



Program Transfer Goals

- Communicate effectively in the target language(s) in authentic situations while displaying a sensitivity to culture and context.
- Access and evaluate information in the target language.
- Make comparisons and connections among cultures and language structures.

PACING

First Grading Period		Second Grading Period		Third Grading Period		Fourth Grading Period	
Unit 1: Personal and Public Identities	Unit 2: Family and Communities	Unit 3: Contemporary Life	Unit 4: Beauty & Aesthetics	Unit 5: Science & Technology	Unit 6: Global Challenges		
		Final Assessments				Final Assessments	

Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

- Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.
- The district curriculum units may be found: <http://tinyurl.com/Coppell-Curriculum>

UNIT 1: PERSONAL AND PUBLIC IDENTITIES

TIMELINE: 6 WEEKS - 1ST GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Exchange personal information with cultural awareness.

Students will know...

To be verbs; basic introductory phrases (greetings/farewells) social registers; subject/verb agreement; introductions and personal information (name, age, origin); Numbers (1-60) months, days, seasons, time

Students will be skilled at...

greet and say goodbye to someone; introduce myself and ask someone their name; answer questions about myself, such as name; age, origin, phone number, etc; ask questions about someone else, such as name, age, origin, phone number, etc.; tell someone the date and time; tell someone when my birthday is; talk about seasons

UNIT 2: FAMILY AND COMMUNITIES

TIMELINE: 6 WEEKS - 1ST AND 2ND GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Exchange information about families and cultural differences among families.

Students will know...

To be, to have; likes/dislikes; descriptive adjectives; possessive adjectives; family members; leisure activities

Students will be skilled at...

have a conversation about how my family is unique; tell you about my family; describe my "family" members; have a conversation about spending time with my family; compare the leisure activities of families from different cultures/regions

UNIT 3: CONTEMPORARY LIFE

TIMELINE: 6 WEEKS - 2ND GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Exchange information about school life.

Students will know...

Present tense; question formation; likes/dislikes; expressing needs; ordinal numbers; school vocabulary; vocabulary related to comparisons

Students will be skilled at...

describe my classes; say which classes I have and when; ask what classes others take; list what supplies I need for a class; ask and

tell about my favorite teacher; ask and tell about my favorite class; demonstrate an understanding of school and class schedules in the target culture;

UNIT 4: BEAUTY & AESTHETICS

TIMELINE: 6 WEEKS - 3RD GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Exchange information about fashion and shopping practices.

Students will know...

Present tense; vocab words to communicate preferences and wants; needs and wants; clothing and accessory vocabulary; descriptive words; shopping practices and vocabulary

Students will be skilled at...

express what I prefer/want to wear; express what I wear in different types of weather; have a conversation about my preference in clothing; talk about what is in fashion and what is popular to wear; express my fashion style ask questions about someone else's preferences in clothing; reflect on the way clothing influence the perceptions that we have about people; communicate about shopping practices in my culture and in the target culture

UNIT 5: SCIENCE & TECHNOLOGY

TIMELINE: 6 WEEKS - 3RD AND 4TH GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Make healthy choices in regard to diet and exercise.

Students will know...

Food vocabulary; body parts; verbs related to exercise; advanced present tense; different cultural practices related to diet and exercise; basic nutrition vocabulary

Students will be skilled at...

identify body parts; communicate about foods/beverages; communicate about different types of exercise; recognize similarities and differences in meal time practices; describe physical attributes of people

UNIT 6: GLOBAL CHALLENGES

TIMELINE: 6 WEEKS - 4TH GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Contribute to the welfare of others.

Students will know...

Obligations, wants, needs; prepositions of location; house and chore vocabulary; furnishings and appliances; frequency adverbs

Students will be skilled at...

ask and answer questions about where I live; ask and answer questions about what my responsibilities are at home; describe my house and furnishings; compare homes and chores in different cultures