

Scope and Sequence

¡Bienvenidos!

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask someone's name
- Give their names
- Ask someone for a third party's name
- Tell a third party's name
- Say hello and goodbye
- Ask how someone feels
- Tell how they feel
- Ask about classroom objects
- Identify classroom objects
- Inquire about someone
- Identify someone
- Identify numbers 1–29
- Use numbers in everyday situations

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Cómo te llamas?
Me llamo...*

*¿Cómo se llama el
niño? Se llama...*

Hola.

Buenos días.

Buenas tardes.

Buenas noches.

Adiós.

Hasta pronto.

Hasta luego.

Hasta mañana.

¿Cómo estás?

Muy bien, gracias.

¿Cómo está?

Así, así.

Más o menos.

¿Qué tal?

Estoy muy mal.

¿Qué es?

Es un pupitre.

el escritorio

el pizarrón

la luz

la puerta

la computadora

la silla

¿Quién es?

Es el maestro.

el maestro

la maestra

el alumno

la alumna

el hombre

la mujer

el niño

la niña

¿Qué número es?

Es el veinticuatro.

*¿Cuál es tu número
de teléfono?*

Es el cuatro, dos...

*¿Cuánto es diez
más seis?*

*Diez más seis es
dieciséis.*

estoy, estás

*¿qué?, ¿quién?,
¿cómo?, ¿cuántos?,
¿cuál?*

es

*me llamo, te llamas,
se llama*

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Role-play introductions with a three-person group
- Role-play asking / saying how they feel
- Draw familiar classroom items
- Ask for / give someone familiar classroom items
- Draw a picture of a classmate
- Ask / tell who it is
- Write numbers 1–29 on blackboard
- Name each number
- State their phone number
- Add numbers with sums 29 or less
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Numbers 30–49 (H–U3)

Scope and Sequence

Unidad 1

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify school supplies
- Identify objects in the classroom

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Qué es?
Es el salón de clase.*

la bandera

el borrador

la papeleria

el globo

el mapa

la mesa

la pared

el reloj

la tiza

el marcador

la ventana

el bolígrafo

el cuaderno

la regla

el lápiz

el libro

la hoja de papel

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Play a guessing game and identify school supplies and objects in the classroom
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Scope and Sequence

Unidad 2

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask / tell the color of something
- Ask what something is
- Identify shapes
- Ask someone to identify an animal
- Identify animals
- Ask the color / size of something
- Describe something in color and size

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

¿De qué color es?

Es rojo.

Es...

amarillo

anaranjado

azul

blanco

gris

marrón

morado

negro

rojo

rosado

verde

el círculo

el cuadrado

el rectángulo

el triángulo

¿Qué animal es?

Es un gato.

Es marrón.

¿Cuál es tu animal favorito?

el canario

el conejo

el flamenco

el gato

el loro

la mariposa

el oso

el pájaro

el perro

el ratón

el tigre

el pez

¿Cómo es el oso?

Es grande.

grande

pequeño

largo

corto

gordo

flaco

*¿cómo?, ¿de qué?,
¿qué?*

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Tell the color of individual crayons
- Draw / identify shapes on the board
- Bring stuffed animals to class
- Ask about / identify / describe the stuffed animals
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Clothing description (QT-U2)

Size (QT-U2)

Hair color (QT-U3)

House, apartment description (QT-U4)

Everyday number use (QT-U4, U6)

Living room, bedroom description (QT-U5)

Scope and Sequence

Unidad 3

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Read a calendar
- Identify the days of the week
- Ask/tell what day it is (will be)
- Tell what happens on certain days of the week
- Ask/tell where they are going on a certain day/week
- Ask/tell when they are going
- Identify numbers 30–49
- Use numbers in everyday situations

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Qué día es hoy?
Es martes.*

¿Qué día es el seis?

Mañana es lunes.

lunes

martes

miércoles

jueves

viernes

sábado

domingo

el lunes vs. los lunes

*los días de la
semana*

el fin de semana

la semana

hoy

mañana

el calendario

el primero de...

el treinta

el treinta y uno

*¿Adónde vas el
domingo?*

Voy al parque.

*¿Cuándo vas al cine?
Voy esta semana.*

esta semana

la próxima semana

la casa

el cine

la escuela

el parque

la tienda

treinta

treinta y uno

treinta y dos, etc.

cuarenta

cuarenta y uno

cuarenta y dos, etc.

voy, vas, va

¿cuándo?

al, a la

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT

Students are able to...

