SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS	CONTENT STANDARDS	
WHAT THEY CAN DO	WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 1 • **Review/Recycle Performance Standards from Learning System B, Lessons 1–27**	**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**
Lesson 2 • **Review/Recycle Performance Standards from Learning System B, Lessons 1–27**	**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 A**
  Assessment Book

- **System B**
  Assessment Book

- **System C**
  Assessment Book

- **System A**
  Assessment Book

- **System B**
  Assessment Book

- **System C**
  Assessment Book

SCOPE AND SEQUENCE
System C

PERFORMANCE STANDARDS	CONTENT STANDARDS
WHAT THEY CAN DO	**WHAT THEY NEED TO KNOW IN ORDER TO DO IT**

Lesson 3
- Tell someone what they are doing
- Ask what someone else is doing

hablo	*salto*
escribo	*me levanto*
camino	*me acuesto*
corro	*¿Qué haces? Estudio.*
como	
bailo	

Lesson 4
- Ask what time it is
- Tell what hour it is
- Say what they do at a certain hour

¿Qué hora es? Es la una. Son las _____.	*A las nueve, camino a la escuela.*
A las siete, me levanto.	*A las diez, estudio en la clase.*
A las ocho, como cereal con leche.	*A las once, leo mis libros.*

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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PERFORMANCE CRITERIA	CONTENT EXPANSION	
• Play a game and guess what someone is doing • Role-play a phone call where people ask/tell what they are doing • System C Assessment Book	*A las siete, me levanto.* (C-L3) *A las ocho, como cereal con leche.* *A las nueve, camino a la escuela.* *A las diez, estudio en la clase.* *A las once, leo mis libros.*	Future activities (H-U4) Preferred activities (H-U6) Scheduled activities (H-U8) School activities (H-U9)
• Draw/color clocks showing different hours • Hold up the clock and ask the time • Tell the time • Draw pictures showing actions • Tell what times the actions are generally done • System C Assessment Book	*Es la una y media.* (C-L5) *Son las _____ y media.* *A las doce, como un sándwich.* *A las tres y media, camino a mi casa.* *A las cuatro, juego con mis amigos.*	*A las seis y media, como la cena.* *A las siete y media, veo la televisión.* *A las nueve, me acuesto.* Time (H-U8)

SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS	CONTENT STANDARDS
WHAT THEY CAN DO	WHAT THEY NEED TO KNOW IN ORDER TO DO IT

Lesson 5

- Ask what time it is
- Tell what hour it is
- Give the hour on the half
- Say what they do at a certain time

Es la una y media.

Son las _____ y media.

A las doce, como un sándwich.

A las tres y media, camino a mi casa.

A las cuatro, juego con mis amigos.

A las seis y media, como la cena.

A las siete y media, veo la televisión.

A las nueve, me acuesto.

Lesson 6

- Identify members of the extended family
- Describe family members
- Ask who people are
- Add, subtract, multiply, divide
- Answer math problems orally

la tía
el tío
los tíos
la prima
el primo
los primos
los padres
los abuelos
el sobrino
la sobrina
el nieto
la nieta
mis

tus
joven
viejo
suma
resta
multiplica
por
¿Quiénes son? Son _____.
¿Quién es? Es _____.
¿Cuánto es _____ (más, menos, por) _____?

PERFORMANCE CRITERIA	CONTENT EXPANSION
HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT	HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS
Students are able to...	Letter = System L = Lesson U = Unit
• Draw/color clocks showing different hours • Hold up the clock and ask the time • Tell the time, including the half hour • Draw pictures showing actions • Tell what times the actions are generally done • System C Assessment Book	Time (H-U8)
• Draw a family tree including immediate and extended family • Label the pictures • Identify the people in the family tree • Give oral answers to mental math problems • System C Assessment Book	Family members (H-U10)

