

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 1

- Review/Recycle Performance Standards from Learning System A, Lessons 1–27

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

Lesson 2

- Review/Recycle Performance Standards from Learning System A, Lessons 1–27

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...

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

- System A
Assessment Book
- System B
Assessment Book

- System A
Assessment Book
- System B
Assessment Book

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 3

- Identify the parts of a house
- Tell about the parts of a house
- Ask about the parts of a house
- State the number of certain house parts
- Ask the number of certain house parts

la casa

el techo

la chimenea

la ventana

la puerta

el garaje

el patio

el jardín

¿Qué tiene la casa?

La casa tiene ____.

¿Cuántos (Cuántas) ____ hay en la casa?

Hay ____.

Lesson 4

- Identify the rooms in a house

el cuarto

la sala

la sala de estar

el sótano

el ático

el comedor

el dormitorio

la cocina



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/label a picture of a house
- Describe the house to a classmate
- Answer questions about the house
- System B
Assessment Book

<i>el cuarto (B-L4)</i>	<i>la cocina</i>
<i>la sala</i>	<i>el edificio (B-L19)</i>
<i>la sala de estar</i>	<i>el apartamento</i>
<i>el sótano</i>	<i>la tienda</i>
<i>el ático</i>	<i>el rascacielos</i>
<i>el comedor</i>	<i>la entrada</i>
<i>el dormitorio</i>	<i>la salida</i>

- Make a collage showing different rooms
- Label each room in Spanish
- Draw a picture of the rooms in their house.
- Label each room in Spanish
- Show/tell a friend about the house
- System B
Assessment Book

el sofá (B-L6)
la lámpara
las cortinas
la cama (etc.)

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 5

- Recognize numbers 51–60
- Count 51–60
- Add numbers in Spanish

cincuenta y uno

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

*¿Cuánto es _____
más _____?*

Lesson 6

- Identify household items

el sofá

la lámpara

las cortinas

la cama

el espejo

el sillón

el televisor

la alfombra

el guardarropas

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Point to numbers 51–60
- Recite numbers 51–60
- Count objects
- Add similar objects and give total
- Do mental math
- System B
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

sesenta y uno
(B-L9)

sesenta y dos

sesenta y tres

sesenta y cuatro

sesenta y cinco

sesenta y seis

sesenta y siete

sesenta y ocho

sesenta y nueve

setenta

¿Cuánto es _____

menos _____?

Es/Son _____.

Suma (C-L6)

resta

multiplica

por

*¿Cuánto es _____
(más, menos, por)
_____?*

- Cut/label magazine pictures of household items
- Point to selected household items in the pictures
- Draw/color pictures of household items
- System B
Assessment Book

la estufa (B-L7)

el horno

el microondas

el lavaplatos

el refrigerador

el fregadero

la lavadora

la secadora

el tenedor (B-L12)

la cuchara

el cuchillo

la servilleta

la taza

el vaso

el plato

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 7 - Identify household appliances - Describe their use of appliances	<i>la estufa</i> <i>el horno</i> <i>el microondas</i> <i>el lavaplatos</i> <i>el refrigerador</i> <i>el fregadero</i>	<i>la lavadora</i> <i>la secadora</i> <i>Pongo _____ en _____.</i> <i>Saco _____ de _____.</i>
Lesson 8 - Identify home entertainment items - Tell what they do at home for entertainment - Ask others what they want to do	<i>la televisión</i> <i>el radio</i> <i>el cartel</i> <i>los carritos</i> <i>la muñeca</i> <i>los juguetes</i> <i>el disco compacto</i> <i>el lector de discos compactos</i>	<i>Veo</i> <i>Escucho música en _____.</i> <i>Juego con _____.</i> <i>¿Qué quieres hacer?</i> <i>Quiero (ver, escuchar, jugar con) _____.</i>

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Cut/label magazine pictures of household appliances
- Point to selected household appliances in the pictures
- Draw/color pictures of household appliances
- System B Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

la televisión (B-L8)

el radio

el cartel

el disco compacto

*el lector de discos
compactos*

- Draw pictures of favorite home pastimes
- Write/tell what they are doing in the picture
- Role-play the picture
- Describe actions in the role play
- Respond to questions about pastime preferences
- Ask others what they want to do
- System B Assessment Book

Personal activities
(C-L3)

School activities
(H-U4)

