

Chimps, Pre-school 1: Scope and Sequence

	Structures & Grammar	Vocabulary	Objectives:
Unit 1: Animals & Numbers 1-10	<i>¿Cómo te llamas? Me llamo...</i> <i>¿Cómo estás?</i> <i>¿Cuántos años tienes? Tengo X años...</i> <i>¿Qué es? Es...</i>	<ul style="list-style-type: none"> <i>anda, salta, corre, grita, vuela, nada</i> <i>hormiga, araña, serpiente, pájaro, gato, zorro, león, tortuga, nono, caballo, pato, pez, oso</i> <i>estoy bien, mal, super bien</i> <i>1 al 10</i> <i>grande/pequeño</i> <i>por arriba / por abajo</i> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Greeting people and saying goodbye Identify and name animals Count 1-10 Comparing and identifying opposites Associate pictures with meaning Listening to and singing songs with actions Listening to and understanding the stories <p>Cross-curricular content:</p> <ul style="list-style-type: none"> Science: Animals in nature Math: counting, opposites
Unit 2: Colors, body parts & nature	Receptive Language: <i>¿Cuál es tu animal favorito?</i> <i>¿Cuál es tu color favorito?</i> <i>¿Cuántos ... tienes?</i> <i>¿Dónde está?</i>	<ul style="list-style-type: none"> <i>toruga, kanguro</i> <i>azul, verde, rosa, rojo, naranja, amarillo, blanco, negro</i> <i>flor, agua, roca, árbol, arbusto, césped</i> <i>cabeza, pie, mano, dedo, ojos, nariz, boca, pelo,</i> <i>dentro/fuera</i> <i>sobre/debajo</i> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Greeting people and saying goodbye Identify and name colors Identify and name objects in nature Identify and name body parts Comparing and identifying opposites Associate pictures with meaning Listening to and singing songs with actions Listening to and understanding the stories <p>Cross-curricular content:</p> <ul style="list-style-type: none"> Social Science: Recognize appropriate behavior in the classroom Good Manners Science: Animals in nature Math: counting
Unit 3: Night time routines, fruit & emotions	<i>Me gusta... No me gusta...</i> <i>¿Te gusta...?</i> <i>¿Quieres...?</i>	<ul style="list-style-type: none"> <i>Tomar leche, tocar el violin, leer un libro, osito de peluche, abrazo, canción, beso</i> <i>A dormir/ despertarse</i> <i>Manzana, naranja, plátano,</i> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Greeting people and saying goodbye Identify different night time routines Identify basic fruit

	¿Te gustaría...?	<p><i>pera, helado, leche</i></p> <ul style="list-style-type: none"> • <i>Content, triste, enojado</i> • <i>Tengo hambre, tengo sed, tengo sueño, no tengo sueño</i> 	<ul style="list-style-type: none"> • Associate pictures with meaning • Listening to and singing songs with actions • Listening to and understanding the stories • Recognizing and writing key words <p>Cross-curricular Content:</p> <ul style="list-style-type: none"> • Social science: Appropriate night time behaviors • Science: Healthy Snacks
<p>Foreign Language Standards:</p> <p>1.1- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2- Communication: Students understand and interpret written and spoken language on a variety of key topics.</p> <p>1.3- Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1- Culture: Students demonstrate an understanding of relationship between the practices and perspectives of the culture studied.</p> <p>2.2- Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1- Connections: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and it's cultures.</p> <p>4.1- Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2- Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 – Communities: Students use the language both within and beyond the school setting.</p> <p>5.2- Communities: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>			

