

## WORLD LANGUAGES SCOPE & SEQUENCE TEMPLATE

Checkpoint: **A** B C Year: 1 **2** (Finn)

Unit	Time-frame	Meaningful Unit Title / Inquiry Question / Theme and Anchor Topic	Can-Do Statements (Targeted Language Functions)	Structures	Vocabulary	Summative Assessment Evidence		
						Interpretive Communication	Interpersonal Communication	Presentational Communication
<b>Semester 1</b>								
<b>1</b>	7 weeks	¿Quién soy yo?	<p>I CAN exchange information on personal descriptions and interests of self and others.</p> <p>I CAN compare and contrast descriptions and interests.</p> <p>I CAN identify similarities and differences between local, regional, and international activities and interests.</p>	<p>Hay, Ser with adjectives, Tener with age, Estar with emotions, Gustar with activities</p>	<p>Characteristic and Physical description adjectives; Pastimes, leisure activities; Family, friend, profession vocabulary</p>	<p>Students will read and identify descriptions, relations, and interests.</p> <p>Students will identify descriptions, relations, and interests.</p> <p>Ex: biographies, interviews,</p>	<p>Students will ask and answer about self and others to communicate descriptions, relationships, and interests.</p>	<p>Students will present information on self and others.</p>
<b>2</b>	6 weeks	¿Cómo es mi escuela y mi educación?	<p>I CAN exchange information on school courses, clubs, activities, professionals, and schedules.</p> <p>I CAN compare and contrast school schedules and offerings and attitudes towards education.</p> <p>I CAN identify similarities and differences between local, regional, and international educational systems and programs.</p>	<p>Hay; Ser and time Ser and descriptions; Estar and moods, emotions, and locations; Tener and Tener que/ ganas de; Present tense verbs Ir + a + infinitive for going</p>	<p>Courses, school supplies, clubs, activities, sports, areas of the school building, school personnel, technology, time, date</p>	<p>Students will read and listen and be able to identify course, club, activity, and personnel information and details.</p> <p>Ex: course offering lists, school descriptions and advertisements, back to school commercials</p>	<p>Students will be able to ask and answer about school activities and necessities.</p> <p>Students will be able to interact about preferences and interests.</p>	<p>Students will be able to present information on their own educational system as well as others (locally, nationally, and internationally).</p>

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<b>3</b>	<i>7 weeks</i>	¿Quieres ir de compras?	<p>I CAN exchange information in a shopping situation including understanding when to haggle and when not to.</p> <p>I CAN exchange information about clothing, fashion, seasons, weather, and activities.</p> <p>I CAN compare and contrast attitudes on quantity and quality of clothing, style and fashion, shopping trends and preferences.</p> <p>I CAN identify environmental and economic issues with excess clothing and purchases.</p> <p>I CAN communicate about the economic and social impact and importance of local markets.</p>	<p>Hay; Ser and adjectives; Estar and location; Tener and possession; Tener que/ ganas de and needs and wants; Double verb sentence structures needs and wants; Costar and currency; Ir + a + inf for making plans</p>	<p>Clothing Colors Seasons Weather Stores Transportation City / Town Professions Time, Date</p>	<p>Students will be able to read and listen to gather information about prices, styles, sales, events, activities associated with clothing and shopping and gift giving and receiving.</p> <p>Ex: commercials, brochures, advertisements, articles on the clothing desert and landfills,</p>	<p>Students will be able to extend and respond to invitations and gift giving.</p> <p>Students will be able to interact in shopping, public transportation situations.</p> <p>Students will be able to communicate needs, wants, preferences in regards to shopping and town and city outings.</p>	<p>Students will be able to present information on purchases, shopping, gifts, activities in the town or city and communicate preferences, descriptions, and comparisons. Students will be able to persuade others with opinions supported by details.</p>
<b>Semester 2</b>								
<b>4</b>	<i>7 weeks</i>	¿Qué comes?	<p>I CAN identify meals, meal times, food groups, healthy food choices, dining out, food preparation, and eating habits.</p> <p>I CAN express preferences in a dining situation (in a restaurant or in a home).</p> <p>I CAN compare and contrast traditional / regional / ethnic foods.</p> <p>I CAN identify international foods and eating customs.</p>	<p>Hay Ser and descriptions Estar and conditions and locations Tener and possession Tener que / ganas de and needs and wants Double verb sentence structures and</p>	<p>Meals Foods Food groups Ingredients Food descriptions Professions</p>	<p>Students will be able to read and listen in order to identify food items, descriptions, needs, wants, preferences, suggestions.</p> <p>EX: commercials, advertisements, flyers, interviews, articles on food waste, travel blogs</p>	<p>Students will be able to interact in restaurant settings, supermarket and open-air market settings, in familial and peer settings when discussing food preferences and needs and wants.</p>	<p>Students will be able to present healthy vs less healthy foods choices and options; summaries of dining experiences, similarities and differences on traditional or regional cuisines.</p>

