

Sterling Spanish Program Scope and Sequence

Resources: McGraw- Hill Viva el Español Program
Montessori Spanish Series

4th Grade – Book 1 Hola

Welcome Unit

Performance Standards

Ask someone's name

- Give their names
- Ask someone for a third party's name • Tell a third party's name
- Say hello and goodbye
- Ask how someone feels
- Tell how they feel
- Ask about classroom objects
- Identify classroom objects
- Inquire about someone
- Identify someone
- Identify numbers 1–29
- Use numbers in everyday situations

Performance Criteria

- Role-play introductions with a three- person group
- Role-play asking / saying how they feel
- Draw familiar classroom items
- Ask for/give someone familiar classroom items
- Draw a picture of a classmate
- Ask/tell who it is
- Write numbers 1–29 on blackboard
- Name each number
- State their phone number
- Add numbers with sums 29 or less

Unit 1

Performance Standards

- Identify school supplies
- Identify objects in the classroom

Performance Criteria

- Play a guessing game and identify school supplies and objects in the classroom

Unit 2

Performance Standards

Ask/tell the color of something

- Ask what something is
- Identify shapes
- Ask someone to identify an animal • Identify animals
- Ask the color/size of something
- Describe something in color and size

Performance Criteria

- Tell the color of individual crayons
- Draw/identify shapes on the board
- Bring stuffed animals to class
- Ask about/identify/describe the stuffed animals

Unit 3

Performance Standards

- Read a calendar
- Identify the days of the week
- Ask/tell what day it is (will be)
- Tell what happens on certain days of the week
- Ask/tell where they are going on a certain day/week
- Ask/tell when they are going
- Identify numbers 30–49
- Use numbers in everyday situations

Performance Criteria

- Give information on the date and the day of the week using a calendar
- Role-play a telephone conversation asking / telling where someone is going on a certain day
- List favorite places and ask/tell when they go (will go) there
- Sing the “Días de la semana” song
- Do mental math using numbers 1–49

Unit 4

Performance Standards

- Ask/tell what classes/locations they are going to in school
- Ask/tell what they are going to do in the classes
- Tell how much they do an activity
- Tell how well they do an activity
- Identify numbers 50–69
- Use numbers in everyday situations

Performance Criteria

- Make a list of classes/places they go to in school
- Exchange lists and ask/tell a classmate what they are going to do there
- Use the list of classes to interview a classmate
- Ask/tell how well they do an activity
- Ask/tell how much they do an activity
- Write random numbers on the board from 50–69 and identify them
- Add/subtract random numbers up to 69

Unit 5

Performance Standards

- Ask/tell their favorite season
- Describe what the weather is usually like during a particular season
- Ask about current weather
- Describe the current weather

Performance Criteria

- Make/label a bulletin board of the four seasons
- Ask/tell a classmate the typical weather for each season
- Role-play a weather forecast and ask/give the current weather
- Ask/tell about a favorite season

5th Grade- Book 1 Hola

Unit 6

Performance Standards

Ask/give the current date

- Identify months of the year
- Ask someone's birth month
- Ask someone's birth date
- Ask about likes/dislikes
- Ask what someone likes/dislikes doing • Tell how much they like to do something •

Identify numbers 70–89

- Use numbers in everyday situations

Performance Criteria

- Make/illustrate a calendar
- Make a list of preferred and disliked activities
- Exchange lists with a classmate
- Interview a classmate about things they like/dislike doing
- Ask how much they like/dislike doing certain things
- Add up a list of items

Unit 7

Performance Standards

- Ask about another's physical well-being
- Tell someone how they are feeling
- Ask/tell about someone's state of well-being
- Ask/give age
- Identify numbers 90–100
- Use numbers in everyday situations

Performance Criteria

- Make a collage representing people in different states of well-being
- Label the pictures in the collage
- Role-play doctor / patient and find out about someone's physical well-being
- Ask the patient's age
- Play charades and ask/tell if someone is right, in a hurry, or lucky
- Count 100 beans into / out of a jar

Unit 8

Performance Standards

- Ask/tell time in hours and minutes • Tell time on the half-hour
- Tell time on the quarter-hour
- Ask about units of time
- Identify units of time
- Ask about someone's scheduled activities • Discuss their personal scheduled activities

Performance Criteria

- Make a cardboard clock
- Ask/tell the time in hours and minutes
- Play a question and answer game pertaining to units of time
- Interview someone concerning their personal scheduled activities

Unit 9

Performance Standards

- Ask someone about his or her favorite class
- Describe their favorite class
- Ask someone's opinion about a particular class
- Tell their opinion about a particular class
- Tell what they do in school
- Tell what a classmate does in school

Performance Criteria

- Take a class survey on favorite classes
- Tally/report the results
- Interview a classmate regarding his or her opinion of a particular class
- Talk with a classmate about classes he or she likes
- Write a simple poem about what is done in school
- Read the poem to the class

Unit 10

Performance Standards

- Ask the names of family members
- Provide the names of family members
- Ask/tell about how family members are related
- Ask for descriptions of family members
- Describe family members

Performance Criteria

- Draw a simple family tree
- Provide names of family members
- Provide relationship to one another
- Share family tree with a classmate
- Use the drawings to ask for/give descriptions of family members

Spanish 1- High School Credit Course Starts in Grade 6

6th Grade- Book 2 ¿Qué Tal?