Explorers-Level 1 Scope and Sequence

	Structures & Grammar	Vocabulary	Comprehension	Oral Expression	Written expression
Unit 1: Animals & Nature	<p>¿Cómo te llamas?</p> <p>¿Cómo estás?</p> <p>¿Cuántos años tienes?</p> <p>¿Qué es?</p> <p>Es...</p>	<ul style="list-style-type: none"> • <i>anda, salta, corre, grita, vuela, nada</i> • <i>león, serpiente, gorilla, lobo, oso, pato</i> • <i>flor, lago, árbol, bosque, roca, arbusto</i> • <i>Estoy... bien, mal, contento, triste</i> • <i>Tengo... hambre, sed, sueño, miedo</i> • <i>dentro, debajo, al lado, debajo, encima</i> • <i>azul, rojo, amarillo, verde, naranja, morado, negro, café, blanco</i> 	<p>Students will be able to:</p> <p>Understand statements and questions regarding animals, colors, numbers, and position of objects. (1.1, 4.1)</p> <p>Physically respond to commands (1.1, 4.1)</p> <p>Read short statements. (1.2)</p>	<p>Students will be able to:</p> <p>Ask and answer questions about animals, nature, colors, numbers and position of objects. (1.1, 5.1)</p> <p>Give and ask for names and ages of self and others. (1.1, 5.1)</p>	<p>Students will be able to:</p> <p>Copy and write words for different animals, nature, colors, numbers and position of objects. (1.2)</p> <p>Complete short sentences. (1.2)</p>
Unit 2: Family & Classroom	<p><i>Ella es mi madre.</i></p> <p><i>Se llama...</i></p> <p><i>Es guapa.</i></p> <p>¿Qué es?</p> <p>Es...</p> <p>¿Cuántos hay? Hay...</p>	<ul style="list-style-type: none"> • <i>madre, padre, hermano, hermana, abuelo, abuela, bebé</i> • <i>contento, triste, viejo, joven, guapo, feo</i> • <i>lápiz, pluma, crayones, papel, tijeras, mochila, goma, libro, silla, ventana, puerta, maestro</i> • <i>levántense, siéntense, recoger, levanten la mano, silencio, escuchen</i> 	<p>Students will be able to:</p> <p>Understand statements and questions regarding family members and classroom objects. (1.1, 4.1)</p> <p>Listen to and understand a story. (1.1, 4.1)</p>	<p>Students will be able to:</p> <p>Present and describe family members. (1.1, 1.3, 5.1)</p> <p>Ask and answer questions about family. (1.1, 1.3, 5.1)</p> <p>Ask and answer questions about school and school items. (1.1, 3.1, 5.1)</p> <p>Ask and answer questions about number of objects. (1.1, 3.1, 5.1)</p> <p>PROJECT: Family Tree</p>	<p>Students will be able to:</p> <p>Copy and write words for different family members and school objects. (1.2)</p> <p>Complete short sentences describing family members. (1.2, 1.3)</p>
Unit 3: Food and Places around town	<p>Me gusta... No me gusta... ¿Te gusta...?</p>	<ul style="list-style-type: none"> • <i>pollo, carne, pescado, queso, lechuga, tomate, pan, huevos, leche, helado, tarta, chocolate</i> • <i>casa, supermercado, heladería, chocolatería, panadería, banco, cine, correos</i> 	<p>Students will be able to:</p> <p>Understand statements and questions regarding food and places around town. (1.1, 4.1)</p> <p>Listen and understand unit story. (1.1, 4.1)</p>	<p>Students will be able to:</p> <p>Ask and answer questions about food. (1.1, 5.1)</p> <p>Counting 1-20 (1.1, 3.1)</p> <p>Talk about likes and dislikes with food. (1.1, 1.3, 5.1)</p>	<p>Students will be able to:</p> <p>Copy and write words for different foods and places around town. (1.2)</p> <p>Complete short sentences regarding food and likes/dislikes. (1.3)</p>

			Students discuss typical meals & meal times in other countries. (2.1, 2.3)	Ask and answer questions about different places around town. (1.1, 5.1) CULTURE NIGHT: Students are given the opportunity to participate in a family culture night in the community. (5.2)	PROJECT: MENU
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- 1.2- Communication: Students understand and interpret written and spoken language on a variety of key topics.
- 1.3- Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
- 2.1- Culture: Students demonstrate an understanding of relationship between the practices and perspectives of the culture studied.
- 2.2- Culture Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1- Connections: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and it's cultures.
- 4.1- Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2- Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- 5.1 – Communities: Students use the language both within and beyond the school setting.
- 5.2- Communities: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Scope & Sequence- Adventurers-Level 2

	Structures & Grammar	Vocabulary	Comprehension	Oral Expression	Written Expression
Unit 1 Mi cuerpo y jugar/tocar	<p><i>Tengo...</i></p> <p><i>¿Cuántos hay?</i></p> <p><i>¿Qué te pasa?</i></p> <p><i>Me duele/n...</i></p> <p><i>Le duele/n...</i></p> <p><i>Me gusta/n...</i></p> <p><i>Le gusta/n...</i></p>	<ul style="list-style-type: none"> <i>ojo, oreja, boca, nariz, cabeza, brazo, pierna, pie, mano, espalda, estómago</i> <i>jugar fútbol, jugar video juegos, tocar piano, tocar la guitarra</i> <i>5 sentidos: ver, oler, tocar, saborear, oír</i> 	<p>Students will be able to:</p> <p>Understand statements and questions regarding body and personal abilities of self and others. (1.1, 4.1)</p> <p>Read short affirmative statements. (1.2)</p>	<p>Students will be able to:</p> <p>Ask and answer questions about body. (1.1, 5.1)</p> <p>Ask and answer questions about personal abilities for self and others. (1.1, 5.1)</p> <p>Ask and answer questions about likes and dislikes for self and others. (1.1, 1.3, 5.1)</p>	<p>Students will be able to:</p> <p>Copy and write different parts of the body (1.2)</p> <p>Complete short sentences with words in singular and plural. (1.2)</p> <p>Write short sentences expressing likes and dislikes (1.2, 1.3)</p> <p>Write short sentences about personal abilities. (1.2, 1.3)</p>
Unit 2 La ropa y El Tiempo	<p><i>Yo llevo... o Yo no llevo...</i></p> <p><i>Él/Ella lleva... o Él/Ella no lleva...</i></p> <p><i>¿Lleva él/ella...?</i></p> <p><i>¿Qué tiempo hace hoy/en enero/etc.?</i></p> <p><i>Hace frío y nieva en enero.</i></p>	<ul style="list-style-type: none"> <i>camiseta, pantalones, vaqueros, vestido, zapatos, calcetines, falda, suéter, abrigo, bufanda, gorro, guantes, pijamas</i> <i>Hace sol, Hace viento, Está nublado, Está nevando, Está lloviendo, Hace calor, Hace frío.</i> <i>enero, febrero, marzo, abril, mayo, junio, julio, agosto,</i> 	<p>Students will be able to:</p> <p>Recognize spoken articles of clothing. (1.1, 1.2, 4.1)</p> <p>Recognize the difference between singular and plurals. (1.1, 1.2, 3.1, 4.1)</p> <p>Differentiate between 1st person, 2nd person informal and 3rd person. (1.1, 1.2,</p>	<p>Students will be able to:</p> <p>Ask and answer questions about clothing. (1.1)</p> <p>Ask and answer question regarding weather. (1.1, 5.1)</p> <p>Discuss monthly weather. (1.1, 1.3)</p>	<p>Students will be able to:</p> <p>Copy and write articles of clothing (1.2)</p> <p>Complete questions and sentences with vocabulary related to clothing (1.2)</p> <p>Identify weather and months associated with them (1.2 & 1.3)</p>

