

Teen Voices: Spanish!

Level 3 Scope and Sequence

Unit 14: Staying Healthy

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Staying Healthy	Words and phrases related to healthy habits		
Lesson 2: Talking about Health	Describing healthy people		
Lesson 3: Expressions with “Tener”	Idiomatic expressions with “tener” (e.g., “tener sed/calor/miedo a...”)		
Lesson 4: Parts of the Body	Body parts	Note: “Me duele...” + body part	
Lesson 5: I’m Sick!	Words and phrases to talk about sickness and illness	Note: “Me siento” + “bien/mal”	
	Conversation: Course characters talk about healthy habits and activities.		
Lesson 6: Cultural Reading: El fútbol en América Latina	Vocabulary to support cultural reading (e.g., “practicar deportes”, “el mejor equipo”)	Note: Make nouns by adding “-(e/a)dor” to a verb stem	Passage about “equipos de fútbol” in South America and the world.
Alignment with ACTFL Standards	Students will... 1.1. Learn various linguistic aspects. 1.2. Read a text and answer questions to show their understanding. 4.1. Compare how the target language expresses emotions and feelings vs. English.		

Ideas for the Classroom

Students could...

- 1.1. Role-play a conversation with a nurse, doctor or pharmacist, where they explain symptoms and answer questions.
- 1.3. Create a brochure with simple ways to prevent common illnesses.
- 2.1. Learn about common home remedies in the target culture.
- 2.2. Learn about the roles of family doctors and pharmacists in the target culture.
- 3.1. Use their knowledge from health class to list preventative measures to common illnesses.
- 3.2. Research common home remedies in the target culture.
- 4.2. Compare various home remedies from the target culture with home remedies in their own culture.
- 5.1. Share common home remedies from the target culture and try them at home.
- 5.2. Research basic home remedies for common ailments in the target language/culture.

Unit 15: Free Time

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Play in the Park	Mini conversation about choosing a sport to play in the park	Note: “A” + “el” = “al” Note: Double-negatives “no”/”nada”	
Lesson 2: The Rules of the Game	Words and phrases related to stating the rules of a game or sport	Note: “De” + “el” = “del” Video: Contractions	Note: “pelota” vs. “balón” Note: “Ya”
Lesson 3: Fun Things to Do	Non-sport activities		
	Conversation: Course characters talk about their favorite sports and activities.		
Lesson 4: Cultural Reading: Deportes en Latinoamérica	Vocabulary to support cultural reading (e.g., “el gaucho”, “el toro”, “jalar”)	Note: “Hacer” + pro(noun) + infinitive = to have someone do something	Passage about some unique sports native to South America.
Alignment with ACTFL Standards	<p>Students will...</p> <ul style="list-style-type: none"> 1.1. Learn various linguistic aspects. 1.2. Read a text about typical sports in the target culture and answer questions to show their understanding. 2.1. Learn about common pastimes in the target culture. 2.2. Learn about common games in the target culture. 		
Ideas for the Classroom	<p>Students could...</p> <ul style="list-style-type: none"> 1.1. Role-play a conversation with a friend in which they explain how to play a game. 1.3. Create a video with instructions on how to play a game. 3.1. Use their physical education skills to practice some of the games from the target culture. 3.2. Research other common games/sports in the target culture. 4.1. Learn how fans support their team, such as learning the fan chants and idiomatic expressions related to the sport and comparing with their own culture. 4.2. Learn of the importance and significance of a specific game or sport in the target culture and compare it with their own culture. 5.1. Organize a tournament in their community, inviting community members to play games from the target culture. 5.2. Play the games or watch games from the target culture. 		

