

Spanish 3 Scope & Sequence

Proficiency Goal: Intermediate Low

ACTFL Standards addressed:

Communication:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures:

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections:

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons:

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities:

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Title & Connection to AP Thematic Units	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics and Concepts to be Introduced/Reviewed	Essential Questions:	What Can Students Do by the End of the Unit?
<p>Unit 1:</p> <p>¿Quién seré?</p> <p>Ap Context: Personal and Public Identities</p>	5-8 Weeks	<ul style="list-style-type: none"> -Descriptions -Personality Traits -Pastimes, Sports -Personal values -Careers -Professions vocabulary -Adjective agreement -Interrogatives 	<ul style="list-style-type: none"> -Present tense -Past tenses (decide what is best for your classes based on the end points in your schools level two) <ul style="list-style-type: none"> -Adjective agreement; possessive adjectives -Ser & Estar. -Verbs like gustar -Descriptive and limiting adjectives -Demonstrative adjectives and pronouns -conditional -simple future -Specific uses of Preterite and Imperfect tenses 	<p>¿Cómo eres?</p> <p>¿Cómo es tu familia? ¿Qué te gusta?</p> <p>¿Qué prefieres?</p> <p>¿Cuáles son tus intereses, pasatiempos, y metas?</p> <p>¿Cuáles son tus valores?</p> <p>¿De dónde vienen estos valores?</p> <p>¿Quiénes son las personas influyentes en tu vida y cómo son?</p> <p>¿Cómo influyen mis valores personales en mi futuro o mi carrera ideal?</p> <p>¿Cuál profesión me interesa?</p> <p>¿Cuáles pasos tengo que tomar para llegar a mi meta profesional?</p>	<ul style="list-style-type: none"> -I can understand what people say in a short conversation about heritage/ nationality. -I can understand basic descriptions of people. -I can ask and answer questions about physical descriptions and characteristics, appearance and personality. - I can describe myself, and others including ages, personalities, likes, and physical descriptions. -I can analyze how ones personal values influence their career decisions. -I can talk about what I plan to do in the future, including future

				<p>¿Cómo lleno un solicitud? ¿Qué haré para ayudarme llegar a mi meta? ¿Qué haría si tuviera mi profesion ideal?</p>	<p>studies, a possible career, family, etc. -I can understand information about careers and job requirements. -I can answer questions about my plans for the future. -I can suggest to someone what he or she should do to be successful in the future</p>
<p>Unit 2: De Viaje AP Context: Contemporary Life</p>	<p>Suggested Pacing: 4- 6 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed -Weather -Plane Travel vocabulary -Clothing -Food -Things to do on vacation -Transition words</p>	<p>Grammar Topics and Concepts to be Introduced/Reviewed -Regular verbs: Future and Conditional Tenses -Attractions in Spanish Speaking Countries Characteristics of Spanish speaking countries - Present Perfect - Future Perfect</p>	<p>Essential Questions: ¿Puedes describir a dónde irás de vacaciones? Y ¿por que? ¿Qué harás en las vacaciones? ¿A dónde irías? ¿Qué comerás? ¿Qué traerás? ¿Si ganaras un millón dólares, adónde irías de vacaciones este verano?</p>	<p>What Can Students Do by the End of the Unit? -I can describe in detail where to travel and what to do/see/visit/buy/eat there. -I can describe my ideal vacation using the future tense. -I can understand when someone talks about activities they enjoy doing on vacation. -I can understand information I find on an Internet travel site and travel magazines</p>