Scope & Sequence- Adventurers-Level 2

	Alfabeto- A-Z	<p><i>septiembre, octubre, noviembre, diciembre</i></p> <ul style="list-style-type: none"> • #’s 21-31 	<p>3.1, 4.1)</p> <p>Listen and understand unit story (1.1, 4.1)</p> <p>Recognize and identify letters of the alphabet (1.1, 3.1, 4.1)</p> <p>Understand short oral sentences about clothing. (1.1, 1.2)</p> <p>Understand oral questions and answers about clothing.</p> <p>Recognize written names of articles of clothing (1.1, 1.2)</p> <p>Read short sentences about clothing. (1.2)</p> <p>Read questions and answers about clothing. (1.1 & 1.2)</p> <p>Understand oral questions and statements regarding weather. (1.1, 1.2, 5.1)</p>		Use letter recognition to assist with writing and spelling (1.1, 3.1, 4.1)
Unit 3 Mascotas y amigos	<p><i>¿Cómo se llama?</i></p> <p><i>¿De qué color son tus ojos?</i></p> <p><i>Son...</i></p>	<ul style="list-style-type: none"> • <i>alto, bajo, gordo, delgado, viejo, joven</i> • <i>rubio, pelirrojo, castaño, moreno</i> • <i>pelo rizado, pelo liso</i> 	<p>Students will be able to:</p> <p>Understand statements and questions regarding people and pets. (1.1, 1.2)</p>	<p>Students will be able to:</p> <p>Present and describe family and friends’ physical</p>	<p>Students will be able to:</p> <p>Copy and write words and short phrases to describe family, friends and pets.</p>

Scope & Sequence- Adventurers-Level 2

	<p><i>¿De qué color es tu pelo?</i> <i>Soy...</i></p> <p><i>¿Tiene...?</i> <i>Sí, tiene...</i> <i>No, no tiene...</i></p>	<ul style="list-style-type: none"> <i>gato, perro, ratón, conejo, caballo, pájaro, tortuga, pez</i> <i>Cola, bigote, pelo, alas</i> <p>Recycle: Colors, numbers, body parts</p>	<p>Understand and differentiate physical characteristics of people and pets. (1.1, 1.2, 5.1)</p> <p>Read and comprehend statements regarding people and pets. (1.2)</p> <p>Understand the unit story (1.2, 4.1)</p>	<p>characteristics. (1.1, 1.3, 4.1, 5.1)</p> <p>Ask and answer questions about people's physical characteristics. (1.1, 1.3)</p> <p>Present and describe one's pet. (1.1, 1.3, 5.1)</p> <p>Ask and answer questions about pets. (1.1, 1.3)</p>	<p>(1.2)</p> <p>Complete short sentences to describe pictures of people and pets. (1.2, 1.3)</p>
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Scope & Sequence: Musketeers-Level 3

