

# LCISD Spanish 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: Who Am I?</b></p> <ul style="list-style-type: none"><li>● Introduce myself and others</li><li>● Communicate and exchange information about my everyday life and lives of people I know</li><li>● Describe what people do in their free time / at home</li><li>● Describe school activities and compare / contrast to American schools</li><li>● Compare and contrast sports activities around the world</li></ul>
2nd 6 weeks	<p><b>Unit 2: Family and Community: Traditions and Values</b></p> <ul style="list-style-type: none"><li>● Describe personalities of your family members and friends</li><li>● Describe physical traits of your family members and friends</li><li>● Discuss what people wear, compare / contrast countries clothing</li><li>● Discuss what people buy, compare / contrast countries shopping habits</li></ul>
3rd 6 weeks	<p><b>Unit 3: Global Challenges: Where People Live</b></p> <ul style="list-style-type: none"><li>● Describe your family life at home</li><li>● Describe what homes and rooms look like around the world</li><li>● Compare and contrast housing in Spanish speaking countries</li><li>● Identify and describe well known homes in Spanish speaking countries</li><li>● Describe how home celebrations differ in hispanic cultures around the world</li></ul>

4th 6 weeks	<p><b>Unit 3: Contemporary Life: Vacation Time</b></p> <ul style="list-style-type: none"> <li>● Give reasons for their travel preferences -transportation, weather, activities, learning experiences, helping others, etc.</li> <li>● Describe past vacations sharing simple details</li> <li>● Compare their vacation activities and schedules to those of others in different cultures</li> <li>● Name and locate popular vacation destinations in target cultures; comment on a “must see or do”, a “must eat” regional food, etc.</li> <li>● Explain why city from target culture is or is not an ideal vacation destination</li> <li>● Determine where someone is going based on a packing list</li> </ul>
5th 6 weeks	<p><b>Unit 4: Life Challenges</b></p> <ul style="list-style-type: none"> <li>● Identify and discuss various life challenges. (i.e., hunger, poverty, access to education, access to drinking water, healthy lifestyle choices, access to medical care, etc.)</li> <li>● Explore &amp; describe possible solutions to a life challenge issue.</li> <li>● Compare and contrast a life challenge issue in US vs Spanish speaking country</li> <li>● Create an appeal/campaign to the youth to get involved in their communities or to improve healthy choices</li> <li>● Participate in global contributions and awareness activity: <a href="http://www.freerice.com">www.freerice.com</a></li> </ul>
6th 6 weeks	<p><b>Unit 5: Science, Technology, and future occupations</b></p> <ul style="list-style-type: none"> <li>● Identify what social media tools are used by young people in Spanish speaking countries</li> <li>● Compare how teenagers use technology in Spanish speaking countries vs their own</li> <li>● Ask and express personal likes and dislikes with regard to different types of technology and social media</li> <li>● Investigate and discuss inventions or contributions in science &amp; technology from Spanish speaking countries past, present and future</li> </ul>