

# Scope and Sequence

## Spanish 3

Leavitt Area High School, Dustin Williamson

**Unit 1:** [Circling with Balls](#)-what you will do this year/goals for the class

Answer this question: What will you do this year? What are your goals for this class?

- Goals:
  - Future: I/you/he/she in context
  - Class community
  - Students will gain confidence using the language
  - Students will respond to the teacher as well as to each other in the target language

**Unit 2:** [Star of the Day Interviews](#)

Interview students using personalized and scaffolded language

- Goals:
  - Class community
  - High-frequency vocabulary in context
- Resources:
  - [Slideshow/document](#)
  - [Projectable questions](#)

**Unit 3:** Independent choice reading

Choose among three novels to read

- Goals:
  - Independent scaffolding reading experience
  - New words in context
- Resources:
  - [Fiesta Fatal](#)
  - [Los Baker van a Peru](#)
  - [Los Piratas y el Triángulo de Bermuda](#)

**Unit 4:** Android rock paper scissors MovieTalk

- Goals:
  - Past tense in context
  - Civil Rights/Bullying
- Resources:
  - [Android Rock Paper Scissors MovieTalk](#)

**Unit 5:** El Internado La Laguna Negra Intro/Episode 1  
Introduce students to the Spanish TV show El Internado

- Goals:
  - Vocabulary structures in context
  - Characters introduction
  - Get accustomed to Castilian Spanish
- Resources:
  - [Episode 1 Lesson Plan](#)
  - [Pre-watching slideshow](#)
  - Kahoot/Quizlet/Gimkit/Edpuzzle
  - [Alumno malo story script](#)
  - [Animal peligroso story script](#)
  - [Episode 1 Assessment](#)
  - [Other resources](#)

**Unit 6:** Bullfighting/Corrida de Toros

- Goals:
  - Past narrative
  - Explore/identify cultural practices of Spain
  - Give and defend an opinion
- Resources:
  - [Ferdinando Storytelling](#)
  - Bullfighting background [HERE](#) and [HERE](#)
  - [Corrida Phototalk](#)
  - Blood Brothers documentary
  - [Bianca Nieves y los 7 toritos](#) novel study
  - [Ferdinand the bull film study](#)
  - [Blancanieves film study](#)

**Unit 7:** La Cintura song unit

- Goals:
  - Past narrative
  - Reaching for intermediate low in writing
  - Spain culture
- Resources:
  - [La Cintura song unit](#): Álvaro tiene un problema

**Unit 8:** [Navidad Commercial Madness](#)

Watch and study Spanish christmas commercials

- Goals:

- Explore Christmas traditions of Spanish speaking countries
- Compare cultures

### Unit 9: Lotería de Navidad

- Goals:
  - Past narrative
  - Using Authentic resource
  - Identify cultural practices of Spain lotería
  - describe the products, practices, and perspectives
  - compare and contrast my cultural products, practices and perspectives
  - Reaching for intermediate low in writing
- Resources:
  - [Danielle Lotería Unit](#)
  - [Carmina Lotería Unit](#)

### Unit 10: El Novio Reggaetonero Song Unit

- Goals:
  - Past narrative
- Resource:
  - [El Novio Reggaetonero/Quisiera alejarme song unit](#)

### Unit 11: Bolivia/El Ekeko

- Goals:
  - Past narrative
  - Bolivia culture/legend
- Resources:
  - [El cumplidor de los deseos MovieTalk](#)
  - [El Ekeko Legend](#)
  - [Bolivia legend](#)
  - [El Ekeko: un misterio boliviano novel study](#)
  - [Los 33 Film study](#)

### Unit 12: Supernatural

- Goals:
  - Past narrative
  - Present narrative
  - Future narrative
  - Discuss fears
- Resources:
  - [Alma MovieTalk](#)
  - [El monstruo del armario MovieTalk](#)
  - [El orfanato film study](#)
  - Contratiempo film study

### Unit 13: Legends

- Goals:
  - past/present narrative
  - Cultural practices
  - Reaching for Intermediate low in writing
- Resources:
  - [La Llorona embedded reading](#)
  - Chupacabras

### Unit 14: Casate conmigo song unit

- Goals:
  - past/present/future narrative
  - Cultural practices of vallenato music
  - Reaching for intermediate low in writing
- Resources:
  - [Casate conmigo song unit](#)

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Ongoing:

[El Internado La Laguna Negra](#): Spanish TV show

Baile Viernes: exposure to latin american music

Jaja Jueves: telling jokes in Spanish

Other Music ([March Music Madness](#))

Free Voluntary Reading: independent reading

Noticing:

Present/preterite/imperfect/future in context

Producing:

present/past/future in context

Developing 4 skills in each unit:

- Reading
- Listening
- Speaking
- Writing

Techniques:

- ★ Story retells
- ★ Discussions
- ★ Readers
- ★ Movie Talks
- ★ Film and Text comparisons
- ★ Adapted authentic pieces
- ★ Grammar in context

My philosophy on language teaching:

I believe that 100% of my students can acquire a language. Languages cannot be explicitly taught and language acquisition should feel effortless. Rather than delivering lessons; I strive to create an experience in the classroom. Many instructional approaches will be used to help all types of learners: Teaching Proficiency through Reading and Storytelling (TPRS), questioning strategies (yes/no, either/on, multiple choice, short answer), Total Physical Response (TPR), reading authentic documents, listening to authentic music, using technology, whole class discussion, story asking, storytelling, and studying authentic films to name a few. All instruction will be done by using comprehensible, compelling, and personalized input in Spanish. Students will be actively engaged and will be expected to participate voluntarily and/or when called upon. Participation does not mean always giving the correct answer but a willingness to try to use Spanish and a genuine attempt at learning the material or asking questions when the material is unclear. The class will be conducted in Spanish and students are expected to communicate in Spanish as well. It is a student centered and teacher driven class where the affective filter is low. I believe that I am more than a teacher; I am a Spanish language acquisition facilitator.

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This syllabus is subject to change based on new resources and student interaction