	Structures & Grammar	Vocabulary	Comprehension	Oral Expression	Written Expression
Unit 1 Mi Casa	<p>¿Dónde está ____? ____ está en ____.</p> <p>Hay un ____ en el ____.</p> <p>¿Hay un...? Sí hay. No, no hay....</p> <p>¿Cuántos ____ hay? Hay....</p> <p>¿Dónde vives?</p>	<ul style="list-style-type: none"> cuarto de baño, dormitorio, salón, pasillo, comedor, jardín, cocina sofá, frigorífico, silla, cama, bañera, televisor encima, debajo, dentro, al lado, entre, detrás, enfrente bañarse, comer, dormir, cocinar, limpiar, ver la tele <p>Recycle:</p> <ul style="list-style-type: none"> Family Members Prepositions 	<p>Students will be able to:</p> <p>Understand statements and questions regarding the house and objects located in a house.(1.1, 4.1)</p> <p>Read short questions and affirmative/negative statements. (1.2)</p> <p>Identify different actions you can do at home. (1.1, 1.2, 1.3, 5.1)</p> <p>Understand and respond to questions regarding quantities (1.1, 1.2, 1.3, 3.1)</p>	<p>Students will be able to:</p> <p>Ask and answer questions about their house. (1.1, 1.2, 1.3)</p> <p>Ask and answer about where they live. (1.1, 1.2, 1.3, 5.1)</p> <p>Describe a house using location of objects and people. (1.1, 1.2,1.3, 5.1)</p> <p>Ask and answer questions regarding quantities (1.1, 1.2, 1.3, 3.1)</p> <p>PROJECT: Dream House</p>	<p>Students will be able to:</p> <p>Identify and write rooms of the house and objects in the house. (1.1, 1.2, 1.3)</p> <p>Identify and write about typical daily habits at home. (1.1, 1.2, 1.3)</p> <p>Write short sentences expressing where objects are located. (1.2, 1.3)</p> <p>Write short sentences describing their house or their dream house. (1.2, 1.3)</p>
Unit 2 Mi escuela	<p>Yo estudio... Ud./él/ella estudia... Tú estudias...</p> <p>¿Cuál te gusta estudiar más, _____ o</p>	<ul style="list-style-type: none"> matemáticas, inglés, arte, música, educación física, ciencia naturales, ciencia sociales, recreo 	<p>Students will be able to:</p> <p>Recognize spoken school subjects and spaces in school (1.1, 1.2, 4.1)</p>	<p>Students will be able to:</p> <p>Ask and answer questions about likes and dislikes in school in 1st, 2nd and 3rd</p>	<p>Students will be able to:</p> <p>Copy and write words and phrases about school (1.2, 1.3)</p>

Scope & Sequence: Musketeers-Level 3

	<p>_____?</p> <p>¿Estudias matemáticas en el biblioteca?</p> <p>Sí, ... & No, no...</p> <p>Hay un ____ en _____.</p> <p>Nosotros <u>estudiamos</u> en la <u>clase</u>.</p>	<ul style="list-style-type: none"> la clase, oficina, cafeteria, gimnasia, patio, biblioteca estudiar, cantar, tocar instrumentos, practicar deportes, comer, leer maestro #’s 1-100 <p>Review: hall/pasillo, bathroom/baño</p>	<p>Recognize the difference between singular and plurals. (1.1, 1.2, 3.1, 4.1)</p> <p>Differentiate between 1st person, 2nd person informal and 3rd person singular. (1.1, 1.2, 3.1, 4.1)</p> <p>Recognize 1st person plural (1.1, 1.2, 3.1, 4.1)</p> <p>Understand short oral sentences about school. (1.1, 1.2)</p> <p>Read and understand basic math problems (1.2, 3.1, 4.1)</p> <p>Understand the unit story (1.2, 4.1)</p>	<p>persons (1.1, 1.2, 1.3,4.1)</p> <p>Practice making comparisons with likes and dislikes (1.1, 1.2, 1.3)</p> <p>Describe the location of objects using prepositions of place. (1.1, 1.3, 5.1)</p> <p>Can count to 100 by ten’s (1.1, 3.1)</p>	<p>Read, write & solve basic math problems. (1.2, 3.1, 5.1)</p>
Unit 3 Mis Vacaciones de Verano	<p>¿Dónde vas...?</p> <p>¿Qué vas a hacer?</p> <p>Voy a... Vas a... Vamos a...</p>	<ul style="list-style-type: none"> leer libros, ver la tele, escuchar música, pintar dibujos, montar en bicicleta, jugar a los video juegos ir a la piscina, ir al zoológico, ir a la playa, ir al parque, ir al 	<p>Students will be able to:</p> <p>Understand statements and questions regarding, common summer time activities (1.1, 1.2)</p>	<p>Students will be able to:</p> <p>Present and describe family and friends physical characteristics. (1.1,</p>	<p>Students will be able to:</p> <p>Identify and write about common summer time activities.</p>

Scope & Sequence: Musketeers-Level 3

		<p><i>museo de arte, ir a la biblioteca</i></p> <ul style="list-style-type: none"> • <i>papel, plástico, lata de aluminio, vidrio/cristal</i> • <i>Recycle:</i> <ul style="list-style-type: none"> o <i>Months</i> o <i>Seasons</i> 	<p>Understand and respond to questions and statements about summer plans (1.1, 1.2, 1.3)</p> <p>Read and understand postcard about another student's summer plans (1.1, 1.2)</p> <p>Understand, identify and name items we can recycle. (1.1, 1.2, 1.3, 2.1)</p>	<p>1.3, 4.1, 5.1</p> <p>Ask and answer questions about people's physical characteristic. (1.1, 1.3)</p> <p>Present summer plans. (1.1, 1.3, 5.1)</p> <p>Ask and answer questions about pets. (1.1, 1.3)</p>	<p>Write a postcard describing summer plans. (1.2)</p> <p>Complete short sentences to describe summer activities and plans in 1st and 3rd person (1.2, 1.3)</p>
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Discovery Immersion Middle School Level 2 Scope & Sequence