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 9 • Recognize numbers 61–70 • Count 61–70 • Subtract numbers in Spanish	<i>sesenta y uno</i> <i>sesenta y dos</i> <i>sesenta y tres</i> <i>sesenta y cuatro</i> <i>sesenta y cinco</i> <i>sesenta y seis</i> <i>sesenta y siete</i>	<i>sesenta y ocho</i> <i>sesenta y nueve</i> <i>setenta</i> <i>¿Cuánto es _____</i> <i>menos _____?</i> <i>Es/Son _____.</i>
Lesson 10 • Recognize various sporting activities • Identify the four seasons	<i>esquiar</i> <i>patinar</i> <i>hacer gimnasia</i> <i>pescar</i> <i>la estación</i>	<i>el invierno</i> <i>la primavera</i> <i>el verano</i> <i>el otoño</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

- Point to numbers 61–70
- Recite numbers 61–70
- Count objects
- Subtract similar objects and give total
- Do mental math
- System B
Assessment Book

setenta y uno
(B-L15)

setenta y dos

setenta y tres

setenta y cuatro

setenta y cinco

setenta y seis

setenta y siete

setenta y ocho

setenta y nueve
ochenta

suma (C-L6)

resta

multiplica

por

¿Cuánto es _____
(más, menos, por)
_____?

- Label pictures of sporting activities
- Identify the activity by pointing to it in the picture
- Draw a line between the activity and its probable season
- System B
Assessment Book

Physical activity
(H-U6) (AD-U1)

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 11

- Identify fruits
- Tell which fruit(s) they want to eat
- Ask someone the fruit(s) they want to eat

la manzana

la pera

las uvas

las fresas

las cerezas

el limón

la naranja

el durazno

el plátano

la piña

la sandía

*¿Qué quieres
comer?*

*Quiero comer
_____.*

Lesson 12

- Name the basic meals
- Tell when they eat
- Ask others when they eat
- Identify table setting items

la comida

el desayuno

el almuerzo

la cena

el tenedor

la cuchara

el cuchillo

la servilleta

la taza

el vaso

el plato

*¿Cuándo comes
_____?*

*Como _____ por
_____*



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

- Sort plastic fruits by variety
- Count the number in each group
- Role-play fruit preferences using plastic fruit
- Identify one of each plastic fruit
- System B
Assessment Book

Food products
(C-L20)

- Role-play setting the table
- Identify the utensils as the table is set
- Tell which meal the table is set for
- Tell when the meal is generally eaten
- System B
Assessment Book

Food products
(C-L20)

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 13

- Identify everyday foods
- Comment on foods
- Ask someone's preference about foods

la leche

el cereal

el pan tostado

el jugo (de ____)

la sopa

las galletas

el queso

el sándwich

la carne

la papa

el pescado

las zanahorias

el pollo

el arroz

la lechuga

el tomate

¡Qué rico!

¿Qué te gusta?

Me gusta ____.

Me gustan ____.

No me gusta ____.

No me gustan

____.

¿Te gusta ____?

Sí, me gusta.

No, no me gusta.

¿Te gustan ____?

Sí, me gustan.

No, no me gustan.

Lesson 14

- Review/Recycle Performance Standards from Learning System B, Lessons 1–13

Numbers 51–70

Parts of a house

Rooms in a house

Household items

Appliances

Home
entertainment

Sports

Seasons

Fruit

Meals

Table settings

Food

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Make a food collage
- Label the food items in the collage
- Identify the food items by pointing
- Use the collage to provide food likes/dislikes
- Role-play asking/answering about food preferences
- System B Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

¿Cuál es tu animal favorito? (C-L8)

¿Qué animal te gusta más?

Me gusta más _____.

¿Qué animales te gustan más?

Me gustan más _____.

Food products (C-L20)

- System B Assessment Book

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 15

- Recognize numbers 71–80
- Count 71–80

setenta y uno

setenta y dos

setenta y tres

setenta y cuatro

setenta y cinco

setenta y seis

setenta y siete

setenta y ocho

setenta y nueve

ochenta

Lesson 16

- Identify school subject areas
- Tell what they do in school
- Ask others what they do in school

la clase de _____

las ciencias

el arte

las matemáticas

las computadoras

la música

los estudios

sociales

el inglés

el español

la hora de recreo

la educación física

*¿Qué haces en (la
clase de) _____?*

Estudio.

Pinto.

Dibujo.

Leo.

