



## Sonrisas Level III, Book 2 Scope and Sequence

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Unit	Learning Target	Performance Targets	Grammar Concepts and Communication Strategy
Unit 1: Dialectos del español	Students use the language and grammar concepts to interview each other about Spanish dialects.	<ul style="list-style-type: none"> <li>Students use possessive adjectives to exchange personal information.</li> <li>Students use possessive adjectives to answer simple questions.</li> <li>Students ask and answer questions in order to exchange information about Spanish dialects.</li> <li>Students paraphrase Spanish that they read and hear.</li> </ul>	<p>Greetings</p> <p>Exchange of personal information</p> <p>Possessive adjectives</p> <p>Paraphrasing</p>
Unit 2: Fútbol en el mundo hispanohablante	Students use the language and grammar concepts to create a description of their own soccer team.	<ul style="list-style-type: none"> <li>Students use forms of <i>tener</i> and <i>venir</i> to exchange personal information.</li> <li>Students use forms of <i>tener</i> and <i>venir</i> to answer simple questions.</li> <li>Students create a soccer team and present information about the team using phrases and simple sentences.</li> <li>Students make and check hypotheses with unknown vocabulary words.</li> </ul>	<p>Greetings</p> <p>Exchange of personal information</p> <p>Present tense of <i>tener</i> and <i>venir</i></p> <p>Making and checking hypotheses</p>
Unit 3: La música mariachi	Students use the language and grammar concepts to ask and answer questions about a reading on mariachi music and to write their own mariachi song verse.	<ul style="list-style-type: none"> <li>Students use e-ie and o-ue stem-changing verbs to exchange personal information.</li> <li>Students use e-ie and o-ue stem-changing verbs to ask and answer simple questions.</li> <li>Students write a mariachi song verse using a list of vocabulary words and present it to their peers.</li> <li>Students practice using filler words as they answer questions about a reading.</li> </ul>	<p>Exchange of personal information</p> <p>Stem-changing verbs: e-ie and o-ue</p> <p>Using fillers and hesitation devices</p>

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Unit 4: El movimiento de arte chicano	Students use the language and grammar concepts to communicate about what others are doing as they act out a scene.	<ul style="list-style-type: none"> <li>Students use their knowledge from previous cultural readings to answer true or false questions in Spanish.</li> <li>Students form the present participle of verbs in order to use the present progressive tense.</li> <li>Students conjugate the verb <i>estar</i> in order to use the present progressive tense.</li> <li>Students use the present progressive to describe what others are doing.</li> </ul>	Present participles Conjugation of <i>estar</i> Present progressive Building vocabulary
Unit 5: Paella: un icono de la cultura española	Students use the language and grammar concepts to conjugate verbs and replace direct objects with direct object pronouns in order to form statements that use direct object pronouns while playing a game.	<ul style="list-style-type: none"> <li>Students practice using direct object pronouns in prepared dialogues.</li> <li>Students identify direct object nouns.</li> <li>Students replace direct object nouns with direct object pronouns.</li> <li>Students conjugate regular <i>-ar</i> and <i>-er</i> verbs.</li> <li>Students form statements that use direct object pronouns.</li> </ul>	Direct object nouns Direct object pronouns Conjugation of regular <i>-ar</i> and <i>-er</i> verbs. Reflecting on the nature of the interaction
Unit 6: Los Apus de los Andes	Students use the language and grammar concepts to write a fictional description of their routine on a ceremony day for the Apus.	<ul style="list-style-type: none"> <li>Students provide information about their routines using reflexive verbs.</li> <li>Students identify reflexive pronouns.</li> <li>Students conjugate reflexive verbs.</li> <li>Students use reflexive verbs to create a fictional description of their routines.</li> </ul>	Reflexive verbs Reflexive pronouns Drawing informed conclusions
Unit 7: El Cinco de Mayo	Students use the language and grammar concepts to ask and answer questions about a reading on El Cinco de Mayo and to write an original paragraph about a holiday they celebrated in the past.	<ul style="list-style-type: none"> <li>Students use the preterite tense to exchange personal information.</li> <li>Students conjugate regular verbs in the preterite tense.</li> <li>Students use the preterite tense to ask and answer questions about a reading.</li> <li>Students use the preterite tense to describe something they did in the past.</li> <li>Students use different strategies and phrases to seek confirmation.</li> </ul>	The preterite tense of regular verbs Reflexive verbs Direct object pronouns Seeking confirmation