

### Sonrisas Level III Scope and Sequence

Unit	Communication Objective	Language Outcomes	Grammar Concepts and Communication Strategy
Unit 1: La primaria en México	Students use the language and grammar concepts to investigate the similarities and differences between elementary school in Mexico and their country.	<ul style="list-style-type: none"> <li>• Students comprehend affirmative commands in order to carry out physical actions.</li> <li>• Students use the verb <i>haber</i> to provide information about the similarities and differences between elementary school in Mexico and their country.</li> <li>• Students use subject pronouns to provide information about the similarities and differences between elementary school in Mexico and their country.</li> </ul>	Subject pronouns Using cognates Affirmative commands Use of <i>haber</i>
Unit 2: Mitos en el mundo hispanohablante	Students use the language and grammar concepts to create and describe their own mythological creature.	<ul style="list-style-type: none"> <li>• Students comprehend affirmative commands and prepositions in order to carry out physical actions.</li> <li>• Students use regular <i>-ar</i> verbs in the present tense in order to create and describe a mythological creature.</li> </ul>	Present tense of regular <i>-ar</i> verbs Asking for clarification Affirmative commands Prepositions
Unit 3: El coquí y Puerto Rico	Students use the language and grammar concepts to write a poem about the <i>coquí</i> frog in Puerto Rico.	<ul style="list-style-type: none"> <li>• Students comprehend affirmative commands, prepositions, and object pronouns in order to carry out physical actions.</li> <li>• Students use different forms of the verbs <i>ser</i> and <i>estar</i> in order to write a poem about the <i>coquí</i> frog in Puerto Rico.</li> </ul>	<i>Ser</i> and <i>estar</i> Getting meaning from context Affirmative commands Object pronouns
Unit 4: La siesta	Students use the language and grammar concepts to share information, reactions, feelings, and opinions about naps.	<ul style="list-style-type: none"> <li>• Students comprehend affirmative commands, prepositions, object pronouns, and adverbs in order to carry out physical actions.</li> <li>• Students use different forms of regular <i>-er</i> and <i>-ir</i> verbs in order to conduct an interview about napping.</li> </ul>	Regular <i>-er</i> and <i>-ir</i> verbs Using circumlocution Affirmative commands Object pronouns Adverbs

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Unit 5: El carnaval	Students use the language and grammar concepts to form questions in order to play a game of Jeopardy about the Carnival tradition.	<ul style="list-style-type: none"> <li>• Students comprehend affirmative commands and use different forms of the verb <i>poder</i> to tell what they and others can do.</li> <li>• Students form questions by placing the subject either after the verb or at the end of the question.</li> <li>• Students form questions using interrogative words and by placing the words <i>¿no?</i> and <i>¿verdad?</i> at the end of a statement.</li> </ul>	Asking questions Interrogative words Nonverbal communication Affirmative commands The verb <i>poder</i>
Unit 6: Los orígenes de la comida mexicana	Students use the language and grammar concepts to describe family members and different Mexican foods.	<ul style="list-style-type: none"> <li>• Students comprehend affirmative commands and use different forms of the verb <i>saber</i> to tell what they and others know.</li> <li>• Students make adjectives agree in gender and number with the nouns they describe.</li> <li>• Students place adjectives correctly in sentence structure.</li> </ul>	Descriptive adjectives Adjective placement Guessing intelligently Affirmative commands The verb <i>saber</i>
Unit 7: La familia en la cultura latina	Students use the language and grammar concepts to conduct an interview and write an original paragraph about something they are going to do in the future.	<ul style="list-style-type: none"> <li>• Students comprehend affirmative commands and use different forms of the phrase <i>acabar de + (infinitive)</i> to tell what they and others just did.</li> <li>• Students use the different forms of the verb <i>ir</i>.</li> <li>• Students use the construction <i>ir + a + (infinitive)</i> to write a paragraph about something they are going to do in the future.</li> </ul>	The verb <i>ir</i> The construction <i>ir + a + (infinitive)</i> Humor, patience, and tenacity Affirmative commands The expression <i>acabar de + (infinitive)</i>