

Scope and Sequence

Unidad de repaso

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify parts of the body
- Ask / tell where they hurt
- Discuss what someone is wearing and how it looks
- Ask for a description of someone
- Tell what someone is like
- Compare people
- Ask / describe what someone is doing
- Ask / talk about dwellings
- Ask / talk about exterior and interior of dwellings
- Discuss preferences regarding fruit
- Find out / tell what someone wants to eat for breakfast, lunch, and dinner
- Inquire about / state the activities people do
- Discuss daily routines

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Parts of the body
Items of clothing
Opinions about fit of clothing
Physical characteristics of people
Activities
Home exterior
Home interior
Furniture
Rooms
Appliances
Fruit
Food items
del
acabar de
doler
¿qué?, ¿quién?, ¿dónde?, etc.
más/menos ... que
estar
gustar
querer
tener que
poder
pensar
levantarse, lavarse, vestirse, etc.
el (la) más, etc.

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Successfully complete pages from the *iAdelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Scope and Sequence

Unidad 1

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify various sports
- Ask someone to play a sport
- Accept / decline the offer to play
- Tell what they are going to play
- Identify various hobbies
- Ask what someone does for a hobby
- Tell what their hobbies are
- Ask / tell about weekend activities

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Quieres jugar
al tenis?
No, no puedo. Voy a
jugar al fútbol con
los chicos.*

el baloncesto

el béisbol

el fútbol

el fútbol americano

el tenis

el volibol

el equipo

la jugadora

el jugador

la cancha

la pelota

*¿Qué te gusta hacer
los fines de semana?
Bueno, mi
pasatiempo favorito
es montar a caballo.*

el ajedrez

las damas

el dominó

*los juegos
electrónicos*

ir de pesca

ir en bicicleta

montar a caballo

sacar fotos

tocar un instrumento

cultivar plantas

*coleccionar
estampillas*

*juego a, juegas a,
juega a, etc.*

somos

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make a collage of weekend activities, sports, and hobbies
- Identify each activity by labeling
- Make a list of favorite activities, sports, and hobbies
- Take a poll of favorite activities, sports, and hobbies
- Report the results of the poll
- Interview a classmate regarding pastimes
- Successfully complete pages from the *¡Adelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Scope and Sequence

Unidad 2

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify occupations
- Ask what someone does as an occupation
- Tell what they do
- Ask / identify who works where
- Tell what people do for a living
- Ask / tell what they want to be
- Ask / tell what parents or guardians do
- Ask if someone knows someone else
- Tell whether they know someone

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

<i>¿Qué hace tu tía Amalia? Ella es médica. Examina a los pacientes.</i>	<i>la estación de bomberos el bombero la bombera</i>
<i>¿Quién trabaja en la estación de bomberos? Los bomberos. Apagan los incendios.</i>	<i>la estación de policía el policía la policía la gente</i>
<i>¿Qué quieres ser? Quiero ser dueña de una compañía.</i>	<i>la compañía el dueño la dueña</i>
<i>¿Qué hace tu mamá? Es policía. Ayuda a la gente.</i>	<i>la empleada el empleado</i>
<i>el hospital</i>	<i>la fábrica</i>
<i>el médico</i>	<i>la obrera</i>
<i>la médica</i>	<i>el obrero</i>
<i>la paciente</i>	<i>¿Conoces a la Sra. Velasco? Sí, conozco a la Sra. Velasco.</i>
<i>el paciente</i>	<i>conozco, concoces, conoce, etc. (a)</i>
<i>la tienda por departamentos</i>	<i>nadie/alguien</i>
<i>el vendedor</i>	
<i>la vendedora</i>	

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make a collage of occupations
- Show the collage to a classmate and ask what a specific person does
- Ask where they probably work
- Take a survey and ask what classmates want to do and what their parents or guardians do for an occupation
- Interview a classmate and ask what he/she wants to be
- Successfully complete pages from the *¡Adelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Scope and Sequence

Unidad 3

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask for directions
- Give directions
- Discuss modes of transportation

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Dónde está la parada de autobús?
Está en la avenida,
cerca del semáforo.*

*¿Cómo vamos a la farmacia?
Vamos en autobús.*

abrocharse los cinturones

la avenida

el autobús

la calle

el coche

el chofer

la chofer

la farmacia

la gasolinera

la parada de autobús

los semáforos

el taxista

el taxi

el centro

el rascacielos

la plaza

ir a pie

los edificios

el teatro

el estacionamiento

el mercado

a la izquierda

derecho

a la derecha

Pasa por...