Canto.

Hago ejercicios.

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 71–80
- Recite numbers 71–80
- Count objects
- System B
Assessment Book

ochenta y uno
(B-L25)
ochenta y dos
ochenta y tres
ochenta y cuatro
ochenta y cinco

ochenta y seis
ochenta y siete
ochenta y ocho
ochenta y nueve
noventa

- Make a collage from pictures showing subject areas children study
- Identify the areas by labeling
- Tell which subjects are preferred/disliked
- Role-play parent/child and discuss what is done at school
- System B
Assessment Book

Personal activities
(C-L3)

Scheduled
activities (C-LI4,
H-U8)

Future activities
(H-U4)

Preferred activities
(H-U6)

School activities
(H-U9)

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 17

- Identify zoo animals

la jirafa

la foca

el guardián

el elefante

el pez

el león

el tigre

el gorila

la cebra

el mono

¿Quién eres? (to an animal)

Soy _____.

Lesson 18

- Describe zoo animals
- Ask for a description
- Agree/disagree with a description

gordo/a

flaco/a

suave

duro/a

sucio/a

limpio/a

¿Cómo es _____?

Es _____.

No es _____.

¿Está _____?

Sí, está _____.

No, no está _____.

PERFORMANCE CRITERIA

HOW TO RECOGNIZE THE LEARNING
WHEN YOU SEE IT

Students are able to...

- Bring stuffed animals to class
- Identify the stuffed animals
- Make the appropriate animal sounds
- Play 'zoo' charades
- Ask/tell the name of the zoo animal
- System B
Assessment Book

CONTENT EXPANSION

HOW CONTENT STANDARDS ARE
EXPANDED IN SUBSEQUENT
LESSONS/LEVELS

Letter = System

L = Lesson

U = Unit

<i>la mascota (C-L8)</i>	<i>la ballena</i>
<i>la tortuga</i>	<i>el pulpo</i>
<i>la culebra</i>	<i>el delfín</i>
<i>el loro</i>	<i>el caballito de mar</i>
<i>el pez dorado</i>	<i>las algas marinas</i>
<i>el lagarto</i>	<i>la arena</i>
<i>el canario</i>	<i>el caracol</i>
<i>la jaula</i>	<i>la estrella de mar</i>
<i>el tiburón (C-L17)</i>	<i>el mar</i>

- Bring stuffed animals to class
- Identify the stuffed animals
- Make the appropriate animal sounds
- Play 'zoo' charades
- Ask/tell the name of the zoo animal
- Comment on the appearance of the stuffed animal
- System B
Assessment Book

Pets (C-L8)
Sea Life (C-L17)
Description (C-L11)
Self description
(C-L19)

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS

WHAT THEY CAN DO

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Lesson 19

- Compare/contrast city and country life
- Identify buildings in a city
- Give the location of something/someone
- Tell where they live
- Ask where someone lives

el edificio

el apartamento

la tienda

el rascacielos

la entrada

la salida

en la ciudad

en el campo

cerca de

lejos de

delante de

detrás de

*¿En qué edificio
vives?*

Vivo en _____.

No vivo en _____.

Lesson 20

- Recognize numbers 81–90
- Count 81–90

ochenta y uno

ochenta y dos

ochenta y tres

ochenta y cuatro

ochenta y cinco

ochenta y seis

ochenta y siete

ochenta y ocho

ochenta y nueve

noventa



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	
• Make a collage of city life • Make a collage of country life • Label as many items as possible in Spanish • Point to various items to demonstrate recognition • Create buildings using plastic building blocks • Position the buildings and tell their location in relation to one another • Role-play finding out where someone lives • System B Assessment Book	<i>el restaurante</i> (B-L21) <i>el museo</i> <i>el supermercado</i> <i>el hospital</i> <i>el estadio</i> <i>el centro comercial</i> <i>la estación de trenes</i> (B-L22) <i>el aeropuerto</i> <i>la parada de autobús</i> <i>el estacionamiento</i> <i>el centro</i>	<i>el campo</i> (C-L10) <i>la canasta</i> <i>el mantel</i> <i>las flores</i> <i>las hormigas</i> <i>el césped</i> <i>la mariposa</i> <i>los árboles</i> <i>Vamos a ir de campo.</i> <i>¿Qué ves?</i> <i>Veo ____.</i>
• Point to numbers 81–90 • Recite numbers 81–90 • Count objects • System B Assessment Book	<i>noventa y uno</i> (B-L25) <i>noventa y dos</i> <i>noventa y tres</i> <i>noventa y cuatro</i> <i>noventa y cinco</i>	<i>noventa y seis</i> <i>noventa y siete</i> <i>noventa y ocho</i> <i>noventa y nueve</i> <i>cien</i> Cities (AD-U9)