- Give information on the date and the day of the week using a calendar
- Role-play a telephone conversation asking / telling where someone is going on a certain day
- List favorite places and ask / tell when they go (will go) there
- Sing the "Días de la semana" song
- Do mental math using numbers 1–49
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Identify numbers 50–69 (H–U4)

Everyday number use (A–U5)

Quantity (A–U5)

Days (A–U9)

Scope and Sequence

Unidad 4

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask / tell what classes / locations they are going to in school
- Ask / tell what they are going to do in the classes
- Tell how much they do an activity
- Tell how well they do an activity
- Identify numbers 50–69
- Use numbers in everyday situations

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

¿Adónde vas?

*Voy a la clase de
computadoras.*

el gimnasio

la biblioteca

la clase de...

arte

computadoras

música

*¿Qué vas a hacer en
la clase de arte?*

Voy a pintar.

cantar

estudiar

pintar

practicar deportes

usar la computadora

hablar

escuchar

participar

trabajar

cincuenta

cincuenta y uno

cincuenta y dos, etc.

sesenta

sesenta y uno

sesenta y dos, etc.

Voy a...

en

canto, cantas, canta

*estudio, estudias,
estudia,*

*pinto, pintas, pinta,
etc.*

muy bien, mucho

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT

Students are able to...

- Make a list of classes / places they go to in school
- Exchange lists and ask / tell a classmate what they are going to do there
- Use the list of classes to interview a classmate
- Ask / tell how well they do an activity
- Ask / tell how much they do an activity
- Write random numbers on the board from 50–69 and identify them
- Add / subtract random numbers up to 69
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Identify numbers 70–89 (H–U6)

What people do on the job (A–U2)

Quantity (QT–U9, A–U10, 11)

Everyday number use (A–U8)

Scope and Sequence

Unidad 5

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask / tell their favorite season
- Describe what the weather is usually like during a particular season
- Ask about current weather
- Describe the current weather

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Qué estación
te gusta?*

*Me gusta la
primavera.*

*¿Qué tiempo hace
en el verano?*

Hace sol.

la primavera

el verano

el otoño

el invierno

*¿Qué tiempo hace?
Hace frío.*

Nieva.

Llueve.

Hace...

calor

fresco

frío

sol

viento

*¿Qué tiempo hace
ahora?*

Está lloviendo ahora.

Hace buen tiempo.

Hace mal tiempo.

Hace viento.

Está nublado.

Está lloviendo.

Está nevando.

*Me gusta, te gusta,
le gusta*

¿qué?, ¿cuál?

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make / label a bulletin board of the four seasons
- Ask / tell a classmate the typical weather for each season
- Role-play a weather forecast and ask / give the current weather
- Ask / tell about a favorite season
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Scope and Sequence

Unidad 6

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask / give the current date
- Identify months of the year
- Ask someone's birth month
- Ask someone's birth date
- Ask about likes / dislikes
- Ask what someone likes / dislikes doing
- Tell how much they like to do something
- Identify numbers 70–89
- Use numbers in everyday situations

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Qué fecha es hoy?
Es el quince de
febrero.*

*¿Cuándo es tu
cumpleaños?
En diciembre. Es el
tres de diciembre.*

el mes

enero

febrero

marzo

abril

mayo

junio

julio

agosto

septiembre

octubre

noviembre

diciembre

*¿Qué te gusta hacer
los fines de semana?
Me gusta nadar.*

*¿Te gusta bailar?
No, no me gusta
bailar.*

bailar

caminar

nadar

patinar

comprar

dibujar

limpiar

jugar

setenta

setenta y uno

setenta y dos, etc.

ochenta

ochenta y uno

ochenta y dos, etc.

*Me gusta, te gusta,
le gusta*

*siempre, nunca,
a veces,*

también, tampoco

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make / illustrate a calendar
- Make a list of preferred and disliked activities
- Exchange lists with a classmate
- Interview a classmate about things they like / dislike doing
- Ask how much they like / dislike doing certain things
- Add up a list of items
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Identify numbers 90–100 (H–U7)

Favorite hobbies (A–U1)

Favorite class (QT–U9)

Scope and Sequence

Unidad 7

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask about another's physical well-being
- Tell someone how they are feeling
- Ask / tell about someone's state of well-being
- Ask / give age
- Identify numbers 90–100
- Use numbers in everyday situations

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

¿Qué tienes? Tengo sueño.

Tengo...

calor

frío

hambre

la gripe

miedo

sed

sueño

¿Tiene ella prisa?

Sí, tiene prisa.

Tiene...

razón

prisa

suerte

¿Cuántos años tiene?

