

**Lewisville ISD- World Languages**  
**Spanish Level I: Course Overview of Language Functions & Can Do Statements**

LOTE TEKS C1: A-F (Interpersonal); 2:A-D (Interpretive); 3:A-B (Presentational)  
 TEKS Student Proficiency Outcome of Level I: **Novice Mid-Novice High** [§114.39 TEKS b5]



<p style="text-align: center;"><b>Communicative Transfer Goal</b> → Students will be able to independently use their learning to...</p>	<p><b>Unit 1- The “Real” Me</b></p> <p>... communicate and exchange information that describes themselves, their friends, and their day/school day.</p>	<p><b>Unit 2- My Time</b></p> <p>... communicate and exchange information about everyday situations in local and global communities.</p>
<p style="text-align: center;"><b>Can Do Statements with Language Functions</b> (in bold)</p>	<ul style="list-style-type: none"> <li>• I can <b>greet</b> and leave people in a polite and culturally acceptable way.</li> <li>• I can <b>introduce myself</b> to someone in a polite and culturally acceptable way.</li> <li>• I can <b>ask and answer</b> a variety of simple questions about myself and my friends.</li> <li>• I can <b>infer meaning and main idea</b> of some unfamiliar texts about highly familiar situations about my day, descriptions of my friends.</li> <li>• I can <b>write about myself</b> and my friends using learned phrases and memorized expressions.</li> <li>• I can <b>express and exchange opinions</b> about my like and dislikes.</li> <li>• I can <b>ask and answer</b> a variety of simple questions and <b>describe</b> my school day, likes, and dislikes.</li> <li>• I can <b>describe</b> my school using a mixture of words, phrases, and simple sentences.</li> <li>• I can <b>identify cultural practices</b> of school structure and school day.</li> </ul>	<ul style="list-style-type: none"> <li>• I can <b>ask and respond</b> to questions about what I do and where I go.</li> <li>• I can <b>identify details</b> from authentic sources about what other people do and where they go in their local and global communities.</li> <li>• I can <b>make a simple plans</b> with others by offering and accepting invitations.</li> <li>• I can <b>decline an invitation and offer alternatives</b> in spoken and written formats, using culturally appropriate register.</li> <li>• I can <b>infer meaning of unfamiliar words or phrases</b> in a message about making plans.</li> <li>• I can <b>describe</b> my plans (orally and in writing).</li> </ul>

<p style="text-align: center;"><b>Communicative Transfer Goal</b> → Students will be able to independently use their learning to...</p>	<p style="text-align: center;"><b>Unit 3- My Healthy Life</b></p> <p>... communicate and exchange information about the choices that create a healthy lifestyle.</p>	<p style="text-align: center;"><b>Unit 4- My Family</b></p> <p>... communicate and exchange information about everyday situations in local and global communities.</p>
<p style="text-align: center;"><b>Can Do Statements with Language Functions</b> (in bold)</p>	<ul style="list-style-type: none"> <li>● I can compare, <b>express, and exchange</b> my food preferences to those of other cultures.</li> <li>● I can <b>demonstrate understanding</b> of a culturally authentic source regarding food preferences of other cultures.</li> <li>● I can <b>state opinions</b> regarding healthy choices in my local and global communities.</li> <li>● I can <b>express what you need to do</b> to be healthy in conversation.</li> <li>● I can <b>infer meaning of unfamiliar words or phrases</b> in a message about food/health related topics.</li> <li>● I can <b>make requests</b> in a restaurant setting in my local and global communities.</li> </ul>	<ul style="list-style-type: none"> <li>● I can <b>ask and respond</b> to questions about my family unit and living arrangements.</li> <li>● I can <b>identify</b> acceptable customs and cultural practices related to the family unit, living arrangements of other cultures.</li> <li>● I can <b>tell others what they need to do</b> to maintain an orderly and clean home.</li> <li>● I can <b>identify key words and details</b> from authentic sources about chores and activities at home in other cultures.</li> <li>● I can <b>identify key words and details</b> about celebrations and special events.</li> <li>● I can <b>identify cultural practices</b> related to celebrations and special events.</li> </ul>