



Mequon-Thiensville School District

Course Scope & Sequence

Course Name: AP Spanish Language & Culture	Department: World Language
Grade Level: 11-12	Duration: 2 trimesters

Course Overview: The class is intended for students who wish to develop competency by integrating their language skills including: the ability to comprehend formal and informal spoken Spanish in a variety of situations, a strong command of vocabulary, a grasp of structure to allow accurate reading of authentic newspaper and magazine articles as well as literature in Spanish and the ability to express themselves coherently, resourcefully and with reasonable fluency and accuracy in both written and spoken Spanish. The class is conducted entirely in Spanish and students are required to speak Spanish. The curriculum reflects various areas of interest shared by the students and the instructor in addition to required topics from the College Board (the arts, culture, science and technology, global challenges, personal and public identities, beauty and aesthetics, families and communities, history, contemporary life and current events) and it includes short stories, authentic newspaper and magazine articles, literature from the Spanish-speaking world, feature films from Spanish and Latin American cinema, advanced listening practice with authentic audio selections such as newscasts, podcasts, etc., grammar review, and oral and written projects which emphasize the communicative use of Spanish. In addition to formal argumentative essays requiring synthesis, students will write articles or audio reviews based upon authentic sources to build more confidence in their writing skills.

Primary Resource:

- AP Spanish Language and Culture Exam Preparation Workbook
- Textbook: APunta al Futuro
- Numerous teacher-generated sources

Topics/Units:

Students work on the following skills in Spanish:

- Improving both Informal and formal oral communication
- Utilizing advanced academic vocabulary in both written and spoken contexts
- Incorporating a variety of verb tenses within written and spoken communication (including conjugation review of each tense in both Spanish and English)
- Processing and discussing current events, news articles, podcasts and authentic literature in a variety of formats
- Practicing each aspect presented on the AP Spanish Language and Culture Exam
- Studying and utilizing Spanish idiomatic expressions and common sayings/proverbs.

1. **AP Introduction and Grammar Review:** Students begin to utilize the AP themes and connect them to



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literature and current events. Students begin to practice with multiple choice activities based on text and audio sources. Students review preterite and imperfect tenses.

2. **Processing Current Events Articles:** Students read and process advanced articles (beginning with Noelia Tabilo and Sonita Alizadeh) and summarize them in both written and spoken form.
3. **Students begin to investigate** 6 different authentic sources that coincide with the different AP themes and summarize them in written form. This is done 4 times throughout Spanish 5A and 5B (combined).
4. **Immigration:** Students investigate legal options for immigrants seeking work in the United States. Several authentic songs dealing with immigration are analyzed as students watch the movie *La misma luna* with a culminating assessment in all 4 domains of language. Students also begin to incorporate more infographic text interpretation.
5. **La Llorona:** Students are assigned different versions of this popular legend and must retell their version and discuss how it compares to other versions.
6. **Day of the Dead:** Students learn about the historical and cultural aspects in great depth behind the products, practices and perspectives of the “Día de los Muertos” tradition in Mexico. As they watch the Disney movie *Coco*, they must apply their knowledge while also learning about a variety of Mexican musical genres and historical figures. A culminating test concludes the unit.
7. **Final Exam (5A) = Presentation:** Students investigate a current topic of interest using 4-5 authentic sources and create an interactive, digital presentation that they present orally to the class.
8. **Tongue Twisters, Riddles and Pronunciation, BEGIN PRACTICE WITH 2nd SECTION OF AP EXAM** (email, persuasive essay, simulated conversation and cultural comparison): Students begin the 2nd trimester improving oral pronunciation and comprehension, while working on the production aspects of the AP Exam.
9. **Short Stories about Humility:** Students read “La taza de té” and “La perdiz vanidosa” and discuss cultural perspectives about intelligence and humility.
10. **Latin Music and Dance and Definitions of Beauty:** Students explore 5 genres of Latin Music and Dance (Salsa, Chachachá, Bachata, Merengue and Cumbia) while discussing perceptions of beauty and their cultural implications.
11. **Poetry and Social Stereotypes:** Students analyze 3 short poems dealing with social norms and stereotypes, beginning with *Una carta a un desterrado*, in which they review the *Odyssey* in Spanish.



