

Spanish Scope and Sequence

Somos 1 and 2 Curriculums

Spanish 1: Somos 1 Units 1-8 + Novel

Spanish 2: Somos 1 Units 9-17 + Novel

Spanish 3: Somos 1 Units 18-27 + Somos 2 Units 1-5 + Novel

CORE VOCABULARY: The keywords used in the unit that will be spiraled into future units.

LANGUAGE FUNCTIONS: The communicative tasks in which students will engage, in various modes of communication, during the unit.

CONTENT & CULTURE: The topics presented and explored in the unit.

SEQUENCE, TITLE	CORE VOCABULARY	LANGUAGE FUNCTIONS	CONTENT & CULTURE
1 DICE Spanish 1	este, es, dice, una persona, un chico, una chica, se llama	<ul style="list-style-type: none"> Introducing self and others Identifying someone by name Describing character traits with one-word adjectives Narrating dialogue Interpreting a simple biography 	<ul style="list-style-type: none"> Students (getting to know the each other) Animals <i>Los pollitos dicen</i> children's song
2 EL ENCIERRO DE TOROS Spanish 1	corre, camina, ve, hacia	<ul style="list-style-type: none"> Narrating and retelling a story Sequencing events in chronological order Interpreting an informational text Describing an event 	<ul style="list-style-type: none"> El encierro de toros (Spain) La carrera de San Silvestre (Guatemala) <ul style="list-style-type: none"> Christian Music by Colombian group <i>Redimi2</i>
2.5 CUMBIA Spanish 1	no puede, hay, va, a	<ul style="list-style-type: none"> Identifying and describing a problem Describing a setting Narrating and retelling a story Interpreting song lyrics Interpreting an informational text 	<ul style="list-style-type: none"> Cumbia (Colombia) <i>Caballito</i> by Carlos Vives Cultural diversity of Latin America

		<ul style="list-style-type: none"> • Describing the characteristics of a place 	
3 EL CANAL DE PANAMÁ Spanish 1	nunca, cierra, abre, puerta, son las (#), a las (#)	<ul style="list-style-type: none"> • Describing the current time and date • Describing the time of an event • Narrating and retelling a story • Interpreting an informational text • Describing the components of a setting 	<ul style="list-style-type: none"> • <i>Knock Knock</i> short film • El canal de Panamá (Panamá)
4 LA UNIVERSIDAD Spanish 1	toma, habla, quiere, ser	<ul style="list-style-type: none"> • Expressing future plans • Identifying individuals by their profession • Describing a school schedule • Naming courses by subject matter • Naming languages in Spanish • Narrating and retelling a story • Interpreting a biographical text • Interpreting an informational text • Describing careers 	<ul style="list-style-type: none"> • Student interests and future plans • Universities in Spanish speaking countries (various countries) • Past careers and coursework (various countries)
5 LA CORRIDA DE TOROS Spanish 1	tiene, va, está, enojado, hermano, novio	<ul style="list-style-type: none"> • Describing relationships • Describing family structures • Describing emotions • Describing possession • Narrating and retelling a story • Narrating dialogue • Naming components of an event • Narrating action during an event • Interpreting, expressing, and comparing opinions • Analyzing authentic 	<ul style="list-style-type: none"> • Student relationships (families, caregivers, friends, etc.) • La corrida de toros and tauromaquia (España) • Ethics in the treatment of animals • Bullfighting in culture and art

