

Scope and Sequence

Unidad de repaso

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify / describe animals
- Identify classroom objects
- Identify school locations
- Identify / describe with colors
- Identify days / months / seasons
- Use a calendar
- Ask / tell time
- Ask / tell about the weather
- Count from 1–100
- Simple math
- Discuss school subjects
- Discuss their preferences
- Ask preferences of others
- Describe their condition
- Describe others
- Talk about size
- Talk about possessions

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

| | |
|---------------------------------|---|
| animals | seasons of the year |
| classroom objects | size |
| colors | time of day |
| days of the week | weather |
| descriptive words | <i>hay</i> |
| family members | <i>cantar, escribir, etc.</i> |
| months of the year | adjectives |
| names of school subjects | <i>al</i> |
| numbers | <i>gustar</i> |
| personal condition | weather expressions / <i>hacer, estar</i> |
| personal preference | condition / <i>tener</i> |
| school locations | time / <i>ser</i> |
| physical descriptions of people | possession / <i>tener</i> |
| possessions | |

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- *¡Hola!* Assessment Book
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Scope and Sequence

Unidad 1

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify parts of the body
- Identify parts of the face
- Tell what hurts them
- Ask what hurts someone else
- Count by hundreds 100–1,000

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

¿Cuáles son las partes del cuerpo?

Son...

el brazo

la cabeza

la cintura

el codo

el cuello

el dedo

la espalda

la mano

el pelo

la rodilla

el tobillo

el pie

la pierna

el hombro

la frente

la cara

la ceja

el labio

los dientes

la lengua

la oreja

la nariz

la boca

el ojo

las pestañas

la mejilla

Me duele la cabeza.

Le duelen los pies.

¿A usted le duele la cabeza?

Sí, me duele mucho.

cien

doscientos

trescientos

cuatrocientos

quinientos

seiscientos

setecientos

ochocientos

novecientos

mil

doler

a (personal)

Me duele(n),

te duele(n),

le duele(n)

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw body outlines
- Locate / label parts of body
- Draw a martian's face
- Describe the face to a classmate, naming the parts
- Play charades and guess what is hurting someone
- Role-play a doctor's visit. Ask / tell what hurts.
- Add by hundreds and give sums
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Scope and Sequence

Unidad 2

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify clothing
- Describe what they are wearing
- Find out what someone is wearing
- Tell what clothing they are going to buy in a store
- Ask what clothing someone is going to buy
- Ask opinions about clothing
- Ask opinions about how clothing fits
- Ask/tell about clothing sizes
- Discuss possession of items

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Qué ropa llevas hoy?
Llevo una falda y un abrigo.*

el suéter

la falda

el abrigo

las botas

la blusa

el vestido

la camisa

los pantalones

los calcetines

la camiseta

la chaqueta

los zapatos

la bata

el traje de baño

el sombrero

la gorra

el pijama

el impermeable

las medias

*¿Qué ropa vas a comprar?
Voy a comprar una bata.*

*¿Cómo me queda el abrigo?
Te queda bien.*

*¿Cómo es el vestido?
Es bonito.*

grande

mediano/a

pequeño/a

corto/a

largo/a

bonito/a

feo/a

*¿De quién es el libro?
Es de Héctor.*

*¿De quién son los abrigos?
Son de Lidia.*

*¿De quiénes son los abrigos?
Son de Lidia y Marcos*

quedar, gustar

bien, mal

de, del

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Role-play a fashion designer using a felt board / cut-out book
- Describe their model
- Role-play a fashion critic. Tell their opinion of the designer's work
- Role-play a phone call and ask / tell what someone is wearing to school today
- Role-play shopping for clothes with a friend. Discuss opinions, sizes, fit, etc.
- Tell who owns articles of clothing (such as coats) in their classroom
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

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Description of people (QT-U3)

Gifts (A-U11)

Scope and Sequence

Unidad 3

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Describe physical traits of others
- Ask about physical traits of others
- Comment on personal traits
- Compare physical / personal traits of others

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

¿Cómo son tus hermanos?