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12. Practice test with Section II of the AP Exam: Students complete elements of an AP Exam all based on the theme of Valentine's Day in the Spanish-speaking world.

13. Final Exam (5B) = Modified Section I of an AP Practice Test: Students are given 4 authentic text, audio and infographic sources to utilize when answering multiple choice questions. All sources and questions are taken from an official AP practice test.

Course Name: Spanish 1

Department: World Language

Grade Level: 9-12

Duration: 2 trimesters

Course Overview: This course emphasizes the four domains of language: listening, speaking, reading, and writing. Students will acquire a basic level of vocabulary and grammar through a variety of in-class and online activities and resources that incorporate cultural awareness of the Spanish-speaking world. Success is dependent on daily review and practice.

Primary Resource: EntreCulturas

(revised 8-23-23)

Topics/Units:

Unit 1 - Getting acquainted

Vocabulary Content

- Classroom commands
- Alphabet and pronunciation
- Presentations and getting-to-know you (name, age, where you're from, etc.)
- Greetings/farewells
- Basic conversation (how are you, etc.)
- Numbers 0-100
- Ser + Adjectives

Grammar Structures

- Classroom survival phrases
- Forming questions and answers
- First and second person forms of basic verbs
- Ser + Adjectives and adjective agreement



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- Tener
- Llamarse
- Ordinal numbers
- Formal vs. informal

Cultural and Global Connections and Comparisons

- Pronunciation of Spanish and listening to native speakers introduce themselves
- Maps of the Spanish speaking world
- Highlights of cultures of different Spanish speaking countries/cities
- Day of the Dead (Tri. 1)
- Authentic music

Unit 2- School

Vocabulary Content

- School supplies
- Common items in the classroom
- School subjects
- School schedules
- Time
- Interrogative question words
- Days of the week, months, seasons
- Numbers 100- 1 million
- Likes/Dislikes
- High-frequency verbs

Grammar Structures

- Subject pronouns and their substitutions
- Present tense of GUSTAR
- The present tense of the verbs IR, DAR & ESTAR
- Sentence & question structure
- Structure of questions of inquiry

Cultural and Global Connections and Comparisons

- Pronunciation of Spanish and listening to native speakers talk about school
- Highlights of cultures of different Spanish speaking countries/cities
- Use of number 1,000, 2,000 etc..



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- Authentic music
- Review of previous grammar and vocabulary
- Comparing schools and school schedules in various Spanish-speaking countries

Unit 3- Family and Home

Vocabulary Content

- Family Members
- Household items
- Household activities
- Common -AR verbs

Grammar Structures

- Conjugating present tense verbs (first & third person singular & plural forms)
- Regular and irregular verbs
- Sentence and question word order
- Estar + Prepositions
- AR verbs (what family is doing)
- Subject and verb agreement
- Possessive adjectives

Cultural and Global Connections and Comparisons

- Pronunciation of Spanish
- Authentic Latin music
- Lineage of family surnames in Latin culture
- Review of previous grammar and vocabulary

Unit 4- Meal time

Vocabulary Content

- Meals
- Basic food vocabulary
- Basic target culture foods
- Describing how something tastes

Grammar Structures



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- Tener que
- Ir a INF
- Acabar de
- Ver
- Saber
- Direct objects
- Sentence word order
- Basic modal verbs
- Additional ongoing content
- Pronunciation of Spanish
- Authentic music
- Continued practice of question and answer formats for self and about others
- Review of previous grammar and vocabulary

Unit 5- Sports & Activities

Vocabulary Content

- Freetime activities (sports, hobbies ,music, art, etc.)
- Expresions of frequency (siempre, nunca, etc.)
- Activities/hobbies
- Months, days, seasons

Grammar Structures

- Descriptive Adjectives and how to use them
- Possessive adjectives and how to use them
- Present tense of regular -ER & -IR verbs: definitions & conjugations
- Present tense of Verbs: TENER and VENIR
- Correct use of present tense modal verbs (dos verbos)
- Stem Changing Verbs

Cultural and Global Connections and Comparisons

- Pronunciation of Spanish
- Authentic Latin music
- Lineage of family surnames in Latin culture
- Review of previous grammar and vocabulary