Unit 16: Out and About

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Places Around Town	Buildings in a downtown area		
Lesson 2: Future Tense with “ir”	Verbs that belong with places around town (e.g., “cenar a un restaurante”), conjugate “ir”	Note: “Ir” + “a” + infinitive	
Lesson 3: Directions	Giving simple directions around town	Note: “A” + “¿Dónde?” = “¿Adónde?”	
Lesson 4: Specialty Stores	Names for specific stores		
	Conversation: Course characters walk downtown and discuss how to get to the mall and cinema.		
Lesson 5: Cultural Reading: Gobierno local	Vocabulary to support cultural reading (e.g., “cabildo”, “los habitantes”, “las autoridades”)	Note: “Nos recuerdan”	Read a passage about “plazas centrales” and “cabildos” in North and South American cities
Alignment with ACTFL Standards	<p>Students will...</p> <p>1.1. Learn various linguistic aspects. 1.2. Read a text about places in town and answer questions to show their understanding.</p> <p>2.1. Learn about the typical way to give directions in the target culture. 2.2. Learn about typical landmarks in towns of the target culture.</p> <p>3.1. Describe and compare key characteristics of towns where the target language is spoken.</p>		
Ideas for the Classroom	<p>Students could...</p> <p>1.1. Role-play a situation where they ask for/give directions to places in town. 1.3. Create directions to put on a landmark’s website to access that landmark.</p> <p>3.2. Research specific landmarks in the target culture and their significance (history, architecture, etc).</p> <p>4.1. Learn about the words used for directions in the target language and their significance. 4.2. Research how GPS give directions in the target language.</p> <p>5.1. Present major landmarks of the target culture to members of their community. 5.2. Research places to visit in the target culture.</p>		

Unit 17: Shopping

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Going Shopping	Items of clothing	Note: Adjective agreement	
Lesson 2: Looking Around	Mini conversation about shopping in a store	Note: “o” à “ue” verb: “costar” Note: “e” à “ie” verb: “pensar”	
Lesson 3: Bargaining at a Market	Mini conversation about bargaining the price of an item	Note: Impersonal “se” Note: Superlative form “muchísimo”	
Lesson 4: Let’s Try It On!	Demonstrative adjectives with articles of clothing, clothing size		
	Conversation: Course characters visit an open-air market and haggle for good prices.		
Lesson 5: Cultural Reading: El Mercado	Vocabulary to support cultural reading (e.g., “los precios fijos”, “¿Le puedo pagar...?”)	Note: “Conocer a” + person	Passage about price negotiation with market vendors and open-air markets
Alignment with ACTFL Standards	Students will... 1.1. Learn various linguistic aspects. 1.2. Read a text about markets and answer questions to show their understanding. 2.1. Learn about bargaining in the target culture.		
Ideas for the Classroom	Students could... 1.1. Role-play going into stores to purchase various items. 1.3. Create a short fashion show, describing various items of clothing. 2.2. Learn about the different types of stores in the target culture. 3.1. Use their math skills to negotiate price and calculate discounts. 3.2. View marketing for products sold in countries where the target language is spoken and compare the advertisements to the way similar products are marketed in the United States. 4.1. Explore the use of specific language when talking about fashion. 4.2. Compare how people from the target culture consider fashion with the way it is viewed in the United States. 5.1. Invite their community to a fashion show of student-created items inspired by the target culture. 5.2. Research online clothing catalogues from the target culture to select items of clothing they would like to purchase.		

Unit 18: Travel

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: At the Airport	Airport terminology, phrases related to announcements	<p>Notes: Where present progressive tense is used and how to form it (-AR verbs)</p> <p>Note: “Pretérito” form of “oír”</p>	
Lesson 2: En Route!	Things found on an airplane, finding your seat	<p>Note: “Pretérito” form of “encontrar”</p> <p>Note: Plural direct objects “los”</p>	Note: “Me tocó...”
Lesson 3: Arrival	Travel documents needed for customs		
Lesson 4: On Vacation	Nouns and verbs related to a tropical vacation		
	Conversation: Course characters get ready to board an airplane and make sure they have all the travel documents they need.		
Lesson 5: Cultural Reading: Cómo pasar por la aduana	Vocabulary to support cultural reading (e.g., “su motivo del viaje”, “declaración de aduana”)		Getting through customs when traveling
Alignment with ACTFL Standards	<p>Students will...</p> <p>1.1. Learn various linguistic aspects.</p> <p>1.2. Read a text about going through customs and answer questions to show their understanding.</p> <p>2.1. Learn about the importance of air travel in the target culture.</p>		

Ideas for the Classroom

Students could...