		arguments	
6 SIÉNTATE Spanish 1	se sienta, se levanta, le grita	<ul style="list-style-type: none"> • Interpreting commands • Giving commands • Narrating and retelling a story • Narrating dialogue with imperative and declarative statements • Describing emotion 	<ul style="list-style-type: none"> • Stories
7 LOS CASTELLS DE TARRAGONA Spanish 1	siempre, ayuda, simpático, tienes que	<ul style="list-style-type: none"> • Narrating and retelling a story • Describing a problem • Identifying and describing potential solutions • Describing an event • Identifying components • Interpreting an authentic news report 	<ul style="list-style-type: none"> • Los castells de Tarragona (España)
8 LA COMIDA LATINA Spanish 1	busca, encuentra, sabes	<ul style="list-style-type: none"> • Narrating and retelling a story • Naming ingredients in various foods • Comparing flavors and elements of foods and cuisine • Interpreting informational texts • Interpreting an authentic video 	<ul style="list-style-type: none"> • Common and favorite foods • Influences of Latin cuisine in US/Canadian diet • Typical foods of Spanish speaking countries (various countries) • Doña Ángela (YouTuber, México)
Novel SHORT NOVEL UNIT Spanish 1	La lanza, El destino, el agente, guapo, símbolo, el pelo, fuego, la columna, la iglesia,	<ul style="list-style-type: none"> • Reading the novel, <i>Agentes Secretos y el Mural de Picasso</i> • Interpreting a longer story • Integrating acquired vocabulary • Narrating events • Summarizing events 	<ul style="list-style-type: none"> • Geography and culture in France and Spain • History of Picasso's Mural <i>Guernica</i>. • WWII History in France and Spain
9	tiene miedo de, mira, hacia	<ul style="list-style-type: none"> • Narrating and retelling a story • Interpreting, 	<ul style="list-style-type: none"> • Student fears • The legend of El Cucuy (Puerto Rico/various)