Mi hermano es alto y delgado y mi hermana es baja.

débil

fuerte

bajo/a

alto/a

¿Quién tiene el pelo lacio?

Pepe tiene el pelo lacio.

el pelo...

castaño

lacio

rubio

ondulado

rojizo

rizado

canoso

¡Qué impaciente eres!

¿Yo? Yo no soy impaciente.

atlético/a

cómico/a

generoso/a

simpático/a

tímido/a

impaciente

inteligente

popular

Juan es más alto que Carlos.

Pero Carlos es menos fuerte que Juan.

Soy, eres, es, etc.

más/menos...que

¡Qué...!

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Describe physical / personal traits of a classmate. Students guess who it is.
- Make a celebrity list. Comment on the personal traits of each.
- Compare physical / personal traits of celebrities to one another
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

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Scope and Sequence

Unidad 4

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify parts of a home
- Describe their home (exterior / interior)
- Describe someone else's home (exterior / interior)

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Cómo es tu casa?
Tiene el techo gris.*

el patio

la chimenea

el techo

el balcón

el garaje

las escaleras

el buzón

el jardín

la cerca

*¿Cuántos
cuartos tiene tu
apartamento?
Tiene seis.*

¿De qué color...?

¿Hay...?

¿Cómo es...?

la cocina

el cuarto de baño

los cuartos

el dormitorio

el despacho

el comedor

el sótano

el pasillo

el ático

la sala de estar

ellos, ellas

fuera de, dentro de

estoy, estás, está

¿Dónde...?

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw a picture of the outside of their house / apartment building
- Label as many exterior items as possible
- Draw a floor plan of their homes. Label the rooms.
- Use the drawings to talk / ask about homes with a classmate
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Description of rooms (QT-U5)

Scope and Sequence

Unidad 5

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify living room items
- Describe their living rooms
- Ask for a description of someone else's living room
- Describe their bedrooms
- Ask for a description of someone else's bedroom
- Locate objects in a room

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Qué hay en la sala
de tu casa?*

*Hay un sofá,
un televisor y
mucho más.*

*La lámpara es
blanca.*

la alfombra

las cortinas

el estéreo

el estante

la estantería

la lámpara

los muebles

el piso

el retrato

el sillón

el sofá

el televisor

la videocasetera

el techo

el lector DVD

*¿Qué hay en tu
dormitorio?*

*¿Dónde está tu
teléfono?*

la almohada

la cama

el cartel

el cuadro

el dormitorio

el espejo

la mesita de noche

el radio

el ropero

el tocador

el ventilador

*cerca de, lejos de,
delante de, detrás
de(l)*

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw a picture of a living room
- Label as many living room items as possible
- Draw a picture of a bedroom
- Label as many bedroom items as possible
- Use the drawings to talk / ask about these rooms with a classmate
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Description of kitchen (QT-U6)

Scope and Sequence

Unidad 6

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify kitchen items
- Describe their kitchens
- Ask for a description of someone's kitchen
- Tell what items they use in the kitchen
- Ask what items others use in the kitchen

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Usas el lavaplatos
mucho en tu cocina?*

*¿Cuántos gabinetes
hay en tu cocina?*

*¿Y qué más hay?
También hay un
abrelatas.*

la cocina

el cajón

el lavaplatos

el fregadero

la estufa

el horno

el refrigerador

el gabinete

el grifo

el tostador

el abrelatas

la bombilla

el enchufe

la batidora eléctrica

el microondas

la licuadora

la lata

la caja

el bol

cocinar

mirar

necesitar

comer

abrir

batir

vivir

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw a picture of a kitchen
- Label as many kitchen items as possible
- Interview a classmate about kitchen items
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Scope and Sequence

Unidad 7

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Discuss their household chores
- Direct someone to do something
- Tell what they have to do
- Tell what they just finished doing
- Describe the condition of household items