Tiene diez años.

noventa

noventa y uno

noventa y dos, etc.

cien

tú, usted

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make a collage representing people in different states of well-being
- Label the pictures in the collage
- Role-play doctor / patient and find out about someone's physical well-being
- Ask the patient's age
- Play charades and ask / tell if someone is right, in a hurry, or lucky
- Count 100 beans into / out of a jar
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

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QT = *¿Qué tal?*

A = *¡Adelante!*

Well-being (QT-U1)

Scope and Sequence

Unidad 8

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask / tell time in hours and minutes
- Tell time on the half-hour
- Tell time on the quarter-hour
- Ask about units of time
- Identify units of time
- Ask about someone's scheduled activities
- Discuss their personal scheduled activities

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

¿Qué hora es?
Son las seis y media.
Es la una.
Son las seis y veinte.
Son las seis y media de la mañana.
Son las cuatro menos cuarto de la tarde.
¿Cuántos minutos hay en un cuarto de hora?
Hay quince minutos...
un cuarto de hora media hora
una hora un minuto
una hora y cuarto
¿Cuándo vas a la biblioteca?
Voy por la tarde.
la mañana la tarde
la noche la salida del sol
el mediodía la puesta del sol
la medianoche
es, son
por
¿a qué hora?, ¿cuándo?
menos

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make a cardboard clock
- Ask/tell the time in hours and minutes
- Play a question and answer game pertaining to units of time
- Interview someone concerning their personal scheduled activities
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Scheduled activities (QT–U11, A–U1, U4, U5)
Time (A–U4)

Scope and Sequence

Unidad 9

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask someone about his or her favorite class
- Describe their favorite class
- Ask someone's opinion about a particular class
- Tell their opinion about a particular class
- Tell what they do in school
- Tell what a classmate does in school

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

<i>¿Cuál es tu clase favorita?</i>	<i>fantástica</i>
<i>¡Es el español, claro!</i>	<i>importante</i>
<i>las ciencias</i>	<i>interesante</i>
<i>los estudios sociales</i>	<i>terrible</i>
<i>la educación física</i>	<i>aprender</i>
<i>el español</i>	<i>escribir</i>
<i>la lectura</i>	<i>leer</i>
<i>el inglés</i>	<i>comprender</i>
<i>las matemáticas</i>	<i>Me gustan, te gustan, le gustan</i>
<i>la salud</i>	<i>¿por qué?, ¿por qué no?</i>
<i>¿Te gusta la clase de matemáticas?</i>	<i>aprendo, aprendes, aprende</i>
<i>¡Sí, claro!</i>	<i>escribo, escribes, escribe</i>
<i>¿Por qué?</i>	<i>leo, lees, lee</i>
<i>¡Es fantástica!</i>	<i>comprendo, comprendes, comprende</i>
<i>La clase es...</i>	
<i>aburrida</i>	
<i>difícil</i>	
<i>divertida</i>	
<i>fácil</i>	

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Take a class survey on favorite classes
- Tally/report the results
- Interview a classmate regarding his or her opinion of a particular class
- Talk with a classmate about classes he or she likes
- Write a simple poem about what is done in school
- Read the poem to the class
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Chores (QT-U7)

Morning activities (QT-U11)

School personnel (QT-U12)

Leisure activities (A-U1)

Emergency workers (A-U2)

Restaurant workers (A-U8)

Personal opinion (A-U8)

Beach (A-U12)

Scope and Sequence

Unidad 10

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Ask the names of family members
- Provide the names of family members
- Ask / tell about how family members are related
- Ask for descriptions of family members
- Describe family members

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

¿Cómo se llama el papá de Felipe?

Su papá se llama Javier Muñoz.

los papás

el papá

la mamá

los padres

el padre

la madre

los hermanos

el hermano

la hermana

el padrastro

la madrastra

el hermanastro

el hermanastra

¿Quién es el hermano de Mónica?

Miguelito es su hermano.

los abuelos

el abuelo

la abuela

los bisabuelos

el bisabuelo

la bisabuela

los hijos

el hijo

la hija

los nietos

el nieto

la nieta

los primos

el primo

la prima

los tíos

el tío

la tía

alto

bajo

simpático

antipático

joven

viejo

guapo

de, ¿de quién?

cómo?, ¿cuánto?, ¿quién?

tú, tu

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw a simple family tree
- Provide names of family members
- Provide relationship to one another
- Share family tree with a classmate
- Use the drawings to ask for / give descriptions of family members
- Successfully complete pages from the *¡Hola!* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

H = *¡Hola!*

QT = *¿Qué tal?*

A = *¡Adelante!*

Description of family / others (QT–U3)