



**Spanish 3 GL/ ADV**  
**Year at a Glance (YAG)**  
**2022-2023**



**First Semester**

**1<sup>st</sup> Nine Weeks – 40 days**  
 (August 15 – October 12<sup>th</sup>)  
*(September 5<sup>th</sup> – Labor day – No School)*  
*(October 10<sup>th</sup> – School Holiday)*

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| <p><b>TEKS</b></p> <p>Interpersonal Communication: <i>Speaking and writing.</i><br/> <b>SPN 3.1</b> - A, B, C, D, E<br/> <b>SPN 3.2</b> - A, B, E</p> <p>Interpretive Communication: <i>reading and listening.</i><br/> <b>SPN 3.1</b> - A, B, C, D<br/> <b>SPN 3.2</b> - A, B, C, D</p> <p>Presentational Communication: <i>speaking and writing.</i><br/> <b>SPN 3.1</b> - A, B, C<br/> <b>SPN 3.2</b> - A, B, C</p> | <p><b>Para Empezar - Week 1</b></p> <p><b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Talk about your daily life</li> <li>• Write about leisure and after-school activities</li> <li>• Talk about school and non-school daily activities</li> <li>• Describe your day before and after school</li> <li>• Talk about weekend activities</li> <li>• Discuss past special events, celebrations, and vacations</li> <li>• I can talk about what I did this past Summer</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Daily activities of young people</li> </ul> | <p><b>Para Empezar (Review)</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Daily Activities (school and non-school related)</li> <li>• Help around the house and errands</li> <li>• Entertainment, television, and movies</li> <li>• Events &amp; celebrations</li> <li>• Traveling</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• irregular present tense verbs (ser, estar, ir)</li> <li>• stem-changing verbs (present) jugar, tener, poder</li> <li>• reflexive verbs (daily routines)</li> <li>• verbs that conjugate like <b>gustar</b></li> <li>• possessive adjectives</li> <li>• Regular Preterite</li> <li>• present progressive</li> </ul> |
|  | <p><b>Unidad 1 - ¿Días inolvidables? Week 2 - Week 3</b></p> <p><b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Listen to and read about excursions and competitions</li> <li>• Talk and write about nature and sports events</li> <li>• Describe a trip</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Compare a famous pilgrimage route in Spain with similar trips in your community</li> <li>• Understand legends about nature</li> <li>• Compare cultural practices in an authentic video about an adventure park in Puerto Rico</li> </ul>               | <p><b>Capítulo 1</b> Días inolvidables</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• outdoor activities and camping</li> <li>• natural environment and weather</li> <li>• sports and competitions</li> <li>• expressing emotions</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• verbs w/ spelling and stem changes in the preterite</li> <li>• irregular verbs in the preterite</li> <li>• the imperfect tense</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• 16 de septiembre</li> <li>• Hispanic Heritage month</li> </ul>   |



