

Course Title:	Spanish 3H
Grade(s):	9-12

Course Description
Within a cultural framework and through a careful examination of challenging grammatical concepts, verb tenses, and an expansion of students' working vocabulary, this honors Spanish course will develop students' reading, writing, listening, and speaking skills. Spanish III (H) will place emphasis on grammatical accuracy and correct language usage both in students' writing and speaking. Students will express themselves primarily in Spanish on a variety of topics within a variety of situations. The rigor of this course is intended to prepare students either for Spanish IV (H) or for AP Spanish Language and Culture.
Approved Curricular Materials/Textbook(s)
<i>Auténtico</i> Textbook Level 3

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Para Empezar	Overview: This introductory unit reviews essential vocabulary and grammar from previous levels while preparing students for the expectations of Spanish 3. Students describe their daily routines, school life, and leisure activities, and discuss special events and celebrations using increasingly detailed language. Unit Objectives: Students will be able to: • Describe daily routines and personal habits using present-tense and reflexive verbs. • Talk about school activities, weekend plans, and leisure time using familiar vocabulary and structures. • Describe and compare special events and celebrations using verbs like gustar and possessive adjectives.	2 weeks

	• Ask and answer questions to exchange information about routines, preferences, and special occasions. • Demonstrate understanding through short interpersonal conversations, interpretive tasks, and simple written descriptions.	