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*Vamos a limpiar
la casa.*

*Primero, tú vas a
sacar la basura.*

*¿Con qué vas a
limpiar el piso?*

*Tengo que lavar
la ropa.*

*Acabo de regar
las plantas.*

los quehaceres

pasar la aspiradora

regar las plantas

sacar la basura

planchar la ropa

colgar la ropa

lavar la ropa

quitar el polvo

limpiar el piso

secar la ropa

barrer el piso

recoger las cosas

la escoba

la aspiradora

el trapeador

el trapo

la lavadora

la secadora

la plancha

Está...

sucio/a

limpio/a

*tengo, tienes,
tiene, etc.*

*tengo que, tienes
que, tiene que, etc.*

*acabo de limpiar,
lavar, secar, etc.*

con, sin

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make a checklist of household chores
- Divide the chores with a classmate
- Tell what each one has to do
- Act out the chores and tell what has just been done
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Scope and Sequence

Unidad 8

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify items in a place setting
- Narrate setting the table
- Ask / tell the location of items in a place setting
- Identify fruits
- Ask about / express preferences regarding fruit

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Dónde está
el cuchillo?
Está en la mesa,
cerca del plato.*

*Tengo que poner
la sal en la mesa.*

*Ricardo y Juan,
¿ustedes ponen
la mesa?*

*No, no ponemos
la mesa.*

Pásame la sal.

el azúcar

la crema

el cuchillo

la cuchara

la cucharita

el mantel

el platillo

el plato

la pimienta

la sal

la servilleta

la taza

el tenedor

el vaso

¿Te gustan las uvas?

*¿Qué fruta traes de
la tienda?*

Tenemos cerezas.

*¿Qué trae usted,
Sra. García?*

Traigo unas frutas.

las cerezas

las fresas

el limón

la manzana

la naranja

la pera

la piña

el plátano

la sandía

las uvas

el durazno

*pongo, pones
pone, etc.*

*traigo, traes,
trae, etc.*

sobre, debajo de

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Set a table with a classmate
- Take turns telling the names of different items in the place setting
- Ask a classmate where an item is located. Lift up the appropriate item.
- Create a survey on fruit preferences
- Gather / post the results
- Ask others which fruits they prefer
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Scope and Sequence

Unidad 9

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Tell what they eat / drink for breakfast
- Ask what others eat / drink for breakfast
- Ask others what they want to drink with breakfast
- Tell someone how much they want to eat for breakfast

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Qué comes de
desayuno?
Como huevos fritos.*

los huevos fritos

los huevos revueltos

*los huevos pasados
por agua*

la toronja

el cereal

la avena

el pan tostado

la margarina

la mermelada

el jamón

la mantequilla

el tocino

el queso

tomar el desayuno

*¿Qué quieres beber?
Quiero leche, por
favor.*

*¿Quieren chocolate?
Queremos dos jugos,
por favor.*

el café

el chocolate

el jugo

la leche

el té

el agua

poco

nada

mucho

*puedo, puedes,
puede, etc.*

*tomo, tomas,
toma, etc.*

*mi, mis, tu, tus,
su, sus*

*nuestro, nuestra,
nuestros, nuestras,
su, sus*

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Create a breakfast collage
- Label the food / drink items
- Take a survey to find out favorite breakfast foods / drinks
- Display the results
- Role-play a restaurant scene with a waiter / customer and order breakfast
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

- Lunch / dinner foods (QT-U10)
- Dining out (A-U8)

Scope and Sequence

Unidad 10

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Tell what they want to eat for lunch / dinner
- Ask what someone else wants to eat for lunch / dinner
- Talk about foods generally eaten at lunch
- Talk about foods generally eaten at dinner
- Discuss when others generally eat lunch

