

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS

WHAT THEY CAN DO

Lesson 1

- Greet others
- Respond to greetings
- Ask names of others
- Introduce self
- Introduce others
- Say goodbye

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

¡Hola!

Buenos días.

Buenas tardes.

Buenas noches.

Hasta la vista.

Adiós.

Por favor.

Gracias.

De nada.

la rana

*¿Cómo se llama el
niño?*

*¿Cómo se llama la
niña?*

¿Cómo te llamas?

Me llamo ____.

Se llama ____.

el niño

la niña



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Role-play introductions
- System A
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

¡Hasta mañana!
(A-L2)

¡Hasta luego!
(A-L3)

¡Hasta la próxima!
(A-L4)

¿Qué tal? (A-20)

Mucho gusto.
(C-23)

Igualmente.

El gusto es mío.
la dirección

la avenida

*Quiero presentarte
a mi amigo/a ____.*

*Quiero presentarle
a mi amigo/a ____.*

*¿Cuál es tu
dirección?*

Mi dirección es ____.

*¿Cuál es tu
número de
teléfono?*

*Mi número de
teléfono es ____.*

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS

WHAT THEY CAN DO

Lesson 2

- Identify familiar classroom objects
- Identify school personnel
- Recognize numbers 0–10
- Count 0–10

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

la maestra

el maestro

el títere

el calendario

el escritorio

el pizarrón

la tiza

el marcador

la mesa

el pupitre

el lápiz

el número

cero

uno

dos

tres

cuatro

cinco

seis

siete

ocho

nueve

diez

¿Es _____?

Sí, es _____.

No, no es _____.

el

la

¡Hasta mañana!

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT

Students are able to...

- Point to classroom objects
- Draw teacher
- Point to numbers 0–10
- Recite numbers 0–10
- System A
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

el libro (A-L3)

la bandera

el papel

el reloj

el globo

el mapa

la silla

la regla

el crayón

la computadora

*¿Cuántos años
tienes?* (A-L8)

Tengo ____ *años.*

*¿Cuántos años
tiene?*

Tiene ____ *años.*

*¿Qué fecha es
hoy?* (A-L9)

Hoy es el ____.

Números
(A-L5, 9, 15, 18)

Marca el número
____. (A-21)

*¿Cuántos
(Cuántas)* ____
hay en la casa?
(B-L3)

Hay ____.

once (A-L5)

doce

trece

catorce

quince

dieciséis

diecisiete

dieciocho

diecinueve

veinte

Classroom objects
(H-U1)

School personnel
(QT-U12)

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS

WHAT THEY CAN DO

Lesson 3

- Identify familiar classroom objects
- Ask how others feel
- Say how they feel

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

el libro

la bandera

el papel

el reloj

el globo

el mapa

la silla

la regla

el creyón

la computadora

¿Cómo estás?

Estoy (muy) bien.

Estoy (muy) mal.

Estoy así, así.

Estoy más o

menos.

¡Hasta luego!



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw familiar classroom items
- Give someone familiar classroom items
- Role-play asking/saying how they feel
- System A
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

<i>Tengo frío. (A-L8)</i>	<i>el gimnasio</i>
<i>Tengo calor.</i>	<i>Estoy contento. (A-L20)</i>
<i>Tengo hambre.</i>	<i>Estoy contenta.</i>
<i>Tengo sed.</i>	<i>Estoy triste.</i>
<i>Tengo miedo.</i>	<i>Estoy enojado.</i>
<i>Tengo sueño.</i>	<i>Estoy enojada.</i>
<i>Tengo dolor.</i>	<i>¿Qué tal?</i>
<i>Tengo prisa.</i>	<i>¿Qué te duele?</i>
<i>Tengo suerte.</i>	<i>¿Qué te duele? (¿Qué le duele?)</i>
<i>la escuela (A-L17)</i>	<i>Me duele _____. (C-18)</i>
<i>el (salón de) clases</i>	<i>Me duelen _____. </i>
<i>la oficina</i>	<i>Estoy enfermo/a.</i>
<i>la cafetería</i>	Classroom objects (H-U1)
<i>el (cuarto de) baño</i>	
<i>el patio de recreo</i>	
<i>la biblioteca</i>	

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS

WHAT THEY CAN DO

Lesson 4

- Identify colors
- Recite the days of the week
- Ask/tell the day of the week

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

el color

rojo

blanco

azul

negro

amarillo

verde

marrón

rosado

gris

morado

anaranjado

la semana

lunes

martes

miércoles

jueves

viernes

sábado

domingo

¿Qué día es hoy?