EL CUCUY Spanish 2		expressing, and comparing fears <ul style="list-style-type: none"> • Interpreting an informational text • Interpreting an authentic oral narrative 	
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10 EL HAMBRE Spanish 2	tiene hambre, triste, feliz, ríe, llora, come	<ul style="list-style-type: none"> • Narrating and retelling a story • Interpreting and expressing emotions • Describing cause and effect • Describing a literary or cinematic work 	<ul style="list-style-type: none"> • Hungry Henry short film (kids' cartoon)
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11 DEPORTES EN LOS PAÍSES QUE HABLAN ESPAÑOL Spanish 2	eres, juega, un deporte, quiere jugar	<ul style="list-style-type: none"> • Narrating and retelling a story • Naming and describing personal interests • Interpreting informational texts • Making comparisons • Interpreting information in authentic videos • Interpreting and comparing biographical texts 	<ul style="list-style-type: none"> • Student pastimes • El fútbol (various countries) • El béisbol (La República Dominicana) • Triqui basketball team (México) • Jota Jota (sports cartoon)
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12 EL CORTEJO Spanish 2	agarra, (no) conoce, nadie, sale, sabe	<ul style="list-style-type: none"> • Narrating and retelling a story • Describing personal relationships • Interpreting an informational text • Interpreting authentic social media video content 	<ul style="list-style-type: none"> • Dating customs (Mexico) • La fiesta de quince (Mexico) •
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13 LA IDENTIDAD Spanish 2	mujer, hombre, comienza a, piensa que, verdadero	<ul style="list-style-type: none"> • Narrating and retelling a story • Describing personal characteristics • Identifying character traits based on actions • Narrating a short film • Interpreting an 	<ul style="list-style-type: none"> • Piropos (various countries) • Complimenting others in culturally appropriate ways
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		informational text • Interpreting, analyzing, and comparing opinions	
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14 LOS DERECHOS DE LOS NIÑOS Spanish 2	niño, escucha, lo que, hace, debe	<ul style="list-style-type: none"> • Narrating and retelling a story • Interpreting negative commands • Describing patterns of behavior • Interpreting an informational text • Analyzing cause and effect • Comparing data from a variety of media formats • Describing, comparing, and analyzing children's rights 	<ul style="list-style-type: none"> • Bolivia • Los niños prisioneros (Bolivia) • Mexican prison where babies stay with moms (video)
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15 EL GAUCHO Spanish 2	vive, solo, trabaja, necesita	<ul style="list-style-type: none"> • Narrating and retelling a story • Naming and describing personal interests • Interpreting informational texts • Making comparisons • Interpreting information in authentic videos • Interpreting and comparing biographical texts 	<ul style="list-style-type: none"> • El voseo (various countries) • Los gauchos (Argentina, Uruguay) • El mate (Argentina) • Traditional Music and Dances of Argentina including Tango, Ranchera, Malambo
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16 ABUELAS DE PLAZA DE MAYO Spanish 2	miente, la verdad, fui/fuiste/fue, cree, se lleva, siguiente	<ul style="list-style-type: none"> • Narrating and retelling a story in the past tense • Making and responding to accusations • Comparing truth and fiction • Narrating historical events • Interpreting informational, historical text • Asking and answering 	<ul style="list-style-type: none"> • Student personal information • Las abuelas de Plaza de Mayo (Argentina) • La guerra sucia (Argentina)
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		questions about historical events	
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17 LA INMIGRACIÓN Spanish 2	llega, país, regresa, ahí, lleva	<ul style="list-style-type: none"> • Narrating and retelling a story • Naming and describing personal interests • Describing needs and desires from the perspective of another • Narrating the story told through a music video • Interpreting informational texts • Interpreting information in authentic videos • Interpreting and discussing data from authentic sources 	<ul style="list-style-type: none"> • La migración e inmigración (USA + Spain + various countries)
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Novel <i>Esperanza</i> Spanish 3		<ul style="list-style-type: none"> • Reading the novel, <i>Esperanza</i> by Carol Gabb • Interpreting a longer story • Integrating acquired vocabulary • Narrating events • Summarizing events 	<ul style="list-style-type: none"> • Understanding experiences of Latin American immigrants • Guatemalan Culture/Map • Effects of Guatemala's 36 Year Civil War • Experiences in Mexico
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18 LAS SUPERSTICIONES Spanish 3	da, devuelve, le parece, extraño	<ul style="list-style-type: none"> • Narrating and retelling a story • Comparing practices and perspectives • Describing cause and effect • Comparing opinion or belief and fact • Interpreting informational texts 	<ul style="list-style-type: none"> • Las supersticiones (various countries)
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19 BIBLI BURRO Spanish 3	viene, pueblo, toda la gente, pone, encima de	<ul style="list-style-type: none"> • Narrating and retelling a story • Describing the location of an object in relation to another • Interpreting 	<ul style="list-style-type: none"> • Biblioburro (Colombia) • News article (Uruguay)
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		<p>informational texts</p> <ul style="list-style-type: none"> • Interpreting biographical texts • Interpreting information in authentic videos 	
<p>20</p> <p>EL ROBO</p> <p>Spanish 3</p>	<p>deja, lleva, camisa, mismo, tienda</p>	<ul style="list-style-type: none"> • Narrating and retelling a story • Interpreting information shared in various media • Analyzing and comparing articles 	<ul style="list-style-type: none"> • Articles about famous robberies and crimes
<p>21</p> <p>UNA AVENTURA DE CAMPING</p> <p>Spanish 3</p>	<p>se duerme, durante, algo, oye, noche</p>	<ul style="list-style-type: none"> • Narrating and retelling a story in the past and present tense • Narrating the story told through a short film • Narrating interrupted action 	<ul style="list-style-type: none"> • <i>El monstruo del armario</i> short film
<p>22</p> <p>LOS TRES CERDITOS/ HURACANES EN EL CARIBE</p> <p>Spanish 3</p>	<p>déjame, termina, sopla, construye, toca, cuidado, teme, feroz</p>	<ul style="list-style-type: none"> • Narrating and retelling a story in the past tense • Describing objects by type of material • Linking cause and effect (and actions and consequences) • Interpreting informational texts • Interpreting data in graphs and diagrams 	<ul style="list-style-type: none"> • Los tres cerditos (The Three Little Pigs Fairytale) • Tropical storms (Puerto Rico, Cuba, la República Dominicana)
<p>23</p> <p>EL CAMINO DE SANTIAGO</p> <p>Spanish 3</p>	<p>se queda, sigue, quiere ir</p>	<ul style="list-style-type: none"> • Narrating and retelling a story • Naming and describing personal interests • Describing geography • Interpreting informational texts • Analyzing possible choices and making a selection 	<ul style="list-style-type: none"> • El Camino de Santiago (España)