Unit 6- Health and Body

Vocabulary Content



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- Body parts
- Health terms and minor illnesses
- Estar and tener expressions

Grammar Structures

- Doler & IDOPs
- Deber
- Ser vs. estar
- Tener expressions

Cultural and Global Connections and Comparisons

- Pronunciation of Spanish
- Authentic music
- Continued practice of question and answer formats for self and about others
- Review of previous grammar and vocabulary

Unit 7- The Spanish-speaking world

Vocabulary Content

- Target Language continents / countries
- Cardinal directions
- Basic geography vocabulary
- Basic city vocabulary
- Adjectives to describes sites

Grammar Structures

- Review of all grammar structures taught in Units 1-6

Cultural and Global Connections and Comparisons

- Pronunciation of Spanish
- Authentic Latin music



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Course Name: Spanish 2	Department: World Language
Grade Level: 9-12	Duration: 2 trimesters

Course Overview: This course is a continuation of the foundation built in Spanish 1. Students will increase their knowledge of vocabulary, grammar and cultural awareness throughout the year, specifically focusing on the use of past tense. Students will also enhance their cultural awareness through two different video series.

Primary Resource: EntreCulturas

Standards: [Wisconsin Standards for World Languages](#)

Trimester 1 - 12 Weeks: Topics/Units: *(updated June-2024)*

Week 1: Lec. Preliminar

- Review of Spanish 1, Lessons 1-4
- Focus on skills practice say/read/write/hear past vocabulary and grammar

Activities/Resources:

- Video Series: *¿Eres tú, María?*
- Presentational writing poster assessment to show knowledge of past material as foundation
- Verb speed tests on Canvas.

Week 2: Lesson 5: Vacations

- Vacations/travel
- Adjectives of condition
- Weather/season/months
- estar

Activities/Resources:

- Video Series: *¿Eres tú, María?*
- Vocab.lists and online guides/practice
- Skills practice to say/read/write/hear using our vocabulary and grammar to discuss travel to Spanish



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speaking destinations: when, where, with whom and why

- Interpretive listening: weather forecast

Week 3: Lesson 5.2 - Presente Progresivo - Repaso de verbos de boda **Lesson 5.4 - Direct Object Pronouns**

Activities/Resources:

- Video Series: *¿Eres tú, María?*
- Skills practice to say/read/write/hear using our vocabulary and grammar
- Interpersonal: Video assignment: *¿Qué estás haciendo?*

Week 4: Lesson 5.1 - Estar + adjetivos **Lesson 5.3 - SER vs ESTAR**

Activities/Resources:

- Video Series: *¿Eres tú, María?*
- Skills to practice how to say/read/write/hear using our vocab.
- Grammar to talk about conditions and descriptions
- Comparing and contrasting using the two verbs “to be”

Week 5: Lesson 5 - Summative Assessment

- Prep and present writing assessment travel brochure

Activities/Resources:

- Video Series: *¿Eres tú, María?*
- Rubric and scaffolding for rough draft & final draft of assessment
- Online of travel brochures to investigate

Week 6: Lesson 5 - Summative Interpersonal Presentation

Activities/Resources:

- Video Series: *¿Eres tú, María?*
- Rubric and scaffolding for rough draft & final presentation on planning a trip



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Week 7: Lesson 6 - Shopping

- Vocabulary: clothing, colors, shopping/buying/giving
- Adjectives with -SER

Lesson 6.2 Indirect Object Pronouns

Activities/Resources:

- Video Series: *¿Eres tú, María?*
- Vocab.lists and online guides/practice
- Skills practice to say/read/write/hear using vocab. and grammar concepts
- Compare and contrast shopping in open air markets vs. stores in the Spanish speaking world

Week 8: Lesson 6.1 - SABER vs CONOCER

Activities/Resources:

- Compare/contrast the verbs Saber and Conocer
- Online guides/practice
- Skills practice to say/read/write/hear about what one knows how to do and who they know (or don't know)

Week 9: Lesson 6.3 - Intro. To Preterite tense

- For regular verbs and Dar, ver, ser, ir

Activities/Resources:

- Video Series: *¿Eres tú, María?*
- Skills practice to say/read/write/hear using the past tense

Week 10: Continue with Preterite Lec.6: Summative Writing Assessment with interpretive reading

Activities/Resources:

- Video Series: *¿Eres tú, María?*



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- Using a provided website or ad, decide on how to spend your money on new clothes for yourself and as gifts to give to your family and friends.