Hoy es _____.

¡Hasta la próxima!



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Color drawings
- Sing the 'Días de la semana' song
- System A
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

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¿De qué color es?
(A-L5)

Es _____.

*¿Qué fecha es
hoy?* (A-L9)

Hoy es _____.

La ropa (A-L14, 15)

*¿Cuándo es tu (su)
cumpleaños?*
(A-L16)

*Mi cumpleaños es
el ____ de ____.*

*¿Cuántos/Cuántas
(días, semanas,
meses) hay?*
Hay _____.

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS

WHAT THEY CAN DO

Lesson 5

- Recognize numbers 11–20
- Count 11–20
- Identify shapes
- Ask/tell the name of a number
- Ask/tell the shape of an object
- Ask/tell the color of an object

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

once

doce

trece

catorce

quince

dieciséis

diecisiete

dieciocho

diecinueve

veinte

la figura

el cuadrado

el círculo

el rectángulo

el triángulo

el octágono

¿Qué número es?

Es el ____.

¿Qué figura es?

Es el ____.

¿De qué color es?

Es ____.

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Point to numbers 11–20
- Recite numbers 0–20
- Point to shapes
- Group similar shapes
- Cut/paste/color shapes
- Give object (shape) to someone
- System A
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

*¿Cuántos años
tienes? (A-L8)
Tengo _____ años.*

*¿Cuántos años
tiene?
Tiene _____ años.*

*¿Qué fecha es
hoy? (A-L9)
Hoy es el _____.*

La ropa (A-L14, 15)

*¿Cuándo es tu (su)
cumpleaños?
(A-L16)*

*Mi cumpleaños es
el ____ de _____.*

*¿Cuántos/Cuántas
(días, semanas,
meses) hay?
Hay _____.*

*Números
(A-L9, 15, 18)*

*¿Cuántos
(Cuántas) _____
hay en la casa?
(B-L3)
Hay _____.*

veintiuno (A-L9)

veintidós

veintitrés

veinticuatro

veinticinco

veintiséis

veintisiete

veintiocho

veintinueve

treinta

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 6 Identify parts of the body	<i>la cara</i> <i>los ojos</i> <i>la boca</i> <i>la nariz</i> <i>las orejas</i> <i>la cabeza</i> <i>el pelo</i> <i>los brazos</i>	<i>las manos</i> <i>los dedos</i> <i>las piernas</i> <i>los pies</i> <i>¿Qué es?</i> <i>¿Qué son?</i> <i>Son ____.</i>
Lesson 7 - Identify domestic/farm animals - Describe domestic/farm animals - Tell what they have - Ask what others have - Describe what others have	<i>los, las</i> <i>la granja</i> <i>el perro</i> <i>el gato</i> <i>la gallina</i> <i>el conejo</i> <i>el gallo</i> <i>la vaca</i> <i>el caballo</i> <i>el cerdo</i> <i>el pato</i> <i>la oveja</i> <i>el pájaro</i>	<i>el ratón</i> <i>yo</i> <i>él</i> <i>ella</i> <i>bonito/a</i> <i>feo/a</i> <i>grande</i> <i>mediano/a</i> <i>pequeño/a</i> <i>¿Quién tiene ____?</i> <i>Yo tengo ____.</i> <i>¿Qué tiene ____?</i> <i>El niño tiene ____.</i> <i>La niña tiene ____.</i>



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Play *Simón dice*
- Draw/color pictures
- Point to parts of the body
- System A
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

Health (C-L18)

la jirafa (B-L17)

la foca

el guardián

el elefante

el pez

el león

el tigre

el gorila

la cebra

el mono

la mascota (C-L8)

la tortuga

la culebra

el loro

el pez dorado

el lagarto

el canario

la jaula

el tiburón (C-L17)

la ballena

el pulpo

el delfín

el caballito de mar

las algas marinas

la arena

el caracol

la estrella de mar

el mar

Animals (H-U2)

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS

WHAT THEY CAN DO

Lesson 8

- Tell how they feel
- Ask how others feel
- Describe something/someone
- Tell how old they are
- Ask someone's age
- Tell what someone says
- Ask what someone says

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Tengo frío.

Tengo calor.

Tengo hambre.

Tengo sed.

Tengo miedo.

Tengo sueño.

Tengo dolor.

Tengo prisa.

Tengo suerte.

¿Qué dice ____?

Dice ____.

Tengo ____.

¿Tienes ____?

*¿Cuántos años
tienes?*

Tengo ____ años.

*¿Cuántos años
tiene?*

Tiene ____ años.