	Structures & Grammar	Vocabulary	Comprehension Students will be able to:	Oral Expression Students will be able to:	Written Expression Students will be able to:
Unit 1 School, Schedule, & Ordinal Numbers	<p><i>Yo estudio... Ud./él/ella estudia... Tú estudias...</i></p> <p><i>¿Cuál te gusta estudiar más, _____ o _____?</i></p> <p><i>¿Estudias matemáticas en la biblioteca?</i></p> <p><i>Sí, ... & No, no...</i></p> <p><i>Hay un ____ en _____.</i></p> <p><i>Nosotros estudiamos en la <u>clase</u>.</i></p> <p><i>¿Cuándo tienes...?</i></p> <p><i>Tengo... el...periodo.</i></p> <p>Present tense: 1st, 2nd and 3rd person singular</p>	<ul style="list-style-type: none"> <i>las matemáticas, el inglés, el arte, la música, educación física, las ciencias naturales, las ciencias sociales, el recreo</i> <i>la clase, la oficina, la cafetería, el gimnasio, el patio, la biblioteca, el pasillo, el baño</i> <i>estudiar, cantar, tocar instrumentos, practicar deportes, comer, leer</i> <i>maestro, director, secretaria, bibliotecaria</i> <i>#’s 1-100</i> <i>números ordinales 1^o -10^o</i> <i>estudiar</i> 	<p>Understand statements and questions regarding school subjects and locations in school. (1.2, 3.1, 4.1)</p> <p>Recognize singular and plural nouns, articles and adjectives. (1.2, 2.1, 3.2, 4.1)</p> <p>Recognize 3rd person plural verbs. (1.2, 2.1, 3.2, 4.1)</p> <p>Listen to and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)</p> <p>Read and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)</p> <p>Understand concept of ordinal numbers. (1.2, 2.1, 3.1, 4.1)</p> <p>Recognize and respond to numbers 1-100. (1.2, 2.1, 3.1, 4.1)</p>	<p>Ask and answer questions about school subjects and locations in school. (1.1, 1.2, 4.1, 5.1)</p> <p>Ask and answer questions about likes and dislikes regarding school. (1.1, 1.2, 4.1, 5.1)</p> <p>Ask and answer questions using 1st, 2nd and 3rd person singular present tense. (1.1, 1.2, 4.1, 5.1)</p> <p>Respond to questions in 3rd person plural. (1.1, 1.2, 4.1, 5.1)</p> <p>Make comparisons with likes and dislikes (1.1, 1.2, 4.1, 5.1)</p> <p>Count 1-100 by tens and (1.1, 3.1, 4.1, 5.1)</p> <p>Discuss school schedule using ordinal numbers. (1.1, 1.2, 3.1, 4.1, 5.1)</p> <p>Respond to oral questions about written stories. (1.1, 1.2)</p> <p>Respond to mathematical problems including story problems. (1.2, 2.1, 3.1, 4.1)</p> <p>Use singular and plural nouns, articles and adjectives in discussion. (1.1, 2.1, 3.1, 3.2, 4.1)</p> <p>Project : International School (1.3,</p>	<p>Read and write words for school subjects and locations in school. (1.2, 2.1, 3.1, 4.1)</p> <p>Read, write and respond to times and ordinal numbers. (1.2, 2.1, 3.1, 4.1)</p> <p>Read short stories including core vocabulary and respond to written questions about the stories. (1.2, 3.1, 4.1)</p> <p>Describe class schedule and school likes and dislikes. (1.3, 3.1, 4.1)</p> <p>Use singular and plural nouns, articles and adjectives in writing. (1.2, 2.1, 3.1, 3.2, 4.1)</p> <p>Read and respond to written mathematical problems including story problems. (1.2, 2.1, 3.1, 4.1)</p> <p>Write narrative story describing a scenario based on a visual prompt. (1.3, 3.1, 3.2, 4.1, 4.2)</p> <p>Project : International School (1.3, 2.1, 3.2 4.1, 4.2)</p>

