

Curriculum Scope & Sequence

School: Pike Creek Charter School

Grade or Course: Spanish II

Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Trimester 1: Unit 1: Review of Spanish 1 Basics Unit 2: Interests and Leisure Activities Unit 3: Weather and Seasons	Middle School Program 2 1.1: Interpersonal Communication: Students introduce their classmates, name, objects, places and actions and respond to commands and questions 1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They recognize and understand some written words. 1.3 Students recite, sing, dance, role play and perform skits.	Social Life	What Spanish do I remember? I am able to generate basic phrases with gender and number agreement. I am able to construct basic present tense sentences, starting with I love, I like, I dislike and I go. I am able to accurately describe my interests using nouns and adjectives. I am able to discuss the weather and seasons in simple present tense. What do I want to know about others? What do I want others to know about me?
Trimester 2: Unit 4: Cities, Places, Activities and Transportation Unit 5: Shopping Unit 6: Restaurants and Food	1.1: Interpersonal Communication: Students introduce their classmates, name, objects, places and actions and respond to commands and questions 1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They recognize and understand some written words. 1.3 Students recite, sing, dance, role play and perform	Community Life	What skills do you need to get around a city/use public transportation? I can use appropriate simple present tense sentences to describe places, activities, shopping, and food. I can accurately use common restaurant phrases.

Attachment 4: Scope and Sequence, Spanish II

	<p>skits.</p> <p>3.1 Connections to other Disciplines: Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects or geographical concepts.</p> <p>5.2: Enjoyment/Lifelong Learning: Students make choices to present information based on their personal interest</p>		
<p>Trimester 3:</p> <p>Unit 7: Cultural Holidays and Traditions</p> <p>Unit 8: Language and Cultural Comparisons</p>	<p>2.1: Cultural Practices and Perspectives: Students recognize cultural practices in holidays and traditions</p> <p>2.2 Cultural Products and Perspectives: Students recognize cultural artifacts relating to holidays and traditions</p> <p>3.2 Access to Information: Students participate in cultural traditions and use authentic materials to access information about the target-language cultures.</p> <p>4.1 Language Comparisons: Students recognize and group together cognates and those that are false cognates.</p> <p>4.2 Students become aware of cultural similarities and difference in holidays and traditions</p> <p>5.1 Students make posters about holidays and traditions and display them in their school or the community library.</p>	<p>Culture</p> <p>Holidays and Traditions</p>	<p>What are the culinary traditions in my community and in other communities?</p> <p>How does food reflect culture?</p> <p>Compare and contrast holidays and traditions.</p>

Curriculum Scope & Sequence

School: Pike Creek Charter School

Grade or Course: Spanish 1

Teacher _____

Unit Order By unit title and/or time frame	Learning Targets Content Standards, Grade Level Expectations, Proficiency Level Expectations, or Grade Cluster Benchmarks	Theme/Big Idea/Concept	Enduring Understandings and/or Essential Questions
Trimester 1: Unit 1: Greetings and Introduction Unit 2: Physical Descriptions and Personality Characteristics, Feelings and Emotions Unit 3: Family Members Unit 4: Clothing and Colors	Middle School Program M1 1.1 Students introduce themselves and others, name objects, places and action in response to teacher questions. 1.2 Students understand isolate words and memorized chunks used by their teacher and their friends. They react to comments, questions and story telling. 1.3 Presentational Communication: Students recite, sing and role play. 5.2 Enjoyment/Lifelong Learning: Students have fun learning to dance, sing, play games and respond in the target language	Personal and Family Life	Essential Questions I recite, identify, and write the letters in the alphabet. How does a person initiate and respond to simple greetings and introductions? What strategies are used to recognize functional sight vocabulary I am able to use simple nouns and adjectives to describe. <ul style="list-style-type: none"> • Feelings • Emotions • Clothing • Colors I am able to identify immediate family members using appropriate vocabulary. I am able to construct basic present tense sentences, starting with I am, I have, I need, and I want.

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<p>Trimester 2:</p> <p>Unit 5: Numbers and Time</p> <p>Unit 6: Days, Months and Calendar</p> <p>Unit 7: Classes, Schedules and Supplies</p>	<p>Middle School Program M1</p> <p>1.1 Students introduce themselves and others, name objects, places and action in response to teacher questions.</p> <p>1.2 Students understand isolate words and memorized chunks used by their teacher and their friends. They react to comments, questions and story telling.</p> <p>1.3 Presentational Communication: Students recite, sing and role play.</p> <p>3.1 Connections to other Disciplines: Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>5.2 Enjoyment/Lifelong Learning: Students have fun learning to dance, sing, play games and respond in the target language</p>	<p>School Life</p>	<p>I am able to identify and recite numbers 1-50.</p> <p>I am able to use the names of the days of the week and vocabulary associated with the calendar.</p> <p>I am able to acknowledge and give affirmative commands related to the classroom.</p> <p>I am able to accurately use question words, cual, que, cunaatos, and cuando.</p>
<p>Trimester 3:</p> <p>Unit 8: Cultural Awareness</p> <p>Unit 9: Cultural and Language Comparisons</p>	<p>1.2 Students understand isolate words and memorized chunks used by their teacher and their friends. They react to comments, questions and story telling.</p> <p>1.3 Presentational Communication: Students recite, sing and role play.</p> <p>2.1 Cultural Practices and Perspectives: Students recognize cultural practices in school routines and family activities</p> <p>2.2 Cultural Products: Students recognize cultural products relating to school, family and community</p> <p>3.2 Access to Information: Students read, listen to and talk about age-appropriate school content, folktales, short stories, poems, internet sites and songs written for native speakers of the target language.</p>	<p>Culture</p>	<p>Discuss why it is important to study another language.</p> <p>Explore and examine aspects of a Spanish speaking culture in terms of</p> <ul style="list-style-type: none"> • Community • Family • Daily Life • School <p>Compare and contrast the difference between Latin American schools and North American schools.</p> <p>Students will be able to describe the cultural significance of soccer.</p>

Attachment 4: Scope and Sequence, Spanish I

	<p>4.1 Language Comparisons: Students recognize and group together cognates and those that are false cognates</p> <p>4.2 Cultural Comparisons: Students become aware of culture similarities and differences in school routines and family activities.</p> <p>5.1 Transfer to Communities: Students perform for the school community during special school events.</p> <p>5.2 Enjoyment/Lifelong Learning: Students have fun learning to dance, sing, play games and respond in the target language</p>		
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