## WORLD LANGUAGES SCOPE & SEQUENCE TEMPLATE

				preferences and wants				
5	7 weeks	¿Te gustan los deportes?	<p>I CAN exchange information on local, regional, national, and international sporting events.</p> <p>I CAN identify the importance of physical activity for balanced mental and physical health.</p> <p>I CAN exchange information on injuries and seeking medical attention.</p> <p>I CAN identify individuals of Spanish speaking athletes and influential advocates for health and wellness.</p> <p>I CAN compare and contrast sports, sporting events, local, national, and international events.</p> <p>I CAN identify habits and routines of athletes.</p>	<p>Hay</p> <p>Ser and professions and descriptions and locations of EVENTS.</p> <p>Estar and moods, feelings, conditions and location of things.</p> <p>Tener and possession and Tener que/ ganas de for needs and wants.</p> <p>Present tense verbs</p> <p>Double verb sentence structures for needs, wants, preferences.</p> <p>Jugar and Tocar</p> <p>Preterite tense of regular verbs</p> <p>Ir + a + infinitive for going and making plans</p>	<p>Sports</p> <p>Sport venues</p> <p>Professions</p> <p>Body parts</p> <p>Ailments</p> <p>Injuries</p> <p>Routines</p> <p>Health</p> <p>Wellness</p>	<p>Students will be able to read and listen in order to identify the time, date, location, and outcomes of sporting events.</p> <p>Students will be able to read and listen to identify healthy habits and routines and events that occurred that resulted in injuries or ailments.</p> <p>Ex: news articles and news reports, advertisements and announcements, biographies and interviews</p>	<p>Students will be able to interact and communicate about preferences and interests in sports and sporting events.</p> <p>Students will be able to interact and communicate about injuries and ailments and seek medical attention.</p> <p>Students will be able to interact and communicate suggestions to help or persuade.</p>	<p>Students will be presenting on sporting events and athletes to provide information as well as persuade or encourage others to attend events or participate in healthy choices.</p>

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6	6 <i>weeks</i>	¿Adónde quieres ir?	<p>I CAN exchange information on travel and tourism options and opportunities.</p> <p>I CAN express opinions on vacations intended to rest and relax, vs trips to learn and explore, vs trips to participate in adventure and activity.</p> <p>I CAN identify tourist attractions and activities and countries that rely on specific historical or geographic influences for tourism and economic development.</p> <p>I CAN compare and contrast ideal vacations or international vacations.</p> <p>I CAN exchange information in travel situations (transportation, lodging, dining, shopping, and activities)</p>	<p>Hay</p> <p>Ser and professions and descriptions and locations of EVENTS.</p> <p>Estar and moods, feelings, conditions and location of things.</p> <p>Tener and possession and Tener que/ ganas de for needs and wants.</p> <p>Present tense verbs</p> <p>Double verb sentence structures for needs, wants, preferences.</p> <p>Jugar and Tocar</p> <p>Preterite tense of regular verbs</p> <p>Ir and Ir + a for going</p>	<p>Airport travel</p> <p>Hotel accommodations</p> <p>Reservations</p> <p>Transportation</p> <p>Tourist attractions</p> <p>City vocabulary</p> <p>Professions</p>	<p>Students will be able to read and listen to information to identify specific details pertaining to travel, lodging, reservations and activities.</p> <p>Students will be able to read and listen to information to make choices on plans and activities while traveling.</p> <p>Ex: advertisements, brochures, interviews, travel blogs, commercials</p>	<p>Students will be able to interact in transportation settings (planes, trains, boats, automobiles).</p> <p>Students will be able to interact in lodging settings making reservations and communicating needs and wants.</p> <p>Students will be able to interact in activity situations communicating needs, wants, preferences, making purchases.</p>	<p>Students will be presenting on experiences that they have had or plan to have for international travel that will include travel, lodging, dining, and activities.</p> <p>Students will be able to present opinions and preferences and persuade or dissuade others from participating in similar travel situations and activities.</p>
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