

## Grand Prairie ISD Spanish 3 YAG with TEKS & Can Do Statements

### 4th 9 Weeks: Global Awareness

Strand	TEKS Statement	TEKS	Student Expectation Learning Targets	Level 3: Auténtico
Interpersonal Communication: Speaking & Writing	The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts.	3.1A	<b>Respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.</b> <ul style="list-style-type: none"> <li>• I can tell what I would do to solve environmental problems.</li> <li>• I can tell what I would do to solve community problems.</li> </ul>	Capítulo 7-9
	The student uses a mixture of short statements, sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.	3.1B	<b>Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.</b> <ul style="list-style-type: none"> <li>• I can exchange information about subjects of special interests to me.</li> <li>• I can discuss environmental issues.</li> <li>• I can discuss our rights and obligations as citizens.</li> </ul>	
	<b>The student is expected to...</b>	3.1C	<b>Ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation.</b> <ul style="list-style-type: none"> <li>• I can ask and answer questions on factual information that is familiar to me.</li> <li>• I can ask and answer questions related to subjects as the environment.</li> <li>• I can ask and answer questions on our rights and responsibilities as citizens.</li> </ul>	.
		3.1D	<b>Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.</b> <ul style="list-style-type: none"> <li>• I can give some information about something I plan to do.</li> <li>• I can make suggestions to solve environmental and community problems.</li> </ul>	

Interpretive Communication: Reading & Listening	The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources.	3.2A	<p><b>Demonstrate an understanding of culturally authentic print, digital, audio, audiovisual materials in everyday contexts.</b></p> <ul style="list-style-type: none"> <li>• I can understand videos and articles about environmental concerns.</li> <li>• I can understand videos and articles about our rights and responsibilities as citizens.</li> <li>•</li> </ul>	
	The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.	3.2B	<p><b>Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</b></p> <ul style="list-style-type: none"> <li>• I can understand message related to my basic needs.</li> <li>• I can read simple exchanges between other people.</li> </ul>	
	<b>The student is expected to....</b>	3.2C	<p><b>Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.</b></p> <ul style="list-style-type: none"> <li>• I can understand videos and articles about environmental concerns.</li> <li>• I can understand videos and articles about our rights and responsibilities as citizens.</li> </ul>	
		3.2D	<p><b>Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</b></p> <ul style="list-style-type: none"> <li>• I can understand how Spanish speaking teenagers understand global concerns.</li> </ul>	

<p>Presentational Communication: Speaking &amp; Writing</p>	<p>The student presents information orally and in writing using a mixture of phrases, sentences and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</p> <p><b>The student is expected to...</b></p>	<p>3.3A</p>	<p><b>Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.</b></p> <ul style="list-style-type: none"> <li>• I can talk about people, activities, events and experiences.</li> <li>• I can express my preferences on topics of interest.</li> <li>• I can express my thoughts about a current event I have learned and researched.</li> <li>• I can make a presentation about common interests and issues and state my viewpoint.</li> <li>• I can make a presentation on an environmental problem and present solutions.</li> <li>• I can compose communications for public distribution.</li> </ul>	
		<p>3.3B</p>	<p><b>Narrate situations and events orally and in writing using connected sentences with details and elaboration.</b></p> <ul style="list-style-type: none"> <li>• I can present information on plans, instructions, and directions.</li> <li>• I can present on something I have learned and researched.</li> <li>• I can present about a topic from the environment.</li> <li>• I can write about topics of interest.</li> <li>• I can write about school, community, and family issues and present solutions.</li> </ul>	
		<p>3.3C</p>	<p><b>Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.</b></p> <ul style="list-style-type: none"> <li>• I can talk about people, activities, events and experiences.</li> <li>• I can present information on plans, instructions and directions.</li> <li>• I can express my preferences on topics of interest.</li> <li>• I can make a presentation on something new I learned.</li> </ul>	