Sonrisas Level III Scope and Sequence
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| Unit 1: La primaria en México | Students use the language and grammar concepts to investigate the similarities and differences between elementary school in Mexico and their country. | • Students comprehend affirmative commands in order to carry out physical actions.  
• Students use the verb *haber* to provide information about the similarities and differences between elementary school in Mexico and their country.  
• Students use subject pronouns to provide information about the similarities and differences between elementary school in Mexico and their country. | Subject pronouns  
Using cognates  
Affirmative commands  
Use of *haber*                                                                                      |
| Unit 2: Mitos en el mundo hispanohablante | Students use the language and grammar concepts to create and describe their own mythological creature. | • Students comprehend affirmative commands and prepositions in order to carry out physical actions.  
• Students use regular *–ar* verbs in the present tense in order to create and describe a mythological creature. | Present tense of regular *–ar* verbs  
Asking for clarification  
Affirmative commands  
Prepositions                                                                                     |
| Unit 3: El coquí y Puerto Rico | Students use the language and grammar concepts to write a poem about the *coquí* frog in Puerto Rico. | • Students comprehend affirmative commands, prepositions, and object pronouns in order to carry out physical actions.  
• Students use different forms of the verbs *ser* and *está* in order to write a poem about the *coquí* frog in Puerto Rico. | *Ser* and *estar*  
Getting meaning from context  
Affirmative commands  
Object pronouns                                                                                   |
| Unit 4: La siesta             | Students use the language and grammar concepts to share information, reactions, feelings, and opinions about naps. | • Students comprehend affirmative commands, prepositions, object pronouns, and adverbs in order to carry out physical actions.  
• Students use different forms of regular *–er* and *–ir* verbs in order to conduct an interview about napping. | Regular *–er* and *–ir* verbs  
Using circumlocution  
Affirmative commands  
Object pronouns  
Adverbs                                                                                           |
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| **Unit 5: El carnaval** | Students use the language and grammar concepts to form questions in order to play a game of Jeopardy about the Carnival tradition. | • Students comprehend affirmative commands and use different forms of the verb *poder* to tell what they and others can do.  
• Students form questions by placing the subject either after the verb or at the end of the question.  
• Students form questions using interrogative words and by placing the words *¿no?* and *¿verdad?* at the end of a statement. | Asking questions  
Interrogative words  
Nonverbal communication  
Affirmative commands  
The verb *poder* |
| **Unit 6: Los orígenes de la comida mexicana** | Students use the language and grammar concepts to describe family members and different Mexican foods. | • Students comprehend affirmative commands and use different forms of the verb *saber* to tell what they and others know.  
• Students make adjectives agree in gender and number with the nouns they describe.  
• Students place adjectives correctly in sentence structure. | Descriptive adjectives  
Adjective placement  
Guessing intelligently  
Affirmative commands  
The verb *saber* |
| **Unit 7: La familia en la cultura latina** | Students use the language and grammar concepts to conduct an interview and write an original paragraph about something they are going to do in the future. | • Students comprehend affirmative commands and use different forms of the phrase *acabar de* + *(infinitive)* to tell what they and others just did.  
• Students use the different forms of the verb *ir*.  
• Students use the construction *ir + a + (infinitive)* to write a paragraph about something they are going to do in the future. | The verb *ir*  
The construction *ir + a + (infinitive)*  
Humor, patience, and tenacity  
Affirmative commands  
The expression *acabar de* + *(infinitive)* |