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

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<i>ancho/a</i>	<i>el abrigo (C-L12)</i>
<i>estrecho/a (C-L11)</i>	<i>las botas</i>
<i>lleno/a</i>	<i>la bufanda</i>
<i>vacío/a</i>	<i>los guantes</i>
<i>primero/a</i>	<i>los vaqueros</i>
<i>último/a</i>	<i>el impermeable</i>
<i>viejo/a</i>	<i>el paraguas</i>
<i>nuevo/a</i>	<i>¿Cuándo llevas _____?</i>
<i>oscuro/a</i>	<i>¿Qué te duele? (C-L18)</i>
<i>claro/a</i>	<i>Me duele _____.</i>
<i>largo/a</i>	<i>Me duelen _____.</i>
<i>corto/a</i>	<i>Estoy enfermo/a.</i>
<i>mediano/a</i>	<i>¿Qué te duele? (¿Qué le duele?) (AD-U9)</i>
<i>feliz</i>	
<i>triste</i>	

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 9

- Recognize numbers 21–30
- Count 21–30
- Tell the date
- Ask the date

veintiuno

veintidós

veintitrés

veinticuatro

veinticinco

veintiséis

veintisiete

veintiocho

veintinueve

treinta

¿Qué fecha es hoy?

Hoy es el ____.

Hoy es el primero.

Lesson 10

- Identify family members
- Describe family members

la familia

el padre

la madre

el hijo

la hija

el hermano

la hermana

el abuelo

la abuela

el padrastro

la madrastra

el hermanastro

la hermanastra

mi

tu

alto

bajo

¿Quién es?

Es ____.



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

- Point to numbers 21–30
- Recite numbers 21–30
- Tell the day from a calendar
- Tell the date from a calendar
- System A
Assessment Book

*¿Cuándo es tu (su)
cumpleaños?*
(A-L16)

*Mi cumpleaños es
el ____ de ____.*

*¿Cuántos/Cuántas
(días, semanas,
meses) hay?*
Hay ____.

Números
(A-L15, 18)

treinta y uno
(A-L15)

treinta y dos

treinta y tres

treinta y cuatro

treinta y cinco

treinta y seis

treinta y siete

treinta y ocho

treinta y nueve

cuarenta

- Draw a picture of family members,
including pets
- Tell who each family member is in a
picture
- Role-play a family
- Comment on family photos
- System A
Assessment Book

el director (A-L19)

la directora

el secretario

la secretaria

el enfermero

la enfermera

la tía (C-L6)

el tío

los tíos

la prima

el primo

los primos

los padres

los abuelos

el sobrino

la sobrina

el nieto

la nieta

¿Quiénes son?
(C-L6)

Son ____.

¿Quién es?

Es ____.

Family members
(H-U10)

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 11 • Describe current weather • Ask someone the current weather	<i>Hace sol.</i> <i>Hace frío.</i> <i>Hace calor.</i> <i>Hace buen tiempo.</i>	<i>Hace mal tiempo.</i> <i>Hace viento.</i> <i>¿Qué tiempo hace?</i> <i>Hace ____.</i>
Lesson 12 • Review/Recycle Performance Standards from Learning System A, Lessons 1–11	classroom objects parts of the body days of the week numbers 0–30 animals well-being expressions with <i>tener</i>	family members colors shapes weather expressions descriptive adjectives



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Play charades and have students guess the weather
- Role-play the weather report
- Draw pictures of the weather
- Guess the weather based on a picture
- System A
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

Está lloviendo.
(A-L13)

Está nevando.
el abrigo (C-L12)

las botas

la bufanda

los guantes

los vaqueros
el impermeable

el paraguas

¿Cuándo llevas
_____?

Weather (H-U5)

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 13

- Identify the months of the year
- Recite the months of the year in proper order
- State the current date more fully

enero

febrero

marzo

abril

mayo

junio

julio

agosto

septiembre

octubre

noviembre

diciembre

el mes

los meses

el año

Está lloviendo.

Está nevando.

Lesson 14

- Identify common items of clothing
- Tell what they are wearing
- Ask what someone is wearing

el sombrero

los pantalones

la camisa

la camiseta

los calcetines

la blusa

el suéter

el vestido

los zapatos

¿Qué llevas?

Llevo ____.

Llevo (un, una, unos, unas) ____.



