

Scope and Sequence

Course/Subject: **Spanish 3 Novice-High to Intermediate-Low**

Grade Level:

| Standard | Text Chapter | I can statements or Standards (Desired Results) | Acceptable Evidence (Transfer Task) |
|------------------------------------|---|--|---|
| Interpersonal Communication | Ch 8 En tu tiempo libre Ch 9 Vamos de Compras Ch. 10 En Avion Ch. 11 Una Rutina Diferente (if time allows) | I can participate in conversations on familiar topics using simple sentences. <ul style="list-style-type: none"> ● I can interact in everyday situations and subjects of interest to me (e.g., school, language, household, interests, work, social media, electronic correspondence, travel situations) by asking and answering questions. ● I can use simple sentences to meet my basic needs in familiar situations (e.g., school, work, community, transportation). ● I can negotiate meaning by asking and answering simple questions about level-appropriate texts or readers. | 90% target language One Word Images-describing Movie Talks PQA- personalized questions and answers Special person interviews “ la persona especial” |
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| Interpretive Listening | | I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames. <ul style="list-style-type: none"> ● I can understand basic purposes and identify main ideas of messages (e.g., events, announcements, advertisements, voicemail). ● I can understand messages or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements). ● I can make inferences and draw conclusions based on messages. | Mi Vida Loca Video series. Teacher dictation. Movie Talks Loteria de Navidad commercial and activities |
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| <p><i>Interpretive Reading</i></p> | | <p>I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.</p> <ul style="list-style-type: none"> ● I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media. ● I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes, word order, suffixes, root words). ● I can make inferences and draw conclusions from a variety of written sources (e.g., leveled readers, electronic correspondence, articles, travel situations). ● I can understand messages in which writers engage me about topics of personal interests in age-appropriate media. | <p>Pobre Ana book or other novel</p> <p>Various Readings: news, Bex Revista Literal</p> <p>Reading for subject pronouns, infinitive verbs, ar, er, ir verb readings from SOMOS curriculum</p> |
| <p><i>Presentational Speaking</i></p> | | <p>I can present information on most familiar topics using a series of simple sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames than in Novice-High writing in a variety of time frames.</p> <ul style="list-style-type: none"> ● I can talk about myself, family members, friends, and characters in leveled readers or texts (e.g., sports, personalities, interests, famous places, activities). ● I can present or narrate using a variety of language about personal experiences or about information from leveled readers or texts (e.g., what I did during the weekend, tell stories based on pictures or photographs). ● I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics mentioned in leveled readers or texts. | <p>Famous Spanish Speaking Person Presentation</p> <p>Presentation of autobiography</p> <p>Compare/contrast quinceanera with sweet 16</p> <p>Compare/contrast La Navidad with Christmas</p> |
| <p><i>Presentational Writing</i></p> | | <p>I can write briefly about most familiar topics and present information in various time frames using a series of simple sentences with limited support. I can write with greater fluency, including a wider variety of language and details than in Novice High writing.</p> <ul style="list-style-type: none"> ● I can write a series of simple sentences about myself, family members, friends, and characters in leveled readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes). | <p>Monthly Free Write to chart progress.</p> <p>Autobiography</p> <p>Daily do now to answer questions about daily life</p> |

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| | | <ul style="list-style-type: none">● I can write using a variety of language and details from leveled readers or texts (e.g., write stories, summarize main events).● I can write using a variety of language about personal experiences in various time frames (e.g., what I did or will do on the weekend, on vacation, in school).● I can write about cultural topics mentioned in leveled readers or texts.● I can write to request information with limited support.* | |
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