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|  | <p><b>Unidad 2 - ¿Cómo te expresas? Week 4 - Week 7</b><br/> <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Listen and read about art and music</li> <li>• Talk and write about music theater</li> <li>• Discuss and explain art school activities</li> </ul> <p><b>Cultural Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Compare how artists express their ideas</li> <li>• Understand the context of an artist <ul style="list-style-type: none"> <li>• Understand cross-cultural perspectives</li> </ul> </li> </ul>  | <p><b>Capítulo 2</b> ¿Cómo te expresas?<br/> Vocabulary</p> <ul style="list-style-type: none"> <li>• Art forms, genres, materials and professions</li> <li>• Works of art and artists</li> <li>• performing arts, music, dance, stage</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• preterite vs. imperfect</li> <li>• <b>estar</b> + participle</li> <li>• <b>ser &amp; estar</b></li> <li>• verbs w/ different meaning in the imperfect and preterite.</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Picasso &amp; Cubism</li> <li>• Miró and Dalí</li> </ul> <p>Novel:<br/> <u>El Mural de Picasso</u> (14 chapters)</p> <ul style="list-style-type: none"> <li>• Project- teams take chapters and change story from present to past (preterite and imperfect)</li> </ul> |
|  | <p><b>Unidad 3 - ¿Qué haces para estar en forma? Week 8 - Week 9</b><br/> <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Listen to and read about health advice and nutrition.</li> <li>• Talk and write about healthy lifestyles.</li> <li>• Give advice to others about healthy lifestyles</li> </ul> <p><b>Culture Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Compare an ancient game with a modern game.</li> <li>• Understand the connection between healthy habits and lifestyle in Spanish-speaking countries. <ul style="list-style-type: none"> <li>• Demonstrate understanding of an authentic video about the nutrition benefits of fruits and vegetables.</li> </ul> </li> </ul> | <p><b>Capítulo 3</b> ¿Qué haces para estar en forma?<br/> Vocabulary</p> <ul style="list-style-type: none"> <li>• symptoms and remedies</li> <li>• parts of the body</li> <li>• health, food, and nutrition</li> <li>• physical fitness and exercise</li> <li>• moods</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Commands</li> <li>• Present Subjunctive</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Eating habits of Spanish Teenagers</li> <li>• Mayan ball game</li> </ul>   |
| <p>2<sup>nd</sup> Nine Weeks – 43 days<br/> (October 13<sup>th</sup> – December 16<sup>th</sup>)<br/> (November 19<sup>nd</sup> – 27<sup>th</sup> – Thanksgiving Break)<br/> (December 17<sup>th</sup> – December 30<sup>st</sup> – Holiday Break)</p> |   |  |
| <p><b>TEKS</b><br/> Interpersonal Communication:<br/> <i>Speaking and writing.</i><br/> <b>Ch5A</b> - 1.A, 1.B, 1.E<br/> <b>Ch5B</b> - 1.A, 1.B, 1.C, 1.E, 1.F</p>   | <p><b>Unidad 4 (Capítulo 7A del nivel 2) - Cómo se hace la paella? Week 10 - Week 12</b><br/> <b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>• Listen to and read about cooking instructions and advice.</li> <li>• Talk and write about recipes and kitchen safety.</li> <li>• Exchange information about how to prepare certain dishes.</li> </ul> <p><b>Culture Can Do Statement</b></p>   | <p><b>Unidad 4 (Chapter 7A del nivel 2)</b><br/> ¿Cómo se hace la paella?<br/> Vocabulary</p> <ul style="list-style-type: none"> <li>• the house</li> <li>• Camping and eating outdoors</li> <li>• food</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Review Formal and “nosotros” commands</li> <li>• Impersonal “se”</li> </ul>   |



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| <p><b>Ch6A</b> - 1.A, 1.B, 1.C, 1.E</p> <p>Interpretive Communication: <i>reading and listening.</i></p> <p><b>Ch5A</b> - 2.A, 2.B, 2.C</p> <p><b>Ch5B</b> - 2.A, 2.B, 2.C, 2.D</p> <p><b>Ch6A</b> - 2.A, 2.B, 2.C</p> <p>Presentational Communication: <i>speaking and writing.</i></p> <p><b>Ch5A</b> - 3.A, 3.B</p> <p><b>Ch5B</b> - 3.A, 3.B</p> <p><b>Ch6A</b> - 3.A, 3.B</p>             | <ul style="list-style-type: none"> <li>Students will find a Spanish language cooking VLOG to show to the class.</li> </ul>  | <ul style="list-style-type: none"> <li>Review verbs w/ irregular “yo” forms</li> <li>Subjunctive with verbs of emotion</li> <li>Uses of por and para</li> </ul>   |
| <p><b>TEKS</b></p> <p>Interpersonal Communication: <i>Speaking and writing.</i></p> <p>SPN 3.5 - A, B, C, D, E, F</p> <p>SPN 3.6 - A, B, C, D, E</p> <p>Interpretive Communication: <i>reading and listening.</i></p> <p>SPN 3.5 - A, B, C, D</p> <p>SPN 3.6 - A, B, C, D</p> <p>Presentational Communication: <i>speaking and writing.</i></p> <p>SPN 3.5 - A, C</p> <p>SPN 3.6 - A, B, C</p> | <p><b>Unidad 5 - ¿Trabajo y comunidad? <span style="color: blue;">Week 13 - 15</span></b></p> <p><b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen to and read about job interviews and classified ads</li> <li>Talk and write about applying for a job</li> <li>Exchange information about your skills, background experienced, and job opportunities</li> </ul> <p><b>Cultural Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Understand the influence of Hispanics in the U.S.</li> <li>Compare a Paraguayan legend with myths in the U.S.</li> <li>Compare cultural practices in an authentic text about education and employment opportunities</li> </ul> | <p><b>Capítulo 5 ¿Trabajo y Comunidad?</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>jobs and activities in the workplace</li> <li>personal qualities and skills needed</li> <li>volunteer and community work</li> <li>job interviews</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>present perfect</li> <li>pluperfect</li> <li>present perfect subjunctive</li> <li>demonstrative adjectives and pronouns</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>A traditional Spanish children’s rhyme</li> <li>Spanish in the U.S.</li> </ul> |



