## 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 *estar* 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) |