

Spanish 3H 2026-2027 YAG (Course Code: 0708360)

Quarter 1 (August 10 – October 9)

RESOURCES/TOPICS COVERED	CHAPTER OBJECTIVES
<u>Para empezar, pp 1 – 15</u> Guided workbook: pp 1 – 14 /Core workbook: pp 1 - 6 <u>Para empezar 1 - Tu vida diaria</u> <i>Repaso:</i> daily routines; school life; leisure activities; present tense verbs; reflective verbs <u>Para empezar 2 - Días especiales</u> <i>Repaso:</i> weekend activities; celebrations; special events; verbs like <i>gustar</i>; possessive adjectives	<u>Students will be able to:</u> • Talk about their daily lives • Write about leisure and after school activities Para empezar 1 • Talk about school and non-school daily activities • Describe their day before and after school Para empezar 2 • Talk about weekend activities • Discuss special events, celebrations and vacations
<u>Capítulo 1 - Días inolvidables pp. 16- 63</u> Guided workbook: pp 15 – 47/Core workbook: pp 7 - 20 <u>Capítulo 1A:</u> VOCABULARY: hiking objects, activities, and perils; weather GRAMMAR: (<i>Repaso</i>) preterite verbs with the spelling change <i>i–y</i>; (<i>Repaso</i>) preterite of irregular verbs; (<i>Repaso</i>) preterite of verbs with the spelling change <i>e–i</i> and <i>o–u</i> <u>Capítulo 1B:</u> VOCABULARY: getting ready for an athletic or academic competition; emotional responses to competition; awards and ceremonies GRAMMAR: (<i>Repaso</i>) the imperfect; uses of the imperfect	<u>Students will be able to:</u> • Listen and read about excursions and competitions • Talk and write about nature and sports events • Describe a trip Culture: • Compare a famous pilgrimage route in Spain with similar trips in your community • Understand the relationship between legends and nature • Compare cultural practices in an authentic video about an adventure park in Puerto Rico. Presentación oral: Una experiencia inolvidable Presentación escrita: Aventuras bajo el sol

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Quarter 2 (October 13 – December 18)

RESOURCES/TOPICS COVERED

Capítulo 2 – ¿Cómo te expresas? pp. 64 – 111

Guided workbook: pp 48 – 77 /Core workbook: pp 21 - 44

Capítulo 2A:

VOCABULARY: describing art and sculpture; tools for painting; describing what influences art

GRAMMAR: (*Repaso*) the preterite vs. the imperfect; *estar* + participle

Capítulo 2B:

VOCABULARY: musical instruments; describing dance; describing drama

GRAMMAR: (*Repaso*) *ser* and *estar*; verbs with special meanings in the preterite vs. the imperfect

CHAPTER OBJECTIVES

Students will be able to:

- Listen and read about art and music
- Talk and write about music and theater performances
- Discuss and explain art school activities

Culture:

- Compare how artists express their ideas
- Understand the historical context of a famous artist
- Understand the perspective of a person living between cultures
- Compare cultural practices in an authentic video about Mexican Talavera pottery

Presentación oral: Artista del año

Presentación escrita: El mejor candidato

Capítulo 3 – ¿Qué haces para estar en forma? pp 112- 159

Guided workbook: pp 78 – 113/Core workbook: pp 35 - 48

Capítulo 3A:

VOCABULARY: nutrition; illnesses and pains; medicine; habits for good health

GRAMMAR: (*Repaso*) affirmative *tú* commands; (*Repaso*) affirmative and negative commands with *Ud.* And *Uds.*

Capítulo 3B:

VOCABULARY: exercises; getting and staying in shape; health advice

GRAMMAR: Subjunctive moved to Quarter 4

Students will be able to:

- Listen and read about health advice and nutrition
- Talk and write about healthy eating habits and exercise

Culture:

- Compare an ancient game with a modern game
- Understand the connection between healthy habits and lifestyle in Spanish-speaking countries

Presentación oral: Una vida más sana

Presentación escrita: Por una vida más saludable

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Quarter 3 (January 5– March 11)

