

**Spanish III - Scope and Sequence**  
**Mrs. Alexis Blum**

**Semester 1**

**Unit 1: SOMOS 2, Unit 1: Foundations (5 days)**

**Unit goals:** various forms of went, saw, said

→ **Card Talk:** went, said

→ **Rumor Has It**

**Assessment Goals:**

*Reading: Reading assessment: La Cebra y el león*

*Writing: Fue/fui activity*

*Listening: Card talk, C/F listening quiz*

*Speaking (Optional): None*

**AP Themes:** *Personal and Public Identities, Contemporary Life*

**Unit 2: El robo en el banco**

**Unit Goals:** past tense of -ar verbs, past tense actions, describing a situation in the past tense

**Vocabulario esencial:** se acercó, vio, había, se lo llevó, robó

→ **El Robo: Sr. Wooly**

→ **El cacto y el banco movie talk**

→ **El robo loco**

→ **Llegaste tú - CNCO**

**Assessment Goals:**

*Reading: El banco activities*

*Writing: descriptive past, summary of videos + stories*

*Listening: Video;*

*Speaking (Optional): None*

**AP Themes:** *Personal and Public Identities, Contemporary Life*

**Unit 3: SOMOS 2, Unit 3: La madre (hermana) de Jason**

**Unit Goals:** Narrative, past tense of -ER/-IR verbs

**Vocabulario Esencial:** volvió temprano, se divertieron, conoció a un joven

**Semester 2**

**Unit 6: Huellas 1, Unit 2: Parecidos**

**Unit goals:** narration with detail in the past tense

**Vocabulario esencial:** te parece a, parecidos, son similares, estoy de acuerdo, tiene razón

→ **Movie Talk: Parecidos**

→ **¿A quién te parece?**

**Assessment Goals:**

*Reading: Commercial Reading*

*Writing: Narrate in the past: Retell Movie Clip*

*Listening: PQA*

*Speaking: None*

**AP Themes:** *Personal and Public Identities, Contemporary Life, Beauty and Aesthetics, Families and Communities*

**Unit 7: Huellas 1, Unit 3: Atrévete**

**Unit goals:** narration with detail in the past tense; conditional tense exposure

**Vocabulario esencial:** te atreves, iría, atrévete, da un paso para atrás, entraría

→ **¿Cómo te atreves? Morat song**

→ **Movie Talk: Atrévete**

**Unit 8: La Llorona de Mazatlán (Novel Unit)**

**Unit goals:** narration with detail in the past tense; cultural comparison, reading a legend

**Vocabulario esencial:** una pesadilla, avergonzado, orgulloso, se sentía, emocionada, trató de

→ **Mazatlán, México**

→ **Helados diferentes**

→ **Cultural study: Mazatlán**

→ **La leyenda de la Llorona**

→ **El fútbol cultural reading/activities**

**Assessment Goals:**

→ **Todo cambió - Camilo**

→ **Llegaste tú - CNCO**

**Assessment Goals:**

*Reading: Reading: La hermana de Jason*

*Writing: Simple narration in the past tense*

*Listening: Song Quiz*

*Speaking (Optional): None*

**AP Themes:** *Personal and Public Identities, Contemporary Life, Families and Communities*

**Unit 4: ¿Qué sabes? Saber vs. Conocer (7 days)**

**Unit Goals:** Saber vs. Conocer

**Vocabulario esencial:** varios

→ **Task Cards**

→ **Maze**

→ **Amnesia - Sr. Wooly**

**Assessment Goals:**

*Reading: 6 Degrees of Separation*

*Writing: Narrate the story of Amnesia*

*Listening: Nuggets*

*Speaking (Optional): Partner Retell*

**AP Themes:** *Personal and Public Identities, Contemporary Life*

**Unit 5: Esperanza (6-8 weeks)**

**Unit goals:** Reading, biography, geography + culture of Guatemala, understanding life choices

**Vocabulario esencial:** Quizlet list

→ **Guatemala virtual field trip**

**OR**

→ **La geografía de Guatemala**

→ **El mismo sol - Álvaro Soler**

→ **La vida reciclada**

→ **SOMOS 1, Unit 17: La Inmigración Indocumentada**

→ **Inmigración en España**

→ **La misma luna: film study**

→ **Final Project: Esperanza Choice Board**

*Reading: Novel Reading + Summative Reading Assessment*

*Writing: Writing choice board*

*Listening: PQA, Listening Quizzes*

*Speaking (Optional): Speaking Choice Board*

**AP Themes:** *Personal and Public Identities, Contemporary Life; Global Challenges, Beauty and Aesthetics, Families and Communities*

**Unit 10: Huellas 1, Unit 7: Comer para vivir o vivir para comer (8 days)**

**Unit goals:** comparison of daily living situations, discussing daily life; conditional tense verbs

**Vocabulario esencial:** food vocabulary, conditional verbs

→ **Comidas deliciosas movie talk**

→ **Comida de varios países**

→ **¿Qué comemos y dónde?**

**Assessment Goals:**

*Reading: News article on food problems; interpretive reading on Social media*

*Writing: None*

*Listening: Ojala que llueva café; picture talk (Groceries around the world)*

*Speaking (Optional): None*

**AP Themes:** *Personal and Public Identities, Contemporary Life; Global Challenges, Beauty and Aesthetics, Families and Communities*

**Unit 11: Bananas (Novel Unit)**

**Unit goals:** Narrating in the past tense, global issues, family conditions, working conditions

**Vocabulario esencial:** estaba, se enloqueció,

→ **Costa Rica**

→ **Las plantaciones americanas**

→ **La economía**

→ **La justicia**

**Assessment Goals:**

*Reading: Reading comprehension questions/activities*

**Assessment Goals:**

*Reading: Novel reading + comprehension assessments*

*Writing: Writing Choice Board*

*Listening: Listening Quizzes*

*Speaking (Optional): Speaking Choice board*

**AP Themes:** *Personal and Public Identities, Contemporary Life Global Challenges, Science and Technology*

*Writing: Writing choice board, recommendation based*

*Listening: Listening Quiz over characters*

*Speaking (Optional): Speaking choice board (novel)*

**AP Themes:** *Personal and Public Identities, Contemporary Life: Global Challenges, Beauty and Aesthetics, Science and Technology, Families and Communities*

**Other Units/Content:**

El Mundo en Tus Manos: Weekly news articles from the Spanish-speaking world

Hispanic Heritage Month: Biographies, Music Bracket

March Madness: Mania musical de marzo

Holidays (as fits)

Huellas 1, Unit 10: La bella y la bestia

Huellas 1, Unit 11: Haz que dure