

Course: Spanish I			Designated Six Weeks: First		
Unit: Para Empezar			Textbook: <i>Realidades level 1</i>		
TEKS	Guiding Questions & Specificity	Assessment	Vocabulary	Instructional Strategies	Resources/ Weblinks
<p><b>1) Communication.</b> The student communicates using the skills of listening, speaking, reading, and writing. The student: (A) engages in oral and written exchanges of learned material to socialize and to provide and obtain information; (B) demonstrates understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and (C) presents information using familiar words, phrases, and sentences to listeners and readers.</p> <p><b>2) Cultures.</b> The student gains knowledge and understanding of other cultures. The student: (A) demonstrates an understanding of the practices (what people</p>	<p><b>Can the student:</b></p> <p>Greet someone?</p> <p>State commands?</p> <p>Utilize numbers?</p> <p>Tell time?</p> <p>Indicate parts of the body?</p> <p>Discuss the calendar?</p> <p>Describe the weather?</p> <p>Recite the alphabet?</p>	<p><b>The students will be able to:</b></p> <p>Greet people at different times of the day</p> <p>Introduce themselves to others</p> <p>Respond to classroom directions</p> <p>Begin using numbers</p> <p>Tell time</p> <p>Identify body parts</p> <p>Talk about things in the classroom</p> <p>Ask questions about new words and phrases.</p> <p>Use the Spanish alphabet to spell words</p> <p>Talk about things related to the calendar</p> <p>Learn about the Aztec calendar</p>	<p><b>The students will know vocabulary pertaining to:</b></p> <p>Greetings and introductions</p> <p>Asking and telling how someone is</p> <p>Time</p> <p>Numbers 0 to 100</p> <p>The body</p> <p>The classroom</p> <p>The date</p> <p>The days of the week and the months of the year</p> <p>Asking for help</p> <p>The weather and seasons</p> <p>Other useful words</p>	<p><u>Communicative Activities:</u> -Situation Cards -Group presentations -Partner speaking activities -CD Listening activities *Classical TPR Stories: -<i>Lecciones</i> 1-12 -<i>Episodios</i> 1-10</p> <p><b><u>Additional teacher resources:</u></b> Curriculum documents, plans, activities, games and projects) are available at the MISD Spanish Wiki: <a href="https://misdspanish.wikispaces.com/MISD+Spanish">https://misdspanish.wikispaces.com/MISD+Spanish</a></p>	<p><a href="http://www.phschool.com">www.phschool.com</a> Web Codes: jcd-0001 through jcd-0007</p> <p><b>Teacher’s Resource Book:</b> -Chapter Resource Checklist -Input Script -Audio Script -Answer Keys -School-to-Home Connection Letter -Vocabulary Clip Art</p> <p><b>TPR Storytelling Book</b></p> <p><b>Practice Workbook:</b> -Vocabulary: p. 1-4, 6-9 -Grammar: p. 5</p> <p><b>Writing, Audio &amp; Video Workbook- Para Empezar</b></p> <p><b>Teacher Express CD Rom</b></p> <p><b>Audio Program CD: Para Empezar</b></p> <p><i>Realidades para hispanohablantes: Teacher’s Edition</i></p>

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<p>do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and (B) demonstrates an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</p> <p><b>3) Connections.</b> The student uses the language to make connections with other subject areas and to acquire information. The student: (A) uses resources (that may include technology) in the language and cultures being studied to gain access to information; and (B) uses the language to obtain, reinforce, or expand knowledge of other subject areas.</p> <p><b>(4) Comparisons.</b> The student develops insight</p>		<p>Describe weather conditions</p> <p>Identify the seasons</p> <p>Compare weather in the northern and southern hemispheres</p> <p>Use informal/formal assessment</p> <p>-Unit/chapter test -Rubrics -Oral activities -Chapter quizzes</p>			<p><b>and Workbook</b></p> <p>-En la escuela -En la clase -El tiempo</p>

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<p>into the nature of language and culture by comparing the student's own language and culture to another. The student: (A) demonstrates an understanding of the nature of language through comparisons of the student's own language and the language studied; (B) demonstrates an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and (C) demonstrates an understanding of the influence of one language and culture on another.</p> <p><b>5) Communities.</b> The student participates in communities at home and around the world by using languages other than English. The</p>					

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<p>student: (A) uses the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and (B) shows evidence of becoming a lifelong learner by using the language for personal enrichment and career development.</p> <p><i>ELPS:</i> <i>3I- Use oral language for formal and informal purposes</i> <i>1C-Use techniques to learn new vocabulary</i></p>					