Week 11: Lesson 6: Summative Interpersonal Presentation

Activities/Resources:

- Rubric and scaffolding for rough draft and final presentation on buying items to replace lost luggage on vacation

Week 12: Review: Interpretive Reading Assessment and Exam Prep

- Final exam will incorporate the skills of interpretive listening, interpretive reading and writing to demonstrate acquired knowledge of the vocabulary and grammatical concepts taught this trimester on lessons 5 & 6

Trimester 2 - 12 Weeks: Topics/Units: *(updated June-2024)*

Week 1: Review of Spanish 2A Concepts **Lección 7 & 7.2: Daily Routines**

Activities/Resources:

- VHL
- Pqt. de actividades
- Video: Alike
- Vocab.lists and online guides/practice
- Skills practice to say/read/write/hear using our vocabulary and grammar to talk about daily routines
- Learning about some foods unique to the Spanish speaking world

Week 2: Lección 7.1 - Reflexive Verbs

Activities/Resources:

- VHL
- Pqt. de actividades
- Present silly song using reflexive verbs



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- Continue using skills practice to say/read/write/hear using our vocabulary and grammar to talk about daily routines
- Interpretive listening with interview of actor Julián Larrea

Week 3: Lección 7.3 - Verbs like Gustar & review of indirect object pronouns

Activities/Resources:

- VHL
- Pqt. de actividades
- Skills to practice how to say/read/write/hear the different kinds of pronouns learned (direct;indirect; reflexive) and how to use verbs like gustar to express what is liked/disliked with food
- Compare own routine

Week 4: Using Verbs like Gustar and Reflexible Verbs in the Preterite

Activities/Resources:

- VHL
- Skills to practice how to say/read/write/hear the preterite tense using lesson 7 vocabulary

Week 5: Lección 8.1: Preterite of verbs that have spelling changes

Activities/Resources:

- VHL/fotonovela
- Pqt. de actividades
- Skills to practice how to say/read/write/hear the preterite tense irregular verbs
- Write a short blog post

Week 6: Lesson 7 Assessments

Activities/Resources:

- Present a 60 second interview with another classmate on daily routines
- Complete a written assessment to demonstrate understanding of Lesson 7 concepts and vocabulary



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Week 7: Lesson 8/9: Food and Celebrations

8.3: Comparisons

Activities/Resources:

- VHL
- Vocab.lists and online guides/practice
- Skills practice to say/read/write/hear using our vocabulary and grammar to talk about food and celebrations in our lives and some in the Spanish speaking world

Week 7: Lesson 8/9: Food and Celebrations

8.3: Comparisons

Activities/Resources:

- VHL
- Vocab.lists and online guides/practice
- Skills practice to say/read/write/hear using our vocabulary and grammar to talk about food and celebrations in our lives and some in the Spanish speaking world

Week 8: Cultural Comparison Task

Activities/Resources:

- Research a unique celebration that occurs in the Spanish speaking world and compare/contrast it to your favorite celebration during the year
- Create a 1-pager to show your findings

Week 9: Preterite: “Super Irregulars”

Activities/Resources:

- Extr@ 9
- VHL
- Skills practice to say/read/write/hear using our vocabulary and grammar using the past tense of the targeted irregular verbs



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- Present: silly song

Week 10: Continue with 9.1 **Intro to IMPERFECT tense**

Activities/Resources:

- VHL
- Compare and contrast the use of the two past tenses in Spanish
- Skills practice to say/read/write/hear using our vocabulary and grammar to talk about food and celebrations in the past

Week 11: Use the present, preterite and imperfect together

Activities/Resources:

- Prepare and present lesson 8/9 writing and then an interpersonal speaking assessment
- Talk about a celebration you attended and another you researched from the Spanish speaking world with lesson 8/9 vocabulary and grammar concepts