Sigue por...

*pido, pides,
pide, etc.*

sirvo, sirves, sirve

*sigo, sigues,
sigue, etc.*

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Use a town map and ask / tell how to get to a specific location
- Decide the mode of transportation to be used
- Successfully complete pages from the *iAdelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Travel (A–U4, U5)

Modes of transportation (A–U4, U5)

Directions (A–U10)

Scope and Sequence

Unidad 4

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Discuss travel schedules
- Tell someone where they are going and the mode of transportation used
- Identify countries of North America, South America, Central America, and the Caribbean
- Ask / tell the geographic location of a given country
- Ask / tell the country someone is from
- Name someone's nationality
- Ask / tell the language spoken in a particular country or region

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

<i>¿A qué hora sale el tren? A las siete. Tengo que estar en la estación de trenes a las cinco y media.</i>	<i>¿Hablan español en Puerto Rico? América del Norte Canadá Estados Unidos México América del Sur Argentina Bolivia Chile Colombia Ecuador Paraguay Perú Uruguay Venezuela Brasil</i>	<i>Haití Honduras Nicaragua Panamá Puerto Rico El Salvador la República Dominicana Europa España Pepe y Yolanda son ecuatorianos. ¿De dónde son? Son de Ecuador. en de es, está son, están</i>
<i>Vamos a México en avión. Voy al centro en tren. Van a Puerto Rico en barco. el avión el barco el aeropuerto el puerto el tren la estación de trenes tomar el tren</i>	<i>América Central y el Caribe Belice Costa Rica Cuba Guatemala</i>	<i>¿De dónde? ¿Cuál?, ¿Cuáles?</i>
<i>¿Cuáles son los países de América del Norte? ¿Dónde está Colombia? Está en América del Sur.</i>		

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Use the Internet and download flight schedules to the countries listed in Unidad 4
- Role-play a travel agent/client by planning a trip
- Repeat the activity using cruise schedules, train schedules
- Play a game that matches countries, languages, and nationalities
- Successfully complete pages from the *¡Adelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Travel (A-U5)
Travel plans (A-U5)
Air travel (A-U6)
Hotel (A-U7)

Scope and Sequence

Unidad 5

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Plan a trip with a travel agent
- Identify potential destinations
- Ask the cost of the trip

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Adónde quieren
ir ustedes?*

*Queremos viajar
al volcán.*

la agencia de viajes

el viajero

la viajera

el agente de viajes

la agente de viajes

descansar

el desierto

el lago

las montañas

la playa

el río

la selva

el valle

el volcán

*Señorita, ¿cuesta
mucho un viaje a
la playa?*

*No, no cuesta
mucho. Cuesta
seiscientos dólares.*

*Quiero pasar las
vacaciones en
la playa.*

*El viaje va a costar
ochocientos dólares.*

el billete

costar

pagar

estamos, están

van

*puedo, puedes,
puede, etc.*

*vuelvo, vuelves,
vuelve, etc.*

*pienso, piensas,
piensa, etc.*

*cierro, cierras,
cierra, etc.*

*pruebo, pruebas,
prueba, etc.*

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw posters of travel destinations
- Label and post them in the classroom
- Role-play a travel agent/client by planning a trip
- Successfully complete pages from the *iAdelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Airport (A-U6)
Air travel (A-U6)
Hotel (A-U7)

Scope and Sequence

Unidad 6

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Comment on being at the airport
- Comment on being on an airplane
- Discuss flight schedules

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

<i>Tenemos que hacer fila con los otros pasajeros.</i>	<i>la línea aérea los asientos</i>
<i>Aquí está mi maleta.</i>	<i>despegar</i>
<i>¿Qué está haciendo la asistente de vuelo?</i>	<i>aterrizar</i>
<i>Está hablando con un pasajero.</i>	<i>volar</i>
<i>El asiento es cómodo.</i>	<i>el horario</i>
<i>el asistente de vuelo</i>	<i>llegadas</i>
<i>la asistente de vuelo</i>	<i>salidas</i>
<i>cómodo</i>	<i>el vuelo</i>
<i>incómodo</i>	<i>la puerta de embarque</i>
<i>el equipaje</i>	<i>a tiempo</i>
<i>el pasajero</i>	<i>tarde</i>
<i>la pasajera</i>	<i>temprano</i>
<i>el piloto</i>	<i>hago, haces, hace, etc.</i>
<i>la piloto</i>	<i>digo que, dices que, dice que, etc.</i>
<i>hacer fila</i>	<i>ven</i>
<i>la maleta</i>	