<p>Unit 3:</p> <p>La Ciudad</p> <p>AP Content: The Influence of Language and Culture on Identity</p>	<p>Suggested Pacing:</p> <p>4- 6 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -City vocabulary -Pollution -prepositions of locations -Tener expressions 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -The verb tener -Demonstrative Adjectives -Possessive pronouns -Commands -Por/Para 	<p>Essential Questions:</p> <p>Dónde está? ¿Cuál es la diferencia en la ciudad y el campo? ¿Está __ cerca de __?</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can give and receive directions. -I can understand where things are located in relation to other things. -I can describe the differences between the city and countryside. -I can use and understand tener expressions.
<p>Unit 4:</p> <p>El médico ¿Qué le pasó?</p> <p>AP Theme: How Science and Technology Affect Our Lives</p>	<p>Suggested Pacing:</p> <p>6-8 Weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Types of illnesses, common medical vocabulary and procedures -Medical terminology for a doctor's visit 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Stem changers as they relate to clauses that signal the subjunctive (ex. Recomiendo que, sugiero que... -Using Subjunctive with clauses that signal or imply Wishes, Emotions, Impersonal Expressions, Requests/Recommendations, ójala (WEIRDO expressions) 	<p>Essential Questions:</p> <p>¿Qué le pasó? ¿Cuáles son sus síntomas? ¿Qué tengo que hacer? ¿Cuáles son los próximos pasos? ¿Cuál medicina recomienda? ¿Cuál es su historia médico ?</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can ask and answer basic personal questions to fill out paperwork at a hospital or doctor's office. -I can describe an injury that occurred to me or someone else. -I can understand basic terminology on a health history form. -I can understand when someone talks about what is

					wrong or what happened.
Unit 5: La cultura Española Ap Context: Families in Different Societies	Suggested Pacing: 5-8 Weeks	Vocabulary to Be Introduced/Reviewed -History related vocabulary (guerra, mundial, rey, reina, monarquía, ejercito, dictadura) -art related vocabulary -periods of art in Spain -periods of history in Spain (Siglo de Oro, reconquista, moros, etc.)	Grammar Topics and Concepts to be Introduced/Reviewed -past tense -Historical background Spain; Spanish culture, influences (Greek, Moors), artists -conditional tense -Historical Elements of history and art	Essential Questions: ¿De qué se trata la obra de arte? ¿Qué representa la obra? ¿Cuáles artistas tenían influencia en España y por qué? -¿Cómo puedes describir el/la obra maestra, etc...) ¿Qué ocurrió ___? ¿Quiénes influyeron la cultura, comida, arquitectura, y lengua en España y cómo? ¿Cuál impacto tiene la historia en el arte? ¿Quién fue ___? ¿Cuál influencia tiene los valores, las tradiciones, y las creencias en el arte?	What Can Students Do by the End of the Unit? - I can understand descriptions of different art forms and materials used. -I can describe the time periods when artists created their works using the past tense. -I can describe the elements each artist used in their works -I can understand how art imitates life (etc. Las Meninas, La Familia Real)
Unit 6: Los Mitos y Las Leyendas	Suggested Pacing: 3-5 Weeks	Vocabulary to Be Introduced/Reviewed -Storytelling vocabulary	Grammar Topics and Concepts to be Introduced/Reviewed -Preterite Tense (all) -Imperfect tense (all)	Essential Questions: ¿Cómo extiende la interpretación de cuentos al conocimiento de	What Can Students Do by the End of the Unit? -I can identify when an event

<p>Ap Context: The Influence of Language and Culture on Identity</p>		<ul style="list-style-type: none"> -Historical background of legends and countries of origin -Hace + period of time + que -Literary elements, themes, Spanish culture - Words that signal the past tenses - Transition words -There is no formal vocabulary list from this unit - Teacher may choose to create one based off of the legends, myths, stories that they choose to teach (options for stories have been provided in resources) 	<ul style="list-style-type: none"> -Hace + period of time + que -Adjective agreement -The purpose of this unit is to review grammar and vocabulary in the context of literature* 	<p>la cultura hispana? ¿Cómo se relatan los mitos, fábulas, y leyendas a la cultura? - ¿Cómo es la literatura un reflejo de la realidad? ¿Cuál es uno de tus mitos, fábulas o leyendas favoritos? ¿Qué significa o cuál es el propósito? ¿Cuáles son unos temas y símbolos que se usan en la tradicional literatura hispana?</p>	<p>took place in the past -I can express a one time, repeated, or ongoing action in the past -I can use Ser and Estar to describe feelings, emotions, descriptions, personalities, weather and time -I can sequence the events of a story using my vocabulary - I can identify literary elements and themes related to myths and legends from the Spanish Speaking world</p>
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