



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...

Past tenses; future tenses; perfect tenses (Spanish only); vocabulary associated with self, family, neighborhood, and culture

Students will be skilled at...

narrate personal experiences from my past; ask and answer questions about myself and others in various forms/tenses; talk about myself using the future tenses; identify and understand the purpose of various tenses and comprehend authentic resources.

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 relationships and culture.

Students will know...

Past tenses; perfect tenses (if applicable); vocabulary associated with family and relationships; vocabulary associated with cultural celebrations and heritage; key vocabulary and how it is different from 1 & 2

Students will be skilled at...

communicate about my heritage and personal history; compare how my heritage is celebrated and how heritage is celebrated in the target culture; identify differences in personal relationships in my culture and the target culture; initiate and maintain a conversation about cultural heritage and relationships in the target language; identify a positive role model that represents and endorses the target culture.

UNIT 3: CONTEMPORARY LIFE

TIMELINE: 6 WEEKS - 2ND GRADING PERIOD

This paragraph is a description of the unit.

■ Transfer Goal:

- o Identify an area of need for service and take action in the target language

Students will know...

Conditional tense; vocabulary related to professions and future jobs; register

Students will be skilled at...

identify needs within my local and global community and take action in an oral and written form; collaborate with a professional member of an organization that helps others; change my register based on my audience.

UNIT 4: BEAUTY & AESTHETICS

TIMELINE: 6 WEEKS - 3RD GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Provide opinions and make comparisons about the arts/aesthetics

Students will know...

Subjunctive; Comparisons; vocabulary associated with the arts; adjectives

Students will be skilled at...

compare and contrast artwork in my culture and other cultures; critique a form of arts /aesthetics; persuade others to understand my views about art/ aesthetics; state my beliefs and opinions about various art forms.

UNIT 5: SCIENCE & TECHNOLOGY

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

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Make smart choices in life regarding health and technology

Students will know...

Prepositions (Spanish por vs. para); commands (all forms); subjunctive (Spanish-all forms); vocabulary related to health and technology

Students will be skilled at...

make recommendations about good health and lifestyle choices; politely instruct and advise others to make the right choices in life; identify and respond to health issues that are presented in the target language.

UNIT 6: GLOBAL CHALLENGES

TIMELINE: 6 WEEKS - 4TH GRADING PERIOD

This paragraph is a description of the unit.

■ **Transfer Goal:**

- o Find solutions to contemporary global issues by contributing to the welfare of others

Students will know...

Vocabulary associated with global issues; subjunctive (all forms); all verb tenses

Students will be skilled at...

provide solutions on solving global issues; evaluate information regarding different global affairs