				2.1, 3.2, 4.1, 4.2)	
	Structures & Grammar	Vocabulary	Comprehension Students will be able to:	Oral Expression Students will be able to:	Written Expression Students will be able to:
	Structures & Grammar	Vocabulary	Comprehension Students will be able to:	Oral Expression Students will be able to:	Written Expression Students will be able to:
Around the House & Home Activities	<p>... está en ...</p> <p>¿Dónde están...?</p> <p>... están en ...</p> <p>... estamos en ...</p> <p>Hay un ... en el ...</p> <p>¿Hay un...?</p> <p>Sí hay...</p> <p>No, no hay....</p> <p>¿Cuántos... hay?</p> <p>Hay....</p> <p>¿Dónde viven?</p> <p>Vivimos...</p> <p>Present tense: 1st, 2nd and 3rd person plural</p> <p>Present progressive</p> <p>Está + gerund</p>	<p>dormitorio, el salón, el pasillo, el comedor, el jardín, la cocina</p> <ul style="list-style-type: none"> • el sofá, el frigorífico, la silla, la cama, la bañera, el televisor • encima, debajo, dentro, al lado de, entre, detrás, enfrente de • bañarse, comer, dormir, cocinar, limpiar, ver la tele • estar • la familia • preposiciones de posición 	<p>questions about rooms and objects in the house. (1.2, 3.1, 4.1)</p> <p>Understand affirmative/negative statements. (1.2, 4.1)</p> <p>Identify different things you do at home. (1.1, 1.2, 1.3, 5.1)</p> <p>Listen to and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)</p> <p>Read and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)</p> <p>Recognize use of plural present tense. (1.2, 4.1)</p> <p>Recognize use of present progressive. (1.2, 4.1)</p>	<p>rooms and objects in home and position of objects. (1.1, 1.2, 4.1, 5.1)</p> <p>Ask and answer questions about rooms and objects in home including position of objects and activities taking place in those rooms ((1.1, 1.2, 4.1, 5.1)</p> <p>Respond to oral questions about written stories. (1.1, 1.2)</p> <p>Respond to questions using present progressive. (1.1, 1.2)</p> <p>Respond to questions using plural present tense. (1.1, 1.2)</p> <p>Discuss rooms and objects in home including size, color and position of objects. (1.3, 3.1)</p> <p>Project: Dream Home (1.3, 2.2, 3.1, 3.2, 4.1, 4.2)</p>	<p>different rooms of the house and objects in the house. (1.2, 2.1, 3.1, 4.1)</p> <p>Read and write simple sentences using plural present tense. (1.2, 2.1, 3.1, 4.1)</p> <p>Read and write simple sentences using present progressive. (1.2, 2.1, 3.1, 4.1)</p> <p>Read short stories including core vocabulary and respond to written questions about the stories. (1.2, 3.1, 4.1)</p> <p>Describe rooms and objects in home including size, color and position of objects. (1.3, 3.1)</p> <p>Write narrative story describing a scenario based on a visual prompt. (1.3, 3.1, 3.2, 4.1, 4.2)</p> <p>Project: Dream Home (1.3, 2.2, 4.2)</p>