SCOPE AND SEQUENCE
System C

PERFORMANCE STANDARDS	CONTENT STANDARDS
WHAT THEY CAN DO	**WHAT THEY NEED TO KNOW IN ORDER TO DO IT**
Lesson 7 • **Recognize numbers 100, 200, 300, etc., through 1,000** • **Count by hundreds from 100–1,000**	*doscientos* *setecientos* *trescientos* *ochocientos* *cuatrocientos* *novecientos* *quinientos* *mil* *seiscientos*
Lesson 8 • **Identify pets** • **Express preferences about pets** • **Ask someone's preference about pets**	*la mascota* *¿Cuál es tu animal favorito?* *la tortuga* *¿Qué animal te gusta más?* *la culebra* *el loro* *Me gusta más _____.* *el pez dorado* *el lagarto* *¿Qué animales te gustan más?* *el canario* *Me gustan más _____.* *la jaula*

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**
• **Play Spanish 'Jeopardy'** • **Make cue cards of numbers 100–1,000** • **Label cue cards** • **Count paperclips** • **System C Assessment Book**	
• **Bring a photo of a pet to school** • **Tell the name and describe the pet** • **Identify other preferred pets** • **Role-play a discussion about pets people like most** • **System C Assessment Book**	**Animals (H-U2)**

SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS	CONTENT STANDARDS
WHAT THEY CAN DO	**WHAT THEY NEED TO KNOW IN ORDER TO DO IT**

Lesson 9
- Express regret, well-wishes, excitement
- Ask permission

Perdón.	*¡Salud!*
Lo siento mucho.	*(Con) permiso*
¡Buena suerte!	*¡Bravo!*
¡Buen provecho!	*¡Olé!*

Lesson 10
- Tell what they see in the country
- Ask someone else what they see

el campo	*la mariposa*
la canasta	*los árboles*
el mantel	*Vamos a ir de picnic.*
las flores	
las hormigas	*¿Qué ves?*
el césped	*Veo _____.*

PERFORMANCE CRITERIA	CONTENT EXPANSION
HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT Students are able to…	**HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS** Letter = System L = Lesson U = Unit
• Create/label a poster that displays regret, well-wishes, or excitement • Role-play a scene that uses expressions of regret, well-wishes, and excitement • Ask someone's permission to do something • React in Spanish to what is done • System C Assessment Book	Expressions of emotion (H-U9)
• Draw a picture of a country scene • Label the items in the picture • Display the picture and have others tell what they see in it • System C Assessment Book	

SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS	CONTENT STANDARDS
WHAT THEY CAN DO	WHAT THEY NEED TO KNOW IN ORDER TO DO IT
Lesson 11 • **Describe something or someone**	*ancho/a* *oscuro/a* *estrecho/a* *claro/a* *lleno/a* *largo/a* *vacío/a* *corto/a* *primero/a* *mediano/a* *último/a* *feliz* *viejo/a* *triste* *nuevo/a*
Lesson 12 • **Identify articles of clothing** • **Tell when they wear the clothing**	*el abrigo* *el impermeable* *las botas* *el paraguas* *la bufanda* *¿Cuándo llevas* *los guantes* *_____?* *los vaqueros*

PERFORMANCE CRITERIA	CONTENT EXPANSION
HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT Students are able to…	**HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS** Letter = System L = Lesson U = Unit
• Describe classroom objects • Draw a picture of items with opposite characteristics • Label the pictures • Play 'charades' using lesson content • System C Assessment Book	Description (H-U2) Family description (H-U10)
• Use a felt board to identify articles of clothing • Cut out pictures of clothing from a magazine • Make a collage and label the items • Play a 'true/false' game focusing on when they wear certain articles of clothing • System C Assessment Book	Color, size (H-U2) Clothing (QT-U2)

SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS	CONTENT STANDARDS
WHAT THEY CAN DO	WHAT THEY NEED TO KNOW IN ORDER TO DO IT
Lesson 13 • **Describe physical location** • **Ask where someone or something is located**	*entre* *junto a* *en medio de* *encima de*
Lesson 14 • **Review/Recycle Performance Standards from Learning System C, Lessons 1–13**	**description of activities** **regrets, well-wishes, and exclamations** **time** **permission** **extended family members** **description of people, places, and things** **identification** **clothing** **Math** **location** **count by hundreds through 1,000** **pets**