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Cut out magazine pictures of airports
- Describe as many items as possible in the pictures
- Arrange classroom seats to replicate the interior of an airplane
- Role-play a conversation on the plane
- Successfully complete pages from the *¡Adelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Hotel (A–U7)

Scope and Sequence

Unidad 7

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Register in a hotel
- Identify items in the hotel room
- Describe an evening in the hotel room

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Necesitan un
cuarto, señor?
Sí, queremos una
habitación grande
lejos del ascensor.*

el turista

la turista

el ascensor

las habitaciones

la llave

las tarjetas postales

*¿Qué necesita usted?
Necesito una toalla,
por favor.*

*La ducha todavía no
tiene agua caliente.*

el arte...

antiguo

moderno

la cama...

blanda

dura

la sábana

la manta

las toallas

el jabón

la bañera

la ducha

el agua...

caliente

fría

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Role-play checking into a hotel
- Role-play calling the front desk to ask for needed items
- Keep a diary of an evening in a hotel room
- Successfully complete pages from the *iAdelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Scope and Sequence

Unidad 8

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Change money at a bank
- Identify places in a bank
- Identify items related to banks
- Talk about dining out
- Ask/give an opinion about a restaurant
- Ask for the check at a restaurant
- Calculate the tip
- Discuss the method of payment

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*Necesito dinero.
Primero, voy al
banco.*

*Vamos, hay una
ventanilla abierta
a la izquierda.*

*¿Qué vas a pedir
a la cajera?
Billetes de cien
pesos y algunas
monedas...*

*Yo prefiero ahorrar
mi dinero.*

el banco

los billetes

el cajero

la cajera

las monedas

la ventanilla

el cheque

el cajero automático

la tarjeta de crédito

abierta

cerrada

cambiar

gastar

ahorrar

*¿Te gusta el
restaurante?
El menú es
interesante.*

*¿Vas a pedir
la cuenta?
Sí, y voy a darle a
la camarera una
buena propina.*

*el restaurante
la cuenta*

el camarero

la camarera

el menú

la propina

doy, das, da, etc.

*cambié, cambiaste,
cambió, etc.*

*gasté, gastaste,
gastó, etc.*

*necesité, necesitaste,
necesitó, etc.*

ayer, el año pasado

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Set up the classroom like a bank and label as many bank locations and items as possible
- Use play money and role-play changing money at the bank
- Role-play dining out and purchase / pay for the meal
- Tell a classmate what they did yesterday at the bank and the restaurant
- Successfully complete pages from the *jAdelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = jAdelante!

Scope and Sequence

Unidad 9

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Tell someone where to meet them
- Ask someone to meet them in a designated location
- Identify various locations in a city
- Talk about city life
- Inquire about someone's well-being
- Report on someone's well-being

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*Te veo en la plaza
a las cuatro.*

*Me puedes buscar
cerca de la fuente,
delante de la
alcaldía.*

*¿Dónde te busco
el lunes?*

*Me puedes buscar
cerca de la escultura.*

la alcaldía

la escultura

la fuente

el monumento

el museo

la plaza

*¿Dónde viven
muchas personas?
Viven en un edificio
de apartamentos.*

el colegio

*el edificio de
apartamentos*

el estadio

*el mercado al
aire libre*

el metro

el supermercado

el zoológico

*¿Cómo está Patricia?
Está cansada,
pero contenta.*

contento

triste

cansado

confundido

enojado

nervioso

*a la derecha,
a la izquierda,
derecho*

vi, viste, vio, etc.

