



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...

Question words; vocabulary related to daily routines; adjectives; vocabulary related to comparison and contrast; vocabulary to express likes/dislikes; vocabulary to describe school (materials, classes) extended; vocabulary to express leisure activities and interests extended

Students will be skilled at...

can ask and answer questions about interests and leisure activities; ask and answer questions about daily routine; ask and answer questions about my likes/dislikes; ask and answer questions about school life

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 culture.

Students will know...

vocabulary related to celebrations/family events; vocabulary associated with family members (extended); uses of the present (irregulars, stem changers); To be (differences); simple future tense; adverbs of frequency; characteristics of different cultural

Students will be skilled at...

ask and respond to questions about celebrations/holidays and family events; make comparisons between my own culture and others; ask and respond to questions about my extended family;

UNIT 3: CONTEMPORARY LIFE

TIMELINE: 6 WEEKS - 2ND GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Exchange information about childhood experiences

Students will know...

Language structures in the past; vocabulary associated with childhood activities/experiences; vocabulary associated with language structures in the past; vocabulary associated with injuries/illness

Students will be skilled at...

narrate personal experiences from my past; communicate about my childhood; ask others about their childhood experiences; describe injuries and illnesses

UNIT 4: BEAUTY & AESTHETICS

TIMELINE: 6 WEEKS - 3RD GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- Discover and exchange information about the world around me

Students will know...

Past tenses; vocabulary associated with travel/transportation; vocabulary associated with places in a city (tourism); commands; adjectives

Students will be skilled at...

discuss my travel experiences; give and follow directions; ask about others' travel experiences; discover and communicate about the beauty around me; navigate a foreign location.

UNIT 5: SCIENCE & TECHNOLOGY

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

This paragraph is a description of the unit.

■ **Transfer Goal:**

- Exchange information using a variety of technological mediums.

Students will know...

Past tenses; vocabulary associated with technology and social media; irregular and negative commands; informal and formal registers

Students will be skilled at...

communicate effectively using various modes of technology; read and post on social media; change my register based on my audience; make recommendations about appropriate use of technology; give instructions using technology.

UNIT 6: GLOBAL CHALLENGES

TIMELINE: 6 WEEKS - 4TH GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- Exchange information about their community and acknowledge their role/responsibility in that community.

Students will know...

Present perfect; words associated with places/people in the community; vocabulary associated with natural disasters/community crises; vocabulary associated with community problems

Students will be skilled at...

identify people/places in my community; discuss my ability to impact the community; retell the events of a disaster or a problematic situation.