

Grand Prairie ISD Spanish I Curriculum Document

Second Nine Weeks

| Strand | Unit | TEKS | Student Expectation Learning Targets | Units of study |
|----------------|-------------------------------------|------|--|---|
| Interpretive | Capítulo 1A ¿Qué te gusta hacer? | 1.2B | Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. I can listen to and read about activities people like and don't like to do. | Me gusta expressing likes and dislikes Negatives Activities vocabulary page 46 |
| Interpersonal | Capítulo 1A ¿Qué te gusta hacer? | 1.1B | Express and exchange personal opinions or preferences in spoken and written conversation. I can talk and write about what I and others like and don't like to do. | Me gusta expressing likes and dislikes Negatives Activities vocabulary page 46 |
| Presentational | Capítulo 1A ¿Qué te gusta hacer? | 1.3B | Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. I can describe my favorite activity and ask others about theirs. | Me gusta expressing likes and dislikes Negatives Activities vocabulary page 46 |
| Presentational | Capítulo 1B Y tú, ¿cómo eres? | 1.3B | Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. I can identify and write about people and things at school. | Definite and indefinite articles Gender and number of nouns Classroom objects |
| Interpretive | Capítulo 1B Y tú, ¿cómo eres? | 1.2A | Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. I can listen to and read descriptions of others. | Gender and number of nouns Adjectives Vocabulary Page 70 |
| Presentational | Capítulo 1B Y tú, ¿cómo eres? | 1.3B | Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. I can talk and write about my personality to others. | Gender and number of nouns Adjectives Vocabulary Page 70 |

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|----------------|-------------------------------------|------|---|---|
| Interpersonal | Capítulo 1B Y tú, ¿cómo eres? | 1.1B | Express and exchange personal opinions or preferences in spoken and written conversation. I can identify and write about people and things at school. | Gender and number of nouns Adjectives Vocabulary Page 70 |
| Interpretive | Día de los Muertos | 1.2D | Identify cultural practices from authentic print, digital, audio, and audiovisual materials. I can understand different aspects of Día de los Muertos and how it is celebrated in Latino communities in the United States and throughout Latin America. | Día de los Muertos Vocabulary |
| Interpretive | Capítulo 2A Tu día en la escuela | 1.2A | Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. I can listen to and read descriptions of school subjects and schedules. | School subjects and schedules School Supplies Subject Pronouns Present tense |
| Interpersonal | Capítulo 2A Tu día en la escuela | 1.1B | Express and exchange personal opinions or preferences in spoken and written conversation. I can talk and write about classes, school activities, and likes and dislikes. | School subjects and schedules School Supplies Subject Pronouns Present tense |
| Presentational | Capítulo 2A Tu día en la escuela | 1.3B | Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. I can exchange information about my classes and my friend's classes. | School subjects and schedules School Supplies Subject Pronouns Present tense |
| Interpretive | Capítulo 2A Tu día en la escuela | 1.2D | Identify cultural practices from authentic print, digital, audio, and audiovisual materials. I can compare my school day with those of students in Spanish-speaking countries. | School subjects and schedules School Supplies Subject Pronouns Present tense |

Grand Prairie ISD Spanish I Can Do Statements

Second Nine Weeks

| Unit | Student Expectation Learning Targets |
|-------------------------------|---|
| Expressing likes and dislikes | <ul style="list-style-type: none">• I can listen to and read about activities people like and don't like to do.• I can talk and write about what I and others like and don't like to do.• I can describe my favorite activity and ask other about theirs. |
| Describing people and places | <ul style="list-style-type: none">• I can listen to and read descriptions of others.• I can talk and write about my personality to others.• I can identify and write about people and things at school. |
| Día de los Muertos | <ul style="list-style-type: none">• I can understand different aspects of Día de los Muertos and how it is celebrated in Latino communities in the United States and throughout Latin America. |
| A day at school | <ul style="list-style-type: none">• I can listen to and read descriptions of school subjects and schedules.• I can talk and write about classes, school activities, and likes and dislikes.• I can exchange information about my classes and my friend's classes.• I can compare my school day with those of students in Spanish-speaking countries. |