Review Unit

Performance Standards

- Identify/describe animals
- Identify classroom objects
- Identify school locations
- Identify/describe with colors
- Identify days/months/seasons • Use a calendar • Ask/tell time
- Ask/tell about the weather • Count from 1–100
- Simple math
- Discuss school subjects
- Discuss their preferences
- Ask preferences of others
- Describe their condition
- Describe others
- Talk about size
- Talk about possessions

Performance Criteria

- ¡Hola! Assessment Book
- Successfully complete pages from the ¿Qué tal? Assessment Book

Unit 1

Performance Standards

- Identify parts of the body
- Identify parts of the face
- Tell what hurts them
- Ask what hurts someone else • Count by hundreds 100–1,000

Performance Criteria

- Draw body outlines
- Locate/label parts of body
- Draw a martian's face
- Describe the face to a classmate, naming the parts
- Play charades and guess what is hurting someone
- Role-play a doctor's visit. Ask/tell what hurts.
- Add by hundreds and give sums
- Successfully complete pages from the ¿Qué tal? Assessment Book

Unit 2

Performance Standards

- Identify clothing
- Describe what they are wearing
- Find out what someone is wearing
- Tell what clothing they are going to buy in a store
- Ask what clothing someone is going to buy
- Ask opinions about clothing
- Ask opinions about how clothing fits
- Ask/tell about clothing sizes
- Discuss possession of items

Performance Criteria

- Role-play a fashion designer using a felt board / cut-out book
- Describe their model
- Role-play a fashion critic. Tell their opinion of the designer's work
- Role-play a phone call and ask/tell what someone is wearing to school today
- Role-play shopping for clothes with a friend. Discuss opinions, sizes, fit, etc.
- Tell who owns articles of clothing (such as coats) in their classroom
- Successfully complete pages from the ¿Qué tal? Assessment Book

Unit 3

Performance Standards

- Describe physical traits of others
- Ask about physical traits of others
- Comment on personal traits
- Compare physical/personal traits of others

Performance Criteria

- Describe physical/personal traits of a classmate. Students guess who it is.
- Make a celebrity list. Comment on the personal traits of each.
- Compare physical/personal traits of celebrities to one another
- Successfully complete pages from the ¿Qué tal? Assessment Book

Unit 4

Performance Standards

- Identify parts of a home
- Describe their home (exterior/interior)
- Describe someone else's home (exterior / interior)

Performance Criteria

- Draw a picture of the outside of their house / apartment building
- Label as many exterior items as possible
- Draw a floor plan of their homes. Label the rooms.
- Use the drawings to talk/ask about homes with a classmate
- Successfully complete pages from the *¿Qué tal?* Assessment Book

Unit 5

Performance Standards

- Identify living room items
- Describe their living rooms
- Ask for a description of someone else's living room
- Describe their bedrooms
- Ask for a description of someone else's bedroom
- Locate objects in a room

Performance Criteria

- Draw a picture of a living room
- Label as many living room items as possible
- Draw a picture of a bedroom
- Label as many bedroom items as possible
- Use the drawings to talk/ask about these rooms with a classmate
- Successfully complete pages from the *¿Qué tal?* Assessment Book

Unit 6

Performance Standards

- Identify kitchen items
- Describe their kitchens
- Ask for a description of someone's kitchen
- Tell what items they use in the kitchen
- Ask what items others use in the kitchen

Performance Criteria

- Draw a picture of a kitchen
- Label as many kitchen items as possible
- Interview a classmate about kitchen items
- Successfully complete pages from the *¿Qué Tal?* Assessment Book

7th Grade- Book 2 ¿Qué Tal?