PERFORMANCE CRITERIA	CONTENT EXPANSION
HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT Students are able to…	**HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS** Letter = System L = Lesson U = Unit
• Play blind-man's bluff • Guess location of someone or something based on clues provided by classmates • System C Assessment Book	Directions/ Location (AD-U3, 9, 10)
• System A Assessment Book • System B Assessment Book • System C Assessment Book	

SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS	CONTENT STANDARDS	
WHAT THEY CAN DO	**WHAT THEY NEED TO KNOW IN ORDER TO DO IT**	
Lesson 15 • Review/Recycle Performance Standards from Learning System C, Lessons 1–13 by writing a story in Spanish	description of activities time extended family members identification Math count by hundreds through 1,000 pets	regrets, well-wishes, and exclamations permission description of people, places, and things clothing location
Lesson 16 • Identify emergency workers • Give useful emergency expressions	*el bombero* *la estación de bomberos* *la alarma de incendios* *la ambulancia*	*el extintor de incendios* *boca de incendios* *¡Socorro!* *¡Auxilio!* *¡Ayuda!*

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

• Produce a written story • System A Assessment Book • System B Assessment Book • System C Assessment Book	
• Visit a firehouse and take photos • Make a photo collage • Discuss emergency workers/items in the collage • Role-play a fire emergency • System C Assessment Book	*el médico* (C-L18) *el consultorio* *la médica* *la mesa de* *un paciente* *examinación* *una paciente*

SCOPE AND SEQUENCE
System C

PERFORMANCE STANDARDS	CONTENT STANDARDS	
WHAT THEY CAN DO	**WHAT THEY NEED TO KNOW IN ORDER TO DO IT**	
Lesson 17 • **Identify sea life**	*el tiburón* *la ballena* *el pulpo* *el delfín* *el caballito de mar*	*las algas marinas* *la arena* *el caracol* *la estrella de mar* *el mar*
Lesson 18 • **Identify health workers** • **Tell how they feel** • **Ask how someone else feels**	*el médico* *la médica* *un paciente* *una paciente* *el consultorio* *la mesa de examinación*	*¿Qué te duele?* *Me duele _____.* *Me duelen _____.* *Estoy enfermo/a.* *¿Qué te duele?* *(¿Qué le duele?)*
Lesson 19 • **Give a physical description of themselves**	*rubio/a* *moreno/a* *el pelo castaño* *pelirrojo/a* *canoso/a* *el pelo lacio*	*el pelo rizado* *calvo* *largo/a* *corto/a* *cola de caballo*

PERFORMANCE CRITERIA	CONTENT EXPANSION
HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT Students are able to…	HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS Letter = System L = Lesson U = Unit
• Bring stuffed animals to class • Identify the stuffed animals • Play 'sea life' charades • Ask/tell the name of sea life • System C Assessment Book	Animals (H-U2) Beach (AD-U12)
• Give a doctor's name • Draw a picture of that doctor • Tell when they go to the doctor • Give an opinion on visiting the doctor • Describe the doctor's office • Role-play a doctor's visit • System C Assessment Book	
• Write a short physical description of themselves • Exchange descriptions with classmates • Guess identities based on descriptions • System C Assessment Book	Family description (H-U10)

SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS	CONTENT STANDARDS
WHAT THEY CAN DO	**WHAT THEY NEED TO KNOW IN ORDER TO DO IT**

Lesson 20

- Identify stores
- Identify the people who work there
- Tell what the workers produce
- Tell what they are going to buy
- Ask what someone else is going to buy
- Ask the price of an item
- Give the price

la carnicería
el carnicero
la carnicera
la carne
la panadería
el panadero
la panadera
el pan
la heladería
el heladero
la heladera
el helado

la librería
el librero
la librera
los libros

(El carnicero) vende (la carne) en (la carnicería).

¿Qué vas a comprar en _____?
Voy a comprar _____.

¿Cuánto cuesta/n _____?
Cuesta/n _____ dólares.

Lesson 21

- Order a refreshment in a restaurant
- Ask for the check

el café
el té
¿Qué desea beber?
Deseo beber _____.