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Sing the 'Meses del año' song
- Recite the months of the year in proper order
- Provide today's date including the month
- Give their birthday in Spanish
- Tell another person's birthday
- System A
Assessment book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

*¿Cuándo es tu (su)
cumpleaños?
(A-L16)
Mi cumpleaños es
el ____ de ____.*

*¿Cuántos/Cuántas
(días, semanas,
meses) hay?
Hay ____.*

- Draw/cut/paste pictures of clothing
- Play *Simón dice* using clothing
- Use a felt board to identify items of clothing
- Role-play telling/asking what someone is wearing
- Describe color of clothing
- System A
Assessment Book

la falda (A-L15)

la chaqueta

el pijama

el traje de baño

las gafas de sol

*los pantalones
cortos*

nuevo/a

Clothing (QT-U2)

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 15 • Identify common items of clothing • Tell what you are wearing • Ask what someone is wearing • Recognize numbers 31–40 • Count 31–40	<i>la falda</i> <i>la chaqueta</i> <i>el pijama</i> <i>el traje de baño</i> <i>las gafas de sol</i> <i>los pantalones cortos</i> <i>nuevo/a</i> <i>treinta y uno</i>	<i>treinta y dos</i> <i>treinta y tres</i> <i>treinta y cuatro</i> <i>treinta y cinco</i> <i>treinta y seis</i> <i>treinta y siete</i> <i>treinta y ocho</i> <i>treinta y nueve</i> <i>cuarenta</i>
Lesson 16 • Tell their birthday • Ask someone's birthday • Understand/discuss the calendar	<i>mañana</i> <i>el cumpleaños</i> <i>el amigo</i> <i>la amiga</i> <i>su</i>	<i>¿Cuándo es tu (su) cumpleaños?</i> <i>Mi cumpleaños es el ____ de ____.</i> <i>¿Cuántos/Cuántas (días, semanas, meses) hay?</i> <i>Hay ____.</i>



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Draw/cut/paste pictures of clothing
- Play *Simón dice* using clothing
- Use a felt board to identify items of clothing
- Role-play telling/asking what someone is wearing
- Describe color of clothing
- Point to numbers 31–40
- Recite numbers 31–40
- System A
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

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cuarenta y uno
(A-L18)

cuarenta y dos

cuarenta y tres

cuarenta y cuatro

cuarenta y cinco

cuarenta y seis

cuarenta y siete

cuarenta y ocho

cuarenta y nueve

cincuenta

Clothing (QT-U2)

- Role-play asking/telling birthday
- Play guessing game involving Birthday of classmates
- Play 'human calendar' with students acting as the days, weeks, and months
- System A
Assessment Book

Calendar (H-U3)

Birthday (H-U6)

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 17 - Identify parts of the school - Ask about locations in school - Find locations in school - Ask permission to go somewhere in the school	<i>la escuela</i> <i>el salón de clases</i> <i>la oficina</i> <i>la cafetería</i> <i>el (cuarto de) baño</i> <i>el patio de recreo</i>	<i>la biblioteca</i> <i>el gimnasio</i> <i>¿Dónde está ____?</i> <i>Está en ____.</i> <i>¿Dónde están ____?</i> <i>Están en ____.</i> <i>¿Puedo ir ____?</i>
Lesson 18 - Recognize numbers 41–50 - Count 41–50	<i>cuarenta y dos</i> <i>cuarenta y tres</i> <i>cuarenta y cuatro</i> <i>cuarenta y cinco</i> <i>cuarenta y seis</i> <i>cuarenta y siete</i>	<i>cuarenta y ocho</i> <i>cuarenta y nueve</i> <i>cincuenta</i> <i>rápido</i> <i>despacio</i>
Lesson 19 - Identify people who work in a school - Greet people who work in a school	<i>el director</i> <i>la directora</i> <i>el secretario</i>	<i>la secretaria</i> <i>el enfermero</i> <i>la enfermera</i>



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

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- Draw a picture/map of the school
- Label the parts of the school picture
- Ask about locations in the school
- Take a tour of the school and identify the areas
- Label the areas of the school
- Role-play asking permission to go somewhere in the school

School locations
(H-U4)

- Point to numbers 31–40
- Recite numbers 31–40
- System A
Assessment Book

cincuenta y uno
(B-L5)

cincuenta y dos
cincuenta y tres
cincuenta y cuatro
cincuenta y cinco

cincuenta y seis
cincuenta y siete
cincuenta y ocho
cincuenta y nueve
sesenta

- Draw pictures of people who work in their school
- Visit/greet people who work in the school
- Discuss the pictures with them
- System A
Assessment Book

Workers
(C-L16, 18, 20, 22)