Unit 3: Daily Routine and Holiday Festivities	<u>Telling Time</u> ¿Qué hora es? Es la... / Son la... ¿Cuándo...? ¿A qué hora...? ... a las. Tiempo ¿Qué haces primero por la mañana? Present tense: 1 st , 2 nd and 3 rd person plural Future Tense: Ir a + infinitive ¿Qué vas a hacer? Voy a ... Reflexive verbs	<ul style="list-style-type: none"> • <i>Despertarse, levantarse, hacer la cama, vestirse, prepararse, bañarse, lavarse/ cepillarse los dientes, cepillarse el pelo, peinarse, maquillarse, ponerse las lentillas, ir a la escuela</i> • <i>desayunar, almorzar, cenar</i> • <i>hacer la tarea, practicar, volver a casa, escuchar música, ver la televisión/ tele, acostarse, dormirse</i> • <i>números ordinales</i> • <i>la hora (a la una en punto, a las dos y media, a las tres y cuarto, a las cuatro menos cuarto, a las cinco y doce, etc.)</i> • <i>leer libros, ver la tele, escuchar música, comprar regalos, ir a la iglesia, cantar villancicos, abrir regalos, jugar a los video juegos, visitar a parientes</i> • <i>abuelos, tíos, primos</i> 	Understand statements and questions regarding daily routine and time. (1.2, 2.1, 3.1, 3.2, 4.1) Recognize use of reflexive verbs. (1.2, 2.1, 3.2, 4.1, 4.2) Recognize use of plural present tense. (1.2, 4.1) Understand statements and questions regarding plans for holiday break. (1.2, 3.1, 4.1) Listen to and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2) Recognize and understand simple future. (1.2, 2.1, 3.2, 4.1) Recognize specific times including half, quarter hour and minutes. (1.2, 2.1, 3.2, 4.1) Associate types times with activities. (1.2, 2.2, 4.1, 4.2) Read and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2) Understand Christmas/Holiday customs in other countries. (1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2)	Ask and answer questions about daily routine and time. (1.1, 1.2, 4.1, 5.1) Discuss personal routine including typical times and variations during the week. (1.1, 1.2, 4.1, 5.1) Respond to questions using plural present tense. (1.1, 1.2) Use reflexive verbs to discuss personal routine of self and others. (1.1, 1.2, 2.1, 3.2, 4.1, 4.2) Use simple future to discuss holiday plans. (1.1, 1.2, 2.1, 3.2, 4.1) Discuss holiday traditions for self and other countries. (1.1, 1.3, 2.1, 3.2, 4.2, 5.1, 5.2) Respond to oral questions about written stories. (1.1, 1.2) Project: Christmas/Winter Customs (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2)	Read and write words for daily routine and time. (1.2, 2.1, 3.1, 4.1) Read and write simple sentences using plural present tense. (1.2, 2.1, 3.1, 4.1) Read short stories including core vocabulary and respond to written questions about the stories. (1.2, 3.1, 4.1) Use simple future to write about holiday plans. (1.1, 1.2, 2.1, 3.2, 4.1) Use reflexive verbs to describe personal routine of self and others. (1.1, 1.2, 2.1, 3.2, 4.1, 4.2) Describe holiday plans for self and others. (1.3, 2.1, 3.2, 4.1, 5.1) Describe holiday customs from other countries. (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2) Write narrative story describing a scenario based on a visual prompt. (1.3, 3.1, 3.2, 4.1, 4.2) Project: Christmas/Winter Customs (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2)
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	Structures & Grammar	Vocabulary	Comprehension Students will be able to:	Oral Expression Students will be able to:	Written Expression Students will be able to:
Unit 4 What did you do...? & Past Experiences	<p>Preterite tense:</p> <p>¿Qué hiciste sobre las vacaciones/ayer/la semana pasada/el año pasado?</p> <p>¿Qué hizo él/ella/Ud.?</p> <p>¿Adónde fuiste? Fui a...</p> <p>¿Adónde fue él/ella/Ud.?</p> <p>¿Cuándo...?</p>	<ul style="list-style-type: none"> <i>leer libros, ver la tele, escuchar música, comprar regalos, ir a la iglesia, cantar villancicos, abrir regalos, jugar a los video juegos, visitar a parientes</i> <i>regalar, recibir, comer, mirar, celebrar</i> <i>ayer, anoche, la semana pasada, el año pasado</i> daily routine 	<p>Understand statements and questions regarding past activities. (1.2, 2.1, 3.1, 3.2, 4.1)</p> <p>Recognize use of regular Preterite tense verbs in 1st, 2nd and 3rd person singular. (1.2, 2.1, 3.2, 4.1, 4.2)</p> <p>Recognize use of irregular Preterite tense verb (ir) in 1st, 2nd and 3rd person singular. (1.2, 2.1, 3.2, 4.1, 4.2)</p> <p>Understand statements and questions regarding activities over break. (1.2, 3.1, 4.1)</p> <p>Listen to and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)</p> <p>Recognize references to past times. (1.2, 2.1, 3.2, 4.1)</p> <p>Associate Preterite tense with completed past activities. (1.2, 2.2, 4.1, 4.2)</p> <p>Read and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)</p>	<p>Ask and answer questions regarding past activities. (1.1, 1.2, 4.1, 5.1)</p> <p>Discuss personal past experiences of self and others. (1.1, 1.2, 4.1, 5.1)</p> <p>Use Preterite tense verbs to discuss past experiences of self and others. (1.1, 1.2, 2.1, 3.2, 4.1, 4.2)</p> <p>Discuss personal holiday experiences for self and others. (1.1, 1.3, 2.1, 3.2, 4.2, 5.1, 5.2)</p> <p>Respond to oral questions about written stories. (1.1, 1.2)</p> <p>Project: My Holiday EXPOSED (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)</p>	<p>Read and write words for past activities. (1.2, 2.1, 3.1, 4.1)</p> <p>Read short stories including core vocabulary and respond to written questions about the stories. (1.2, 3.1, 4.1)</p> <p>Use Preterite tense to write about holiday experiences. (1.1, 1.2, 2.1, 3.2, 4.1)</p> <p>Use Preterite tense verbs to describe personal routine of self and others. (1.1, 1.2, 2.1, 3.2, 4.1, 4.2)</p> <p>Write narrative story describing a scenario based on a visual prompt. (1.3, 3.1, 3.2, 4.1, 4.2)</p> <p>Project: My Holiday EXPOSED (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)</p>

	Structures & Grammar	Vocabulary	Comprehension Students will be able to:	Oral Expression Students will be able to:	
Unit 5 Sports & Recreation	¿Cuáles deportes juegan?	<ul style="list-style-type: none"> fútbol, fútbol americano, voleibol, correr, baloncesto/básquetbol, lucha libre, atletismo, béisbol, softbol, gimnastica drama, oración, coro, baile, arte, banda practicar, jugar, escribir cuentos, hablar por teléfono, ir de compras. montar en monopatín, nadar, pasar tiempo con amigos, tocar la guitarra, trabajar, usar la computadora, dibujar, cantar, bailar, jugar videojuegos, leer revistas 	Understand statements and questions regarding sports and recreational activities. (1.2, 2.1, 3.1,3.2, 4.1)	Ask and answer questions regarding sports and recreational activities. (1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1)	Read and write words for different sports and recreational activities. (1.2, 2.1, 3.1, 4.1)
	Jugamos/Juegan		Understand statements and questions regarding likes and dislikes of sports and recreational activities. (1.2, 2.1, 3.1,3.2, 4.1)	Compare and contrast likes and dislikes of various people. (1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1)	Read short stories including core vocabulary and respond to written questions about the stories. (1.2, 3.1, 4.1)
	¿En cuales actividades participan?		Listen to and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)	Ask and answer questions regarding sports and recreational activities in present, Preterite and simple future tenses. (1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1)	Write sentences using plural Preterite tense. (1.1, 1.2, 2.2, 4.1, 4.2)
	Participamos/Participan		Read and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)	Use appropriate forms of <i>gustar</i> + infinitives.. (1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1)	Describe in writing different sports and recreational activities including appropriate use of present, Preterite and simple future tenses. (1.3, 3.1, 4.1)
	¿Cuáles deportes jugaron el año pasado?		Recognize verbs in infinitive. (1.2, 2.2, 4.1, 4.2)	Use plural Preterite tense. (1.1, 1.2, 2.2, 4.1, 4.2)	Write narrative story describing a scenario based on a visual prompt. (1.3, 3.1, 3.2, 4.1, 4.2)
	Jugamos/Jugaron		Recognize plural Preterite tense. (1.2, 2.2, 4.1, 4.2)	Compare and contrast present, past and future events. (1.1, 1.2, 2.1, 3.2, 4.1)	Compare and contrast present, past and future events. (1.1, 1.2, 2.1, 3.2, 4.1)
	¿En cuales actividades participaron el año pasado?		Understand how to compare likes and dislikes of various people. (1.2, 2.1, 3.2, 4.1)	Respond to oral questions about written stories. (1.1, 1.2)	Project: FUN Around the World (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)
	Participamos/Participaron		Differentiate present, past and future tenses. (1.2, 2.1, 3.2, 4.1)	Project: FUN Around the World (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2)	
	¿Cuáles deportes van a jugar en el futuro?				
	Vamos/Van a jugar				
	¿En cuales actividades van a participar en el futuro?				
	Vamos/Van a participar				