<p>24</p> <p>EL ECOTURISMO</p> <p>Spanish 3</p>	<p>disfrutaron, protegieron, viajaron, se hicieron</p>	<ul style="list-style-type: none"> • Narrating and retelling a story in the past tense • Interpreting informational texts • Describing and comparing nationalism and patriotism • Making selections based on interpreted descriptions • Asking and answering questions about travel preferences • Comparing problems and solutions 	<ul style="list-style-type: none"> • Los ticos • Tourist destinations in Costa Rica • El ecoturismo • La sostenibilidad (Costa Rica)
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<p>25</p> <p>LA LOTERÍA DE NAVIDAD</p> <p>Spanish 3</p>	<p>cuesta, demasiado, compra, vende</p>	<ul style="list-style-type: none"> • Narrating and retelling a story • Comparing stories • Interpreting authentic videos • Interpreting informational articles • Asking and answering questions 	<ul style="list-style-type: none"> • Spanish Christmas Lottery (España)
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Skip Units 26&27 for sake of time (El Sistema Solar y La Siesta) and Begin/Continue in SOMOS 2 Curriculum:

<p>1</p> <p>FOUNDATIONS</p> <p>Spanish 3 (often moved to beginning of the year)</p>	<p>¿Adónde fuiste?, el verano pasado, el fin de semana pasado, fue, dijo, vine, vi, vencí</p>	<ul style="list-style-type: none"> • Communicating in the past tense • Making inferences 	<ul style="list-style-type: none"> • N/A
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<p>2</p> <p>LA MUCHACHA Y LA ARDILLA</p> <p>Spanish 3</p>	<p>se acercó a, se la (lo) llevó, vio que había</p>	<ul style="list-style-type: none"> • Expressing and interpreting difference in meaning between past and present • Expressing and interpreting past activities • High frequency vocabulary 	<ul style="list-style-type: none"> • <i>Oktapodi</i> Clipchat
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<p>3</p> <p>JÓVENES</p> <p>Spanish 3</p>	<p>volvió temprano, conoció a un joven, se divertieron, salió</p>	<ul style="list-style-type: none"> • Expressing and interpreting difference in meaning between past and present • High frequency vocabulary • Narrating past events 	<ul style="list-style-type: none"> • <i>Todo cambió</i> song • <i>Ataque de Jack Jack</i> Clipchat
<p>4</p> <p>Spanish 3</p>	<p>Preterite stem changing verbs</p>	<ul style="list-style-type: none"> • Understanding connotations and intended meaning of the term Gringo • Expressing and interpreting difference in meaning between past and present • High frequency vocabulary • Narrating past events 	<ul style="list-style-type: none"> • Origins of the term “Gringo”
<p>5</p> <p>RUIDOS EN LA NOCHE</p> <p>Spanish 3</p>	<p>cayó al suelo, leyeron en el periódico, oyó un ruido</p>	<ul style="list-style-type: none"> • Expressing and interpreting difference in meaning between past and present • Expressing and interpreting past activities • Focus on useful vocabulary used in context • Asking and answering questions • Narration 	<ul style="list-style-type: none"> • Gato andino connection from reading assessment • <i>Oye</i> song
<p>NOVEL</p> <p><i>La Libertad</i></p> <p>Spanish 3</p>		<ul style="list-style-type: none"> • Reading the novel, <i>La Libertad</i> by Rita Barrett • Interpreting a longer story • Integrating acquired vocabulary • Narrating events • Summarizing events 	<ul style="list-style-type: none"> • Cuban Revolution • Fidel Castro’s government • Reading a true immigrant story from a Christian perspective