¿Desea algo más?
La cuenta, por favor

PERFORMANCE CRITERIA	CONTENT EXPANSION
HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT	**HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS**
Students are able to…	Letter = System L = Lesson U = Unit

- Draw pictures of stores and label accordingly
- Draw pictures of merchants and label accordingly
- Draw pictures of the items the merchants produce
- Sort the pictures so that the stores, merchants, and products all match
- Role-play buying an item at a store
- System C
Assessment Book

el cartero (C-L22)   *la mecánica*

la cartera   *el vendedor*

el frutero   *la vendedora*

la frutera   *el jardinero*

el basurero   *la jardinera*

la basurera   Gifts (AD-U11)

el mecánico

- Role-play ordering a refreshment in a restaurant and then ask for the check
- System C
Assessment Book

Dining out
(AD-U8)

SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS WHAT THEY CAN DO	CONTENT STANDARDS WHAT THEY NEED TO KNOW IN ORDER TO DO IT	
Lesson 22 • Identify workers in the community	*el cartero* *la cartera* *el frutero* *la frutera* *el basurero* *la basurera*	*el mecánico* *la mecánica* *el vendedor* *la vendedora* *el jardinero* *la jardinera*
Lesson 23 • Introduce someone • Respond to introductions • Ask for/give an address • Ask for/give a phone number	*Mucho gusto.* *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 _____.*
Lesson 24 • Describe a celebration • Tell what they want to be	*el desfile* *el público* *la banda* *los músicos* *los jinetes*	*la carroza* *los adornos* *los dulces* *¿Qué quieres ser?* *Quiero ser _____.*

PERFORMANCE CRITERIA	CONTENT EXPANSION
HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT	**HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS**
Students are able to…	Letter = System L = Lesson U = Unit
• Draw/label a picture of each community worker • Write on the picture the titles of people in the community that do these jobs • System C Assessment Book	Occupations (AD-U2, 11)
• Role-play introducing a classmate to another classmate • Interview classmates and get telephone numbers and addresses • Create a directory containing addresses and phone numbers of classmates • System C Assessment Book	
• Organize a parade in school • Ask/tell what someone else wants to be/do in the parade • System C Assessment Book	

SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS	CONTENT STANDARDS
WHAT THEY CAN DO	WHAT THEY NEED TO KNOW IN ORDER TO DO IT
Lesson 25 • **Identify geographical locations** • **Recognize the major points of the compass**	*la montaña* *la isla* *el valle* *el norte* *el río* *el sur* *el lago* *el este* *el volcán* *el oeste*
Lesson 26 • **Ask/tell where they are going on vacation** • **Ask tell with whom they are going on vacation** • **Identify things they will need to go on vacation**	*las vacaciones* *la crema protectora* *la maleta* *¿Adónde vas de vacaciones?* *la bolsa* *Voy a _____.* *el billete* *¿Con quién vas?* *la cámara* *Voy con _____.*

PERFORMANCE CRITERIA	CONTENT EXPANSION
HOW TO RECOGNIZE THE LEARNING WHEN YOU SEE IT Students are able to…	**HOW CONTENT STANDARDS ARE EXPANDED IN SUBSEQUENT LESSONS/LEVELS** Letter = System L = Lesson U = Unit
• Make a treasure map of an island • Include geographical locations • Include the four major points of the compass • System C Assessment Book	Geographical locations (AD-U4, 5)
• Role-play asking/telling about favorite vacation destinations • List travel companions • Draw/label vacation items • Make a suitcase from a box • Cut out vacation items and place in the box (suitcase) • Tell what is in the suitcase • Role-play a security check at the airport • List items in the suitcase • System C Assessment Book	Travel (AD-U4, 5, 6, 7, 12)

SCOPE AND SEQUENCE

System C

PERFORMANCE STANDARDS	CONTENT STANDARDS
WHAT THEY CAN DO	**WHAT THEY NEED TO KNOW IN ORDER TO DO IT**

Lesson 27

• Review/Recycle Performance Standards from Learning System C, Lessons 1–26

description of activities

time

extended family members

identification

Math

count by hundreds through 1,000

pets

regrets, well-wishes, and exclamations

permission

description of people, places, and things

clothing

location

emergency workers and expressions

sea life

doctor's office

personal information

stores

refreshments

community workers

introductions

celebrations

geography

vacation

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 C
  Assessment Book**