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 20 - Describe their mood - Ask others how they are	<i>Estoy contento.</i> <i>Estoy contenta.</i> <i>Estoy triste.</i>	<i>Estoy enojado.</i> <i>Estoy enojada.</i> <i>¿Qué tal?</i>
Lesson 21 - Describe what they are doing - Ask what someone is doing - Dial a phone number as instructed	<i>el teléfono</i> <i>el teléfono celular</i> <i>¿Qué haces?</i>	<i>Hablo por teléfono.</i> <i>Marca el número __.</i>
Lesson 22 - Identify people/objects important to traffic safety - Understand traffic safety commands - Give traffic safety commands - Tell what they do before they cross the street	<i>la calle</i> <i>la luz</i> <i>el semáforo</i> <i>el policía</i> <i>la policía</i> <i>alto</i>	<i>sigue</i> <i>espera</i> <i>Miro a la derecha.</i> <i>Miro a la izquierda.</i> <i>Cruzo la calle.</i>



PERFORMANCE CRITERIA HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT Students are able to...	CONTENT EXPANSION HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS Letter = System L = Lesson U = Unit
• Draw/gather pictures illustrating peoples' moods • Tell what moods are illustrated • Role-play asking about/telling how someone is (mood) • System A Assessment Book	Well-being (AD-U9)
• Write down their phone number • Tell someone their phone number • Write down the phone number • Tell someone to dial the phone number • Role-play a short phone conversation • System A Assessment Book	Scheduled activities (H-U9, QT-U-11)
• Draw a picture of people and objects important to traffic safety • Identify people and objects in the picture • Role-play crossing the street • Use commands to help someone cross the street • System A Assessment Book	<i>el bombero (C-L16)</i> <i>la estación de bomberos</i> <i>la alarma de incendios</i> <i>la ambulancia</i> <i>el extintor de incendios</i> <i>la boca de incendios</i> <i>¡Socorro!</i> <i>¡Auxilio!</i> <i>¡Ayuda!</i> Emergency workers (A-U2)

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 23 Identify different modes of transportation	<i>el tren</i> <i>el avión</i> <i>el carro</i>	<i>el autobús</i> <i>la bicicleta</i> <i>Aquí viene ____.</i>
Lesson 24 - Identify recreational places - Tell their destination - Say how they are getting there - Ask someone where they are going	<i>el zoológico</i> <i>la playa</i> <i>la piscina</i> <i>el parque</i> <i>el cine</i>	<i>¿Adónde vas?</i> <i>Voy a la (al) ____.</i> <i>Voy a la (al) ____</i> <i>en ____.</i> <i>a pie</i>
Lesson 25 - Talk about athletic/recreational activities - Tell which one(s) they are going to do - Ask others what they are going to do	<i>el fútbol</i> <i>el fútbol americano</i> <i>el baloncesto</i> <i>el tenis</i> <i>el béisbol</i> <i>ir de picnic</i> <i>jugar</i>	<i>practicar</i> <i>saltar la cuerda</i> <i>nadar</i> <i>¿Qué vas a hacer?</i> <i>Voy a jugar</i> <i>al ____.</i> <i>Voy a ____.</i>



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

- Recognize pictures of various modes of transportation
- Draw/label pictures of various modes of transportation
- System A
Assessment Book

*Voy a la (al) _____
en _____. (A-L24)*

Transportation
(AD-U3, 4, 5, 6)

- Identify pictures of recreational places
- Draw/label pictures of recreational places
- Role-play going there by telling their destination
- Tell which of these recreational places they like to go to
- Tell which places are local
- System A
Assessment Book

Destination (H-U3)
Beach (AD-U12)

- Identify pictures of various athletic/recreational activities
- Mime various activities and guess what they are
- Role-play a conversation about what someone wants to do after school
- System A
Assessment Book

Leisure activities
(AD-U1)

Scheduled
activities
(QT-U11, A-1, 4, 5)

SCOPE AND SEQUENCE

System A

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 26

- Talk about athletic/recreational activities
- Ask someone what someone else is going to do
- Tell what someone is going to do

dormir

andar en bicicleta

leer

hacer un viaje

¿Qué va a hacer?

Va a _____.

Lesson 27

- Review/Recycle Performance Standards from Learning System A, Lessons 1–26

traffic safety
vocabulary

classroom objects

clothing items

fast/slow

body parts

months

numbers 0–50

school rooms

school personnel

telephone

weather

expressions

transportation

places

days of the week

activities

colors

shapes

descriptive
adjectives



PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Identify pictures of various athletic/recreational activities
- Mime various activities and guess what they are
- Role-play a conversation with someone about what a third person wants to do after school
- System A
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

Leisure Activities
(AD-U1)

Scheduled
activities of others
(H-U8)

- System A
Assessment Book