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

| | |
|--------------------------------------|--|
| <i>¿Qué quieres de almuerzo?</i> | <i>los guisantes</i> |
| <i>Quiero una ensalada.</i> | <i>el maíz</i> |
| <i>el almuerzo</i> | <i>el pavo</i> |
| <i>la ensalada</i> | <i>el pescado</i> |
| <i>la hamburguesa</i> | <i>la sopa</i> |
| <i>la mayonesa</i> | <i>las zanahorias</i> |
| <i>la mostaza</i> | <i>los frijoles</i> |
| <i>la salsa de tomate</i> | <i>nada</i> |
| <i>el tomate</i> | <i>Diego y Carolina almuerzan al mediodía.</i> |
| <i>el sándwich</i> | <i>¿Almuerzan ustedes a la una?</i> |
| <i>las verduras</i> | <i>Nosotros almorzamos a las dos.</i> |
| <i>el pan</i> | <i>almuerzo,</i> |
| <i>la papa</i> | <i>almuerzas,</i> |
| <i>el pollo</i> | <i>almuerza</i> |
| <i>la lechuga</i> | <i>pruebo, pruebas,</i> |
| <i>la crema de cacahuete</i> | <i>prueba</i> |
| <i>¿Qué hay de cena?</i> | <i>nos gusta(n),</i> |
| <i>Hay arroz y pescado.</i> | <i>les gusta(n)</i> |
| <i>la cena</i> | <i>me gusta(n) a mí,</i> |
| <i>el arroz</i> | <i>te gusta(n) a ti</i> |
| <i>la carne</i> | <i>¿A quién le gusta...?</i> |
| <i>los espaguetis con albóndigas</i> | |

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Role-play a scene at a restaurant and order lunch / dinner
- Take a survey of foods generally eaten at lunch and dinner
- Study the survey and identify the most popular lunch / dinner foods
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Dining out (A–U8)

Scope and Sequence

Unidad 11

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Describe their morning routines
- Ask someone about his or her morning routine
- Describe what they do in the evenings
- Ask what others do in the evenings
- State actions in a sequence

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Qué haces por la mañana?
Primero, me despierto. Luego,
me levanto y...*

despertarse

levantarse

cepillarse los dientes

lavarse

secarse

ponerse la ropa

peinarse

irse a la escuela

*¿Qué haces por la noche?
Primero, vuelvo a la casa. Luego...*

A las diez me quito la ropa.

volver a la casa

quitarse la ropa

bañarse

ducharse

acostarse

pienso, piensas, piensa, etc.

comienzo, comienzas, comienza, etc.

cierro, cierras, cierra

primero, luego, por último

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make a list with three columns:
Primero, Luego, Por último
- List the morning routine under
each column
- Discuss the morning routine with
a classmate, then reverse roles
- Complete the same activity for
evening routines
- Successfully complete pages from the
¿Qué tal? Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Scope and Sequence

Unidad 12

PERFORMANCE STANDARDS

WHAT THEY CAN DO

- Identify jobs people have in their school
- Identify locations in their school
- Tell where school workers do their work in their school
- Discuss what people know how to do
- Describe people physically by comparing them to one another

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

*¿Quién trabaja en la oficina?
La asistente administrativa trabaja en la oficina.
la oficina
el director
la directora
la asistente administrativa
el asistente administrativo
la biblioteca
el bibliotecario
la bibliotecaria
la cafetería
el cocinero
la cocinera
la enfermería
el enfermero
la enfermera*

*los salones de clase
el maestro
la maestra
la fuente de agua
el conserje
la conserje
el auditorio
la entrada
la salida
subir las escaleras
bajar las escaleras
Sabemos nadar muy bien.
Yo sé cocinar.
Dolores es más alta que David.
Rita es más atlética que Dolores.
Saúl es el más atlético de todos.*

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Take a class trip around the school and make a list of the different jobs people do
- List the locations where they do their jobs
- List what they know how to do
- Combine everyone's information and make a bulletin board displaying the findings
- Draw a picture of people who work in the school
- Describe them to a classmate by comparing them physically
- Successfully complete pages from the *¿Qué tal?* Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT UNITS / LEVELS

QT = *¿Qué tal?*

A = *¡Adelante!*

Occupations (A-U2, U12)