*corrí, corriste,
corrió, etc.*

*viví, viviste,
vivió, etc.*

*volví, volviste,
volvió, etc.*

*pensé, pensaste,
pensó, etc.*

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Use a gameboard and ask someone where to meet
- Tell someone where the meeting will be
- Make a collage of city life
- Ask / tell what people are doing in the pictures
- Draw pictures of people in various states of well-being. Give each person a name.
- Ask / tell a classmate how the person in a given picture is feeling
- Successfully complete pages from the *¡Adelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Directions / locations (A–U10)

Scope and Sequence

Unidad 10

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask/tell where places are located
- Ask for/give general directions
- Ask about/report traffic conditions
- Ask about/tell distance using the metric system

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

<i>¿Dónde está tu casa?</i>	<i>Va...</i>
<i>Está cerca de la esquina.</i>	<i>rápido</i>
<i>el paso de peatones</i>	<i>despacio</i>
<i>la esquina</i>	<i>perderse</i>
<i>la manzana</i>	<i>encontrarse</i>
<i>una cuadra</i>	<i>metros</i>
<i>el farol</i>	<i>kilómetros</i>
<i>el norte</i>	<i>millas</i>
<i>el sur</i>	<i>¿A cuántos/as?</i>
<i>el este</i>	<i>No hables</i>
<i>el oeste</i>	<i>No corras</i>
<i>Perdón, señora.</i>	<i>No abras</i>
<i>¿Queda más adelante o más atrás la tienda?</i>	<i>pagué, pagaste, pagó, etc.</i>
<i>Gracias, señora.</i>	<i>llegué, llegaste, llegó, etc.</i>
<i>Tengo que encontrarme con mi papá.</i>	<i>saqué, sacaste, sacó, etc.</i>
<i>Queda...</i>	<i>almorcé, almorzaste, almorzó, etc.</i>
<i>más adelante</i>	<i>jugué, jugaste, jugó, etc.</i>
<i>más atrás</i>	
<i>¿Cómo es el tráfico aquí?</i>	
<i>Por las mañanas va despacio.</i>	

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw a map from school to home
- Label the streets / landmarks
- Use the maps and ask / tell how to get to someone's home
- Give the traffic report for their hometown at 8:00 a.m., 12:00 noon, and 6:00 p.m.
- Figure out how far it is from home to school in meters / kilometers
- Ask / tell someone the distance
- Successfully complete pages from the *¡Adelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Scope and Sequence

Unidad 11

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify gift items
- Inquire about what someone likes
- Identify stores and the people that work there
- Shop for gifts in a store
- Ask / tell about the general cost of gift items

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Tengo que comprar un regalo para mi mamá.

¿A ella le gustan los collares?

¿Algo en especial, señor?

Sí. Quiero ver los collares.

la joyería

el joyero

la joyera

las joyas

el regalo

el brazalete

el collar

el llavero

el anillo

los aretes

la zapatería

el zapatero

las bolsas

el cinturón

los zapatos

las sandalias

la tienda de discos

el disco compacto

el audiocasete

¿Son baratos o caros los zapatos?

El zapatero dice que cuestan setenta y cinco dólares.

barato

caro

hice, hiciste, hizo, etc.

fui, fuiste, fue, etc.

tuve, tuviste, tuvo, etc.

estuve, estuviste, estuvo, etc.

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make a collage of gift items from magazines
- Label as many gift items as possible
- Role-play merchant / customer and shop for gifts
- Pair with a classmate and role-play shopping in a particular type of store
- Label the particular type of store / merchant
- Successfully complete pages from the *iAdelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!

Scope and Sequence

Unidad 12

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify things people find at the beach
- Tell what they would bring to the beach
- Ask what someone normally brings to the beach
- Describe someone at the beach

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

¿Qué cosas traes a la playa?

Bueno, traigo una sombrilla.

¿Vas a traer el protector solar a la playa?

¡Claro que sí!

bronceado/a

quemado/a

el salvavidas

la sombrilla

tomar el sol

el protector solar

la arena

los caracoles

las conchas

el mar

¡Peligro!

¡Se prohíbe nadar!

¿Qué te gusta hacer en el mar?

Me gusta bucear.

el barco de vela

el esquí acuático

la lancha

las olas

flotar

bucear

este, ese, aquel, estos, esos, aquellos

pude, pudiste, pudo, etc.

serví, serviste, sirvió, etc.

pedí, pediste, pidió, etc.

dormí, dormiste, durmió, etc.

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw pictures of items that people bring to the beach
- Cut them out
- Place them in a paper bag
- Using the bag and its contents, ask/tell what they are bringing to the beach
- If applicable, bring items from home that they have found at the beach
- Show and tell about the items in class
- Successfully complete pages from the *¡Adelante!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS

A = ¡Adelante!