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**Second Semester**

**3<sup>rd</sup> Nine Weeks – 45 days**  
 (January 3<sup>rd</sup> – March 10<sup>th</sup>)  
*(January 16<sup>th</sup> – MLK – No School)*  
*(February 20<sup>th</sup> - Staff Development)*  
*(January 25<sup>th</sup> - Early Release)*  
*(March 11<sup>th</sup> – 19<sup>th</sup> – Spring Break)*

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| <p><b>TEKS</b><br/>         Interpersonal Communication: <i>Speaking and writing.</i><br/>         SPN 3.5 - A, B, C, D, E, F<br/>         SPN 3.6 - A, B, C, D, E</p> <p>Interpretive Communication: <i>reading and listening.</i><br/>         SPN 3.5 - A, B, C, D<br/>         SPN 3.6 - A, B, C, D</p> <p>Presentational Communication: <i>speaking and writing.</i><br/>         SPN 3.5 - A, C<br/>         SPN 3.6 - A, B, C</p> | <p><b>Unidad 6 - ¿Qué nos traerá el futuro? Week 16 - 17</b></p> <p><b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen and read about future plans and predictions</li> <li>Talk and write about future problems and advances</li> <li>Explain your career goals for the future</li> </ul> <p><b>Cultural Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Understand how Hispanic architects are shaping the future</li> <li>Compare living situations of college graduates from Spain and the U.S.</li> <li>Compare cultural practices and perspectives in an authentic video about the banker of the future</li> </ul> | <p><b>Capítulo 6 ¿Qué nos traerá el futuro?</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>professions and careers</li> <li>personal qualities</li> <li>future ideas and actions</li> <li>careers of the future</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>future</li> <li>future of probability</li> <li>future perfect tense</li> <li>uses of direct and indirect pronouns</li> <li>Conditional</li> </ul> |
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**AAPPL Week 18 - Week 19**

**4<sup>th</sup> Nine Weeks – 45 days**  
 (March 21<sup>st</sup> – May 24<sup>th</sup>)  
*(April 7<sup>th</sup> – Battle of Flowers – No School)*  
*(April 14<sup>th</sup> – Good Friday – No School)*  
*(May 24<sup>th</sup> – Last Day of School - Early release)*

**NSE Week 20 - Week 21**

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| <p><b>TEKS</b><br/>         Interpersonal Communication: <i>Speaking and writing.</i><br/>         SPN 3.7 - A, B, C, D, E, F<br/>         SPN 3.8 - A, B, C, D, E</p> <p>Interpretive Communication: <i>reading and listening.</i><br/>         SPN 3.6 - A, B, C, D</p> | <p><b>Unidad 7 - ¿Mito o realidad? Week 22 - Week 23</b></p> <p><b>Communication Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Listen to and read about archeology and Pre-Columbian legends</li> <li>Talk and write about mysterious events</li> <li>Provide logical explanations for unexplained phenomena</li> </ul> <p><b>Cultural Can Do Statement</b></p> <ul style="list-style-type: none"> <li>Mysteries of past civilizations in Latin America</li> <li>Provide explanations for Pre-Columbian myths</li> <li>Compare cultural products in an authentic audio recording about Machu Picchu</li> </ul> | <p><b>Capítulo 7 ¿Mito o Realidad?</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>discoveries</li> <li>Myths, legends, and unexplained phenomena</li> <li>expressions of doubt</li> <li>descriptions of the shapes and size of objects</li> <li>the universe</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>present subjunctive</li> <li>present perfect subjunctive w/ expressions of doubt</li> <li>pero &amp; sino</li> <li>Subjunctive w/ adjective clauses</li> </ul> <p>Culture:</p> |
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| <p>SPN 3.8 - A, B, C,<br/>D</p> <p>Presentational<br/>Communication:<br/><i>speaking and<br/>writing.</i></p> <p>SPN 3.7 - A, C<br/>SPN 3.8 - A, B, C</p> |  | <ul style="list-style-type: none"><li>• Diego Rivera</li><li>• Atlantis</li><li>• Inca trail to Machu Picchu</li><li>• Mayan and Aztec cultures</li><li>• Aztec Calendar</li><li>• Miguel de Cervantes Saavedra</li></ul> <p>Novel:<br/><u>La Guerra Sucia</u> (12 chapters)</p> |
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