

# 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
Semester 1								
1	7 weeks	¿Adónde podemos viajar por el mundo?	<p>I can understand the economic impact of tourism in countries and the increasing awareness and feasibility of international travel and even living in other countries due to remote work.</p> <p>I CAN identify geographical and historical influence of tourism and the increased awareness of ecotourism.</p> <p>I CAN compare and contrast tourism opportunities available based on what countries market for tourists.</p> <p>I CAN identify cultural influences within various countries that contribute to tourism. (ie El Camino, la Migracion de las Mariposas, Virgen de Guadalupe, Machu Picchu, Las Islas Galapagos)</p>	Present Preterite Imperfect	Airport travel Hotel accomodations Public and private transportation Tourist activities Schedules Geography	<p>Students will identify preferences for travel including modes of transportation, lodging, activities and goals.</p> <p>Students will connect travel suggestions based on interest surveys.</p> <p>Students will identify cultural connections and influences in tourism.</p>	<p>Students will inquire about travel opportunities and interests.</p> <p>Students will react to travel opportunities and support their reaction.</p>	<p>Students will research and communicate about travel opportunities.</p> <p>Students will present descriptions of past travel opportunities and habitual travel opportunities.</p>

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<b>2</b>	<b>6 weeks</b>	¿Cómo puedo apoyar mi comunidad?	<p>I CAN identify local, regional, national, and international volunteer organizations and the importance of taking an interest and active role in the world.</p> <p>I CAN understand ONG and the roles in protection of the environment and social issues surrounding families and communities.</p> <p>I CAN express opinions about the importance of supporting communities of people that may not be local, and taking an interest in international concerns by educating themselves on topics.</p> <p>I CAN compare and contrast local and international opportunities.</p>	Present Preterite Imperfect Commands	Social Media, Communication Community programs for the elderly, Town clean ups, Nature paths, Public education Volunteer Environment Migration/ housing / feeding the underprivileged	<p>Students will read and listen and be able to identify service activities, goals, causes, and location.</p> <p>Students will be able to identify participants and organizations as well as their purpose and inspiration for participation.</p>	<p>Students will interact with suggestions and ideas for service projects and community support.</p> <p>Students will interact and provide opinions, reactions, and suggestions on various service-oriented projects and programs.</p>	Students will present projects that are of interest to them and communicate their interest and support their plans to be a part of the service project.
<b>3</b>	<b>7 weeks</b>	El medio ambiente de hoy y del futuro	<p>I CAN identify environmental issues and concerns.</p> <p>I CAN analyze Human Influence on the past, present, and future.</p> <p>I CAN exchange information on climate impact on food and housing and eventually migration.</p> <p>I CAN compare and contrast international opinions, cultural perspectives and efforts towards the Earth and the environment.</p>	Present Preterite Imperfect Commands Present Subjunctive Future	Weather, Climate, Environment, Technological Advances, Social Awareness	<p>Students will read and listen to identify a present-day trends and the effect on the future.</p> <p>Students will read and listen to identify past behaviors and trends and their effect on the present and future.</p>	<p>Students will react to environmental issues and initiatives and support their reaction.</p> <p>Students will inquire about environmental issues and solutions</p>	Students will research and present about environmental issues and service solutions and include personal opinions and persuade others to support those causes.

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						Students will read and listen to identify causes and effects of environmental issues.		
<b>Semester 2</b>								
4	7 weeks	¿Cómo será mi futuro?	<p>I CAN explain personal goals and dreams for the future.</p> <p>I CAN identify character traits, skills, and aptitudes that contribute to life goals and professions.</p> <p>I CAN express similarities and differences in family members and traditions and expectations</p> <p>I CAN compare and contrast familial pressure to follow in the footsteps of tradition.</p> <p>I CAN identify cultural pressures to maintain identity and tradition. (bullfighting, gypsy culture, family owned businesses)</p>	Present, Imperfect, Preterite, Commands, Impersonal expressions, Future tense	Family, Character, Skills, Goal setting, Education, Work, Profession	<p>Students will read and listen to identify character traits, skills, and aptitudes that contribute to life goals and professions</p> <p>Students will read and listen to identify similarities and differences in family members and traditions and expectations</p>	<p>Students will react to skill set inventory and profession suggestions.</p> <p>Students will inquire about professions, skill sets, and education and respond with supporting details about educational and professional paths and practices.</p> <p>Conversations about preferences and suggestions for education and professional preparedness</p>	<p>Students will research and communicate about professional and educational pathways.</p> <p>Students will present dream boards to identify hopes and goals.</p>
5	7 weeks	Los personajes hispanohabla	I CAN identify influential and iconic personalities in	Present, Imperfect, Preterite,	Literature, Performing Arts,	Students will read and listen and be able to identify	Students will react to literature and music and	Students will present on influential

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		ntes más influenciales	entertainment and government.  I CAN identify situations that initiate unrest and migration and express similarities and differences in reasons people will leave their homes and countries.  I CAN analyze various types of literature and performing art media created to influence and persuade on a topic.	Commands, Impersonal expressions, Future tense Conditional tense Perfect Tenses	Music and Entertainment Community, Family, Political unrest, Migration, Education, Government	personalities who have influenced change in social, governmental, entertainment, or scientific fields.  Students will be able to identify how and why they were influential.	support their reaction.  Students will inquire about influential politicians, media, authors, and performers	latinos and communicate their dedication to a cause or program or a change.
6	6 weeks	Salud y Bienestar	I CAN explain the importance of health and wellness and self awareness of mental and physical well being.  I CAN analyze the use of social media and the pros and cons of the use.  I CAN compare and contrast the international data provided that identifies the influence of social media on health and wellness.  I CAN make cultural comparisons on the access and limitations to health services and healthy food and the result it has on communities.	Present, Imperfect, Preterite, Commands, Impersonal expressions, Future tense Conditional tense Perfect Tenses	Food Social media Activity Sports Medical services	Students will read and listen to information collected and presented on accessibility and education about health and wellness (mental and physical) and identify causes and effects for good and poor health.	Students will interact with research to react to habits and trends that may positively or negatively impact health and wellness.	Students will present on healthy habits and suggest changes or improvements to simple daily routines to aid in the improvement of mental and physical well- being.