <li>● Facilitate conversation about how beauty is perceived in the target culture.</li> <li>● Compare and contrast cultural differences in the perception of beauty.</li> </ul>
6th 6 weeks	<p><b>Unit 6: Technology</b></p> <ul style="list-style-type: none"> <li>● Engage in conversation about popular forms of technology</li> <li>● Introduce how other cultures use technology</li> <li>● Examine the influences of technology on daily and social life</li> <li>● Learn how to use technology in the target language (computers, internet, phones)</li> <li>● Evaluate platforms and applications.</li> </ul>