

Spanish 3A		
3.1 – Al aire libre / Outdoors (4 weeks)		
Students will be able to: <ul style="list-style-type: none"> Communicate about camping experiences and outdoor vacations (present and past) Communicate about competitive events (present and past) <p>Teachers will use authentic resources in order to frame the unit, contextualize the vocabulary, and identify popular competitions and championships in Spanish- speaking countries and compare them to those in the U.S.</p>	Students will learn and apply: <ul style="list-style-type: none"> Irregular preterite verbs: <i>andar, dar, saber</i> Preterite of <i>-ir</i> stem-changing verbs 	Students will review and apply: <ul style="list-style-type: none"> Formation of all preterite and imperfect verbs Uses of preterite Uses of imperfect
3.2 – Las bellas artes / Fine Arts (4 weeks)		
Students will be able to: <ul style="list-style-type: none"> Communicate about the arts (present and past) Express opinions about works of art (present and past) Describe artistic events and performances (present and past) <p>Teachers will use authentic resources in order to frame the unit, contextualize the vocabulary, and identify famous works of art, music, dances, films and plays from Spanish-speaking countries and compare them to those in the U.S.</p>	Students will learn and apply: <ul style="list-style-type: none"> Uses of preterite vs. imperfect 	Students will review and apply: <ul style="list-style-type: none"> Formation of all preterite and imperfect verbs
3.3 – El bienestar / Well-being (4 weeks)		
Students will be able to: <ul style="list-style-type: none"> Communicate about nutrition Communicate about physical and mental health <p>Teachers will use authentic resources in order to frame the unit, contextualize the vocabulary, and identify health practices in Spanish-speaking countries and compare them to those in the U.S.</p>	Students will learn and apply: <ul style="list-style-type: none"> Formation of subjunctive with impersonal expressions (see expressions on the uniti vocabulary list) Irregular subjunctive: <i>estar, ir, ser</i> 	Students will review and apply:
3.4 – La amistad / Friendship (4 weeks)		
Students will be able to: <ul style="list-style-type: none"> Communicate about fostering relationships and conflict resolution Describe personality traits of friends and family members <p>Teachers will use authentic resources in order to frame the unit, contextualize the vocabulary, and identify family practices and celebrations in Spanish-speaking countries and compare them to those in the U.S.</p>	Students will learn and apply: <ul style="list-style-type: none"> Subjunctive with verbs of emotion and volition (see expressions on the uniti vocabulary list) Formation of subjunctive stem-changing verbs 	Students will review and apply: <ul style="list-style-type: none"> Reflexive verbs

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Spanish 3B		
3.5 – El trabajo y el voluntariado / Work and Volunteering (4 weeks)		
Students will be able to: <ul style="list-style-type: none"> Communicate about work and volunteer opportunities in the community (present and past) Communicate about requirements and benefits for work and volunteering (present and past) <p>Teachers will use authentic resources in order to frame the unit, contextualize the vocabulary, and identify teenage employment and volunteering opportunities in Spanish-speaking countries and compare them to those in the U.S.</p>	Students will learn and apply: <ul style="list-style-type: none"> Present perfect Irregular subjunctive: <i>dar</i>; <i>hacer</i>, <i>saber</i> [check vocab] Formation of subjunctive <i>car</i>; <i>gar</i>, <i>zar</i> verbs [check vocab] 	Students will review and apply: <ul style="list-style-type: none"> Uses of preterite vs. imperfect Uses of subjunctive
3.6 – El porvenir / The future (4 weeks)		
Students will be able to: <ul style="list-style-type: none"> Communicate about professions (past, present and future) Communicate about education and training needed to pursue a career Describe future career plans <p>Teachers will use authentic resources in order to frame the unit, contextualize the vocabulary, and identify training and educational options in Spanish-speaking countries and compare them to those in the U.S.</p>	Students will learn and apply: <ul style="list-style-type: none"> Subjunctive with verbs of request and recommendation Future Irregular future: <i>hacer</i>, <i>poder</i>, <i>tener</i> Direct object pronouns 	Students will review and apply: <ul style="list-style-type: none"> Uses of preterite vs. imperfect
3.7 – Los misterios / Mysteries (4 weeks)		
Students will be able to: <ul style="list-style-type: none"> Communicate about archeological discoveries Describe mysterious objects and events <p>Teachers will use authentic resources in order to frame the unit, contextualize the vocabulary, and identify architectural structures or artifacts from past civilizations in Spanish-speaking countries and compare them to those in the U.S.</p>	Students will learn and apply: <ul style="list-style-type: none"> Subjunctive with verbs of doubt Conditional Indirect object pronouns 	Students will review and apply: <ul style="list-style-type: none"> Uses of preterite vs. imperfect
3.8 – Nuestro planeta / Our planet (4 weeks)		
Students will be able to: <ul style="list-style-type: none"> Communicate about environmental issues Communicate about solutions for helping the environment <p>Teachers will use authentic resources in order to frame the unit, contextualize the vocabulary, and identify environmental practices in Spanish-speaking countries and compare them to those in the U.S.</p>	Students will learn and apply: <ul style="list-style-type: none"> <i>Si</i> clause #1: present-future 	Students will review and apply: <ul style="list-style-type: none"> Future

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