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 21 • Identify public places in a city	<i>el restaurante</i> <i>el museo</i> <i>el supermercado</i>	<i>el hospital</i> <i>el estadio</i> <i>el centro comercial</i>
Lesson 22 • Identify transportation locations	<i>la estación de trenes</i> <i>el aeropuerto</i> <i>la parada de autobús</i>	<i>el estacionamiento</i> <i>el centro</i>
Lesson 23 • Identify musical instruments • Tell which one(s) they want to play	<i>el tambor</i> <i>la guitarra</i> <i>el piano</i> <i>la trompeta</i> <i>el violín</i> <i>la flauta</i> <i>el clarinete</i>	<i>la pandereta</i> <i>los instrumentos musicales</i> <i>una canción</i> <i>Quiero cantar (una canción).</i> <i>Quiero tocar ____.</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 a city map with public places listed in Spanish
- Role-play asking/telling about places they like to visit in the city
- Name public places where they live
- System B
Assessment Book

*la estación de
trenes (B-L22)*

el aeropuerto

*la parada de
autobús*

el estacionamiento

el centro

*la carnicería
(C-L20)*

la panadería

la heladería

la librería

Directions,
meeting places
(AD-U3, 9)

- Create a travel survey
- Find out who has ever been to an airport or train station
- Report the statistics to the class
- System B
Assessment Book

*la estación de
bomberos (C-L16)*

*la alarma de
incendios*

la ambulancia

Travel information
(AD-U3, 4, 5, 6, 7)

- Make a collage of various musical instruments
- Label the instruments
- Imitate the sounds that the instruments make
- Tell which instrument they want to play
- System B
Assessment Book

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 24 - Identify restaurant workers - Tell what they want from a menu - Tell what they want to eat/drink from a menu	<i>el camarero</i> <i>la camarera</i> <i>el cocinero</i> <i>la cocinera</i> <i>el menú</i>	<i>¿Qué desea comer?</i> <i>Deseo _____.</i> <i>¿Qué desea beber?</i> <i>Deseo _____.</i> <i>No hay _____.</i>
Lesson 25 - Recognize numbers 91–100 - Count 91–100	<i>noventa y uno</i> <i>noventa y dos</i> <i>noventa y tres</i> <i>noventa y cuatro</i> <i>noventa y cinco</i>	<i>noventa y seis</i> <i>noventa y siete</i> <i>noventa y ocho</i> <i>noventa y nueve</i> <i>cien</i>
Lesson 26 - Describe physical location - Ask where someone/something is located	<i>arriba</i> <i>abajo</i> <i>dentro de</i> <i>fuera de</i>	<i>sobre</i> <i>debajo de</i> <i>¿Dónde estás?</i> <i>Estoy _____.</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

- Create a menu in Spanish
- Role-play ordering a meal from the menu
- System B
Assessment Book

Asking for the
check (C-L21)

Dining out
(AD-U8)

- Point to numbers 91–100
- Recite numbers 91–100
- Count objects
- System B
Assessment Book

doscientos (C-L7)

trescientos

cuatrocientos

quinientos

seiscientos

setecientos

ochocientos

novecientos

mil

- Play blind-man's bluff
- Guess location of someone/something based on clues provided by classmates
- System B
Assessment Book

entre (C-L13)

en medio de

junto a

encima de

Directions/
locations
(AD-U3, 9, 10)

SCOPE AND SEQUENCE

System B

PERFORMANCE STANDARDS

WHAT THEY CAN DO

Lesson 27

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

CONTENT STANDARDS

WHAT THEY NEED TO KNOW
IN ORDER TO DO IT

Numbers 51–100

Parts of a house

Rooms in a house

Household items

Appliances

Home
entertainment

Sports

Seasons

Fruit

Meals

Table settings

Food

School subjects

Zoo vocabulary

Adjectives

City buildings

Prepositions of
location

Places in a city

Places related to
transportation

Musical
instruments

Restaurant
vocabulary

Prepositions



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

- System B
Assessment Book