



**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...*

Describing people and places and events in the past; explaining ideas and opinions; asking for/giving clarification; comparing/contrasting; expressing cause and effect

*Students will be skilled at...*

talk about myself and others and express ideas and opinions about personal belief and preferences; talk about how my private and public identities are related; identify the contributions of multiple factors in a person's identity e.g. race, religion, ethnicity, gender, appearance and family structure and how they relate to how one is perceived; explain my view on diversity issues in school and the community; engage in conversations on familiar and academic topics and identity issues teens face today;

## **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...*

Various tenses; advanced adjectives; vocabulary associated with family and relationships; vocabulary associated with cultural celebrations and heritage

*Students will be skilled at...*

communicate about my heritage and family traditions; compare how my heritage is celebrated and how heritage is celebrated around the world; identify differences in family relationships within my culture and the target culture; initiate and maintain a conversation about cultural heritage and relationships in the target language; identify positive role models that represent and endorse 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...*

Subjunctive (Advanced); vocabulary related to volunteerism and service opportunities; register; commands (polite)

*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; encourage others to take action in an area of need.

## **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...*

Various verb tenses; comparisons/superlatives; vocabulary associated with the beauty and aesthetics; adjectives

*Students will be skilled at...*

compare and contrast architecture in my culture and other cultures; critique and defend beauty and aesthetics.  
persuade others to understand my views about beauty and aesthetics; state my beliefs and opinions about various aesthetics;

## **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, advanced prepositions); future and conditional; subjunctive (Si Clauses); vocabulary related to technology and future inventions

*Students will be skilled at...*

make predictions about the use of technology in the future; defend my stance on technology; identify and respond to technology issues that may occur in the future;

## **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; all verb tenses; register (formal)

*Students will be skilled at...*

provide solutions on solving global issues; analyze information regarding different global affairs. ( graphs and charts)