Unit 7

Performance Standards

- Discuss their household chores
- Direct someone to do something
- Tell what they have to do
- Tell what they just finished doing
- Describe the condition of household items

Performance Criteria

- Make a checklist of household chores
- Divide the chores with a classmate

- Act out the chores and tell what has been done
- Successfully complete pages of the ¿Qué Tal? Assessment Book

Unit 8

Performance Standards

- Identify items in a place setting
- Narrate setting the table
- Ask/tell the location of items in a place setting
- • Tell what they just finished doing
- • Identify fruits
- Ask about/ express preferences regarding fruit

Performance Criteria

- Set a table with a classmate
- Take turns telling the names of different items in the place setting
- Ask a classmate where an item is located. Lift up the appropriate item.
- Create a survey on fruit preferences
- Gather/post the results
- Ask others which fruits they prefer
- Successfully complete pages from the ¿Qué tal? Assessment Book

Unit 9

Performance Standards

- Tell what they eat/drink for breakfast
- Ask what others eat/drink for breakfast
- Ask others what they want to drink with breakfast
- Tell someone how much they want to eat for breakfast

Performance Criteria

- Create a breakfast collage
- Label the food/drink items
- Take a survey to find out favorite breakfast foods/drinks
- Display the results
- Role-play a restaurant scene with a waiter/customer and order breakfast
- Successfully complete pages from the ¿Qué tal? Assessment Book

Unit 10

Performance Standards

- Tell what they want to eat for lunch / dinner
- Ask what someone else wants to eat for lunch/dinner
- Talk about foods generally eaten at lunch
- Talk about foods generally eaten at dinner
- Discuss when others generally eat lunch

Performance Criteria

- Role-play a scene at a restaurant and order lunch / dinner
- Take a survey of foods generally eaten at lunch and dinner
- Study the survey and identify the most popular lunch / dinner foods
- Successfully complete pages from the ¿Qué tal? Assessment Book

8th Grade- Book 2 ¿Qué Tal? And Book 3 Adelante

Unit 11

Performance Standards

- Describe their morning routines
- Ask someone about his or her morning routine
- Describe what they do in the evenings
- Ask what others do in the evenings
- State actions in a sequence

Performance Criteria

- Make a list with three columns: Primero, Luego, Por último
- List the morning routine under each column
- Discuss the morning routine with a classmate, then reverse roles
- Complete the same activity for evening routines
- Successfully complete pages from the *¿Qué tal?* Assessment Book

Unit 12

Performance Standards

- Identify jobs people have in their school
- Identify locations in their school
- Tell where school workers do their work in their school
- Discuss what people know how to do
- Describe people physically by comparing them to one another

Performance Criteria

- Take a class trip around the school and make a list of the different jobs people do
- List the locations where they do their jobs
- List what they know how to do
- Combine everyone's information and make a bulletin board displaying the findings
- Draw a picture of people who work in the school
- Describe them to a classmate by comparing them physically
- Successfully complete pages from the *¿Qué tal?* Assessment Book

Book 3- Adelante

Unit 1

Performance Standards

- Identify various sports
- Ask someone to play a sport
- Accept/decline the offer to play
- Tell what they are going to play
- Identify various hobbies
- Ask what someone does for a hobby • Tell what their hobbies are
- Ask/tell about weekend activities

Performance Criteria

- Make a collage of weekend activities, sports, and hobbies
- Identify each activity by labeling
- Make a list of favorite activities, sports, and hobbies
- Take a poll of favorite activities, sports, and hobbies
- Report the results of the poll
- Interview a classmate regarding pastimes
- Successfully complete pages from the *¡Adelante!* Assessment Book

Unit 2

Performance Standards

- Identify occupations
- Ask what someone does as an occupation • Tell what they do
- Ask/identify who works where
- Tell what people do for a living
- Ask/tell what they want to be
- Ask/tell what parents or guardians do
- Ask if someone knows someone else
- Tell whether they know someone

Performance Criteria

- Make a collage of occupations
- Show the collage to a classmate and ask what a specific person does
- Ask where they probably work
- Take a survey and ask what classmates want to do and what their parents or guardians do for an occupation
- Interview a classmate and ask what he/she wants to be
- Successfully complete pages from the *¡Adelante!* Assessment Book

Unit 3

Performance Standards

- Ask for directions
- Give directions
- Discuss modes of transportation

Performance Criteria

- Use a town map and ask/tell how to get to a specific location
- Decide the mode of transportation to be used
- Successfully complete pages from the *¡Adelante!* Assessment Book

Unit 4

Performance Standards

- Discuss travel schedules
- Tell someone where they are going and the mode of transportation used
- Identify countries of North America, South America, Central America, and the Caribbean
- Ask/tell the geographic location of a given country
- Ask/tell the country someone is from
- Name someone's nationality
- Ask/tell the language spoken in a particular country or region

Performance Criteria

- Use the Internet and download flight schedules to the countries listed in Unidad 4
- Role-play a travel agent/client by planning a trip
- Repeat the activity using cruise schedules, train schedules
- Play a game that matches countries, languages, and nationalities
- Successfully complete pages from the *¡Adelante!* Assessment Book