Week 12: Review of 2B and Final Exam preparations

- Review: Interpretive Reading assessment and exam prep
- Final exam will incorporate the skills of interpretive listening, interpretive reading and writing to demonstrate acquired knowledge of the vocabulary and grammatical concepts taught this trimester on lessons 7, 8/9



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Course Name: Spanish 3	Department: World Language
Grade Level: 10-12	Duration: 2 trimesters

Course Overview: Spanish 3 emphasizes vocabulary development, grammatical structures, new verb tenses and the use of the present subjunctive. The class is conducted entirely in Spanish, and students are required to participate orally throughout each class in all activities, using the target language.. Curriculum consists of various short stories and legends from Spanish-speaking countries, weekly episodes of the Destinos video series, popular songs and feature-length foreign films. Oral and written work is based on this curriculum and is evaluated for both content and grammar.

Primary Resource: EntreCulturas

Topics/Units:

- **Destinos episodes:** Students learn and practice vocabulary, explore cultural and historical elements of Spanish-speaking countries, watch episodes and take comprehension quiz for each episode
- **Pronunciation:** Students continually work to accurately pronounce words in Spanish through a variety of activities and checkpoints
- **Verb charts:** Students conjugate verbs in all known tenses, accurately depicting each form's English translation

UNIT 1: Present and past narration

- **Grammar review** of present, preterite and (introduction to) imperfect tense: In-depth recognition/production of all conjugations (including irregulars) when narrating in the present and the past tenses
- **Descubre lesson 1 vocabulary:** Students continue to practice present and past tenses utilizing medical vocabulary.
- **STORY: El león y las pulgas** - Students read a folktale, learning and applying new vocabulary and grammar. End assessment includes a written portion requiring students to explain the story in Spanish using both past tenses and vocabulary.

UNIT 2: Commands



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- **Grammar** = Informal and formal commands
- **Descubre lessons 2-3** = Students utilize the vocabulary in order to practice producing and interpreting commands
- **STORY: Los tres consejos** - Students read a folktale, learning and applying new vocabulary and grammar. End assessment includes a written portion requiring students to explain the story in Spanish using both past tenses and vocabulary.

UNIT 3: Present Subjunctive

- **Grammar** = students learn formation of the present subjunctive within the context of impersonal expressions ("VOCES" vs. "JIPI")
- **Descubre lesson 4** = Students utilize present subjunctive within the context of nature and ecology vocabulary
- **STORY: El hijo ladrón** - Students read a folktale, learning and applying new vocabulary and grammar. End assessment includes a written portion requiring students to explain the story in Spanish using both past tenses and vocabulary.

UNIT 4: Present Subjunctive extension

- **Grammar** = students learn to use the present subjunctive in phrases of emotion, persuasion and doubt (in addition to impersonal expressions)
- **STORY: La profecía de la gitana** - Students read a folktale, learning and applying new vocabulary and grammar. End assessment includes a written portion requiring students to explain the story in Spanish using both past tenses and vocabulary.
- **MOVIE** = Students utilize present subjunctive within the context of the Argentine movie "Valentín"

UNIT 5: Future & Conditional

- **Grammar** = students learn formation of future and conditional tenses
- **Descubre lessons 7-8** = Students utilize future and conditional tenses within the context of work and fine arts vocabulary
- **STORY: El pájaro de los 7 colores** - Students read a folktale, learning and applying new vocabulary and grammar. End assessment includes a written portion requiring students to explain the story in Spanish using both past tenses and vocabulary.

UNIT 6: Perfect Tenses

- **Grammar** = students learn formation of the present subjunctive within the context of impersonal expressions ("VOCES" vs. "JIPI")



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- **Descubre lesson 6** = Students utilize present perfect (indicative and subjunctive) and pluperfect tenses within the context of wellness vocabulary
- **STORY: El Origen del nopal** - Students read a folktale, learning and applying new vocabulary and grammar. End assessment includes a written portion requiring students to explain the story in Spanish using both past tenses and vocabulary.

REVIEW

- **MOANA:** Students watch the Disney movie Moana in Spanish with Spanish subtitles as the context to review all of the grammar they have learned in Spanish 1, 2 and 3.