- 1.1. Role-play a situation where they discuss the planning of a vacation.
- 1.3. Write a blog post giving tips for traveling to the target country.
- 2.2. Learn about modes of transportation in the target culture and their impact.
- 3.1. Evaluate the importance of air travel in the target culture and how it impacts daily life.
- 3.2. Research the various modes of transportation in the target country.
- 4.1. Learn to express different time frames in the target language.
- 4.2. Learn about the way the target country uses modes of transportation compared to the US.
- 5.1. Organize a virtual tour of an area in the target country.
- 5.2. Research and plan a trip to the target country.

Unit 19: Job Shadow

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: Professions	Professions		Note: “El maestro” vs. “el profesor”
Lesson 2: Earning a Living	Words related to earning money and having a job		
Lesson 3: It Was a Great Day!	Mini conversation in “pretérito” about a day at work	Note: “Hacer” forms in “pretérito” Note: “Tener” forms in “pretérito”	Note: “Fui”
	Conversation: Course characters talk about their experiences shadowing their parents at work.		
Lesson 4: Cultural Reading: Gabriel García Márquez	Vocabulary to support cultural reading (e.g., “Durante su infancia...”, “la novela”, “el tema”), phrases in forms in “pretérito”		Read a short biography of Gabriel García Márquez
Lesson 5: Cultural Reading: Plácido Domingo	Vocabulary to support cultural reading (e.g., “Estudió...”, “cantar”), phrases in forms in “pretérito”		Read a short biography of Plácido Domingo
Alignment with ACTFL Standards	Students will... 1.1. Learn various linguistic aspects. 1.2. Read a text about G. Garcia Marquez and Placido Domingo and answer questions to show understanding.		

Ideas for the Classroom

Students could...

- 1.1. Role-play a situation where they talk about what they did at work the previous day/week.
- 1.3. Prepare a presentation about a famous person in the target culture.
- 2.1. Research the typical attitude towards work in the target culture.
- 2.2. Learn about a typical workday in the target culture.
- 3.1. Use their language skills to create their own CV.
- 3.2. Research the studies for a specific profession.
- 4.1. Compare the names of professions, looking for cognates.
- 4.2. Compare a CV from the target culture to the American CV.
- 5.1. Organize an exhibit showcasing famous people from the target culture, spotlighting their professional achievements.
- 5.2. Research a specific profession they would be interested in and see how knowing the target language could be useful.

Unit 20: Emergency!

Unit Contents

Lesson Name	Vocabulary & Communication	Grammar	Culture & Usage
Lesson 1: At the Hospital	Emergency and hospital-related vocabulary	Video: Formal Titles, Abbreviated (Part 2)	
Lesson 2: I Hurt My Hand	Hand/arm injury (cut, burn)	Note: No possessive adjective in “Me corté la mano.” (reflexive verbs)	
Lesson 3: I Hurt My Leg	Foot/leg injury (break, sprain)		
Lesson 4: Past Tense Expressions	Words to specify when something happened in the past (e.g., “anoche”, “hace un mes”)		
Lesson 5: Regular Verb Forms in forms in “Pretérito”	Phrases related to being at a hospital in “pretérito” (regular verbs)		
Lesson 6: Irregular Verb Forms in “Pretérito”	Forms of familiar irregular verbs in “pretérito”		
	Conversation: Course characters get injured during a soccer game and go to the hospital.		
Lesson 7: Cultural Reading: Remedios caseros + Epilogue	Vocabulary to support cultural reading (e.g., “los remedios”, “la tradición”, “las hierbas medicinales”)		Passage 1: “Curanderos” and home remedies for illness Passage 2: Course character epilogue
Alignment with ACTFL Standards	Students will... 1.1. Learn various linguistic aspects. 1.2. Read a text about traditional remedies and answer questions to show understanding. 3.1. Use their science / biology / health knowledge to learn about various injuries.		

Ideas for the Classroom

Students could...

- 1.1. Role-play reporting injuries on the scene of an accident.
- 1.3. Create a report on an accident based on current events.
- 2.1. Learn about the emergency services in the target culture.
- 2.2. Learn about hospitals in the target country.
- 3.2. Research some first aid gestures to do in case of an accident.
- 4.1. Read current events about accidents and injuries.
- 4.2. Compare and contrast the emergency response system in the target culture with their own.
- 5.1. Research and report on accidents in the target culture.
- 5.2. Take an online course of basic first aid.