	Comparisons				
	Structures & Grammar	Vocabulary	Comprehension Students will be able to:	Oral Expression Students will be able to:	Written Expression Students will be able to:
Unit 6 Technology & Me	<p>Interrogatives</p> <p>Present, present progressive,</p> <p>Preterite and simple future tenses 1st, 2nd and 3rd person singular and plural</p> <p>Agreement of nouns, articles and adjectives</p> <p>Numbers, dates and times</p> <p>Compare & contrast</p>	<ul style="list-style-type: none"> <i>el teléfono móvil, prender, apagar, sonar, a texto, el mensaje de texto, el mensaje de voz, la sonrisa</i> <i>la computadora portátil, la pantalla táctil, el teclado, el ratón, el impresor</i> <i>la conexión inalámbrica (wireless connection), la contraseña, el Internet, el sitio web, el correo electrónico, la dirección electrónica, el blog, el archivo, la arroba, punto com</i> <i>bajar música, archivar, escribir a máquina, borrar, cortar y pegar, estar en línea, hacer clic en, sacar fotos, mandar, publicar en Facebook, charlar</i> 	<p>Understand statements and questions about use of technology. (1.2, 3.1, 4.1)</p> <p>Recognize basic components and functions of cell phone and computer. (1.2, 3.1, 4.1, 4.2)</p> <p>Read and understand stories using previous and core vocabulary. (1.2, 3.1, 4.1, 4.2)</p> <p>Associate technology and activities done on devices. (1.2, 2.2, 4.1, 4.2)</p> <p>Understand use of present, present progressive, Preterite and simple future tenses 1st, 2nd and 3rd person singular and plural. (1.2, 2.1, 3.2, 4.1, 4.2)</p> <p>Understand role of agreement in nouns, articles and adjectives. (1.2, 2.1, 3.2, 4.1, 4.2)</p> <p>Recognize numbers, dates and times in variety of contexts. (1.2, 2.1, 3.2, 4.1, 4.2)</p> <p>Recognize different roles of technology in other cultures. (2.1, 2.2, 3.1, 3.2, 4.2,)</p>	<p>Ask and answer questions about basic components and functions of cell phone and computer. (1.1, 5.1)</p> <p>Ask and answer questions regarding use of technology in daily lives. (1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1)</p> <p>Describe use of technology in daily lives. (1.3, 3.1, 4.1, 5.1)</p> <p>Respond to oral questions about written stories. (1.1, 1.2)</p> <p>Discuss different roles of technology in other cultures. (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2,)</p> <p>Project: Technology in Our World (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)</p>	<p>Read and write words for basic components and functions of cell phone and computer. (1.2, 2.1, 3.1, 4.1)</p> <p>Read short stories including core vocabulary and respond to written questions about the stories. (1.2, 3.1, 4.1)</p> <p>Describe in writing basic components and functions of cell phone and computer including how they use them. (1.3, 3.1, 4.1)</p> <p>Describe different roles of technology in other cultures. (1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2,)</p> <p>Write narrative story describing a scenario based on a visual prompt. (1.3, 3.1, 3.2, 4.1, 4.2)</p> <p>Project: Technology in Our World (1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)</p>

National Foreign Language Standards:

- 1.1- Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2- Communication: Students understand and interpret written and spoken language on a variety of key topics.
- 1.3- Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
- 2.1- Culture: Students demonstrate an understanding of relationship between the practices and perspectives of the culture studied.
- 2.2- Culture: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1- Connections: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2- Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.1- Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2- Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- 5.1 – Communities: Students use the language both within and beyond the school setting.
- 5.2- Communities: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.