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Course Name: Spanish 4	Department: World Language
Grade Level: 11-12	Duration:

Course Overview: The goal of this course is to develop high-level proficiency in reading, writing, listening and speaking. Spanish 4 emphasizes vocabulary development, grammatical structures (such as if clauses and a more in-depth study of all aspects and tenses of the subjunctive) reading, writing, listening comprehension and communication skills. The class is conducted entirely in Spanish and students are required to speak Spanish and to participate orally in the activities. The curriculum includes various short stories, poetry, a Spanish-language play, authentic magazine and newspaper articles from Spanish-speaking countries, weekly episodes of the popular Spanish TV series emphasizing culture and historical events, Cuéntame, ¿cómo pasó?, popular songs, feature length movies, authentic listening selections, history, culture and projects. Oral and written work is based on this curriculum and is evaluated for both content and grammar. Students who successfully complete this course are ready for AP Spanish or college level Spanish.

Primary Resource: EntreCulturas

Topics/Units:

Review and Introduction of vocabulary and grammatical concepts.

Pronunciation-Students continually work to accurately pronounce words in Spanish through a variety of activities and checkpoints

Rules of accentuation- Students will master the rules that dictate when a word requires an accent and where it should be placed.

Circumlocution - Students will learn to describe unfamiliar words using phrases in the target language

Cultural Awareness -Students will improve awareness of current and historical cultural events of Spanish speaking countries.

Verb Conjugations: Students will continually practice placing a variety of verbs in all learned tenses. Accurate recognition of how the meaning changes based on the specific verb tense will be expected.

Oral proficiency and Listening Comprehension : Students will increase listening comprehension & spoken proficiency and cultural literacy with daily meaningful communications with classmates.

- impromptu dialogs



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- popular music in Spanish
- the Cuéntame series, authentic movies, and authentic listening material
- speaking in Spanish during the class period
- movies, documentaries, websites

Cuéntame, ¿cómo pasó? Video Series: Students watch episodes of the first season of the award-winning Spanish TVE series "Cuéntame, ¿cómo pasó?". Set in 1968, the series chronicles life in a typical Spanish family during the last years of Franco's dictatorship. Emphasis is on oral comprehension, reading, cultural and historic awareness, and vocabulary development.

Movie: ¡GOL! Students will view the movie ¡GOL! explore the themes of: immigration and economic hardship, family relationships and support, and the challenge and strength of setting personal goals.

Movie: El viaje de Carol: The movie, El viaje de Carol, engages the students in listening comprehension and provides additional context for group discussion and original writing based upon culture and history of Spain during the Spanish Civil War.

Short Story: El árbol de oro (Ana María Matute): Students will read an authentic short story. Students will search out themes and discuss them orally. Students will interpret, hypothesize, analyze, evaluate and predict.

Movie: Viva Cuba: Students will view and discuss the movie, focusing on life in Cuba as seen through the eyes of two runaway children.

CUBA: cultura, música, lengua, gente, historia, y literatura CUBA: culture, music, language, people, history and literature

Novel: La dama del alba, written by Alejandro Casona: Students will read and watch the play while examining the authentic text of the novel. Students will collaborate to enhance their individual understanding of the text assigned and will predict and speculate about upcoming chapters. Students will have several assessments and round table discussions to monitor comprehension. Cultural topics related to Asturias, Spain will be covered as well.

Grammar

Unit 1: Present Indicative vs. subjunctive

- Identification of specific expressions that require or eliminate the need of the subjunctive mood.
- Recognition of irregular spellings and forms of the present subjunctive tense.

Unit 2: Present vs. Past Subjunctive

- correct formation of the present and past subjunctive



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- ability to decipher the need for present or past tense of the subjunctive mood.

Unit 3: Si clauses

- identify the 5 different “if clauses” and which verb tenses are needed to use them correctly.
- production of personalized “if clauses”

Unit 4: Verb tense recognition and production

- identify the given verb tense and its equivalent meaning
- ability to produce the appropriate verb tense for specific meanings

Unit 5: ESCAPA - adverbial clauses that require the use of the subjunctive tenses.

- Present subjunctive
- Perfect subjunctive
- Past subjunctive

Unit 6: MATCHED - adverbial clauses that may or may not require the use of the subjunctive tense.

- Use with pending activity
- Use with habitual activity
- Use with tenses that require the present tense
- Use with tenses that require the past tense