RESOURCES/TOPICS COVERED	CHAPTER OBJECTIVES
Capítulo 4 - ¿Cómo te llevas con los demás? pp. 160 - 207 Guided workbook: pp 114 – 143 /Core workbook: pp 49 - 62 Capítulo 4A: VOCABULARY: personality traits; interpersonal behavior; friendship GRAMMAR: (<i>Repaso</i>) the uses of <i>por</i> and <i>para</i> Capítulo 4B: VOCABULARY: expressing and resolving interpersonal problems; interpersonal relationships GRAMMAR: commands with <i>nosotros</i>; possessive pronouns	Students will be able to: • Listen and read about friendship and family relationships • Talk and write about conflicts and solutions • Express opinions and emotions while discussing problems Culture • Compare cultural practices in an authentic video about an adventure park in Puerto Rico • Understand the relationship between emotions and art in the Hispanic world • Compare how people express and react to others' emotions Presentación oral: Una sesión del consejo estudiantil Presentación escrita: Una relación
Capítulo 5 – Comunidad y trabajo - pp 208-255 Guided workbook: pp 144 – 175 / Core workbook: pp 63 - 76 Capítulo 5A: VOCABULARY: after-school work; describing a job GRAMMAR: (<i>Repaso</i>) the present perfect; (<i>Repaso</i>) the past perfect Capítulo 5B: VOCABULARY: volunteer activities; benefits / importance of volunteer work GRAMMAR: demonstrative adjectives and pronouns	Students will be able to: • Listen to, read about job interviews / classified ads • Talk and write about applying for a job • Exchange information about their skills, background experience / job opportunities Culture • Understand the influence of Hispanics in the U.S. • Compare a Mayan folktale with myths and stories in the U.S. Presentación oral: La elección de la clase Presentación escrita: La carta para solicitar empleo

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Quarter 4 (March 22 – May 28)

RESOURCES/TOPICS COVERED	CHAPTER OBJECTIVES
Capítulo 6 – ¿Qué nos traerá en el futuro? pp 256-303 Guided workbook: pp 176 – 207 /Core workbook: pp 77 - 90 Capítulo 6A: VOCABULARY: jobs and professions; qualities of a good employee GRAMMAR: (<i>Repaso</i>) the future; (<i>Repaso</i>) the future of probability Capítulo 6B: VOCABULARY: technology; inventions; jobs in the future GRAMMAR: (<i>Repaso</i>) the use of direct and indirect object pronouns	<u>Students will be able to:</u> • Listen and read about future plans and predictions • Talk and write about future problems and advances • Explain your career goals for the future <u>Culture</u> • Compare cultural practices and perspectives in an authentic video about the banker of the future • Understand how architects from the Hispanic world are shaping the architecture of the future Presentación oral: Mi escuela del futuro Presentación escrita: El futuro según el presente
Capítulo 8 – Encuentro entre culturas pp. 366-369 ONLY Guided workbook: pp 251, 252 /Core workbook: pp 109 - 111 Capítulo 8A: GRAMMAR: the conditional ONLY	
Capítulo 3 – ¿Qué haces para estar en forma? pp 112- 159 Guided workbook: pp 78 – 113/Core workbook: pp 35 - 48 Capítulo 3A: GRAMMAR: (<i>Repaso</i>) affirmative and negative commands with <i>Ud.</i> And <i>Uds.</i> Capítulo 3B: GRAMMAR: the subjunctive: regular and irregular verbs; the subjunctive with stem changing -ar and -er verbs	<u>Students will be able to:</u> • Give advice to others about healthy lifestyles <u>Culture:</u> • Demonstrate understanding of an authentic video about the nutritional benefits of fruits and vegetables
Capítulo 4 - ¿Cómo te llevas con los demás? pp. 160 - 207 Guided workbook: pp 114 – 143 /Core workbook: pp 49 - 62 Capítulo 4A: GRAMMAR: the subjunctive with verbs of emotion	<u>Students will be able to:</u> • Express opinions and emotions while discussing problems <u>Culture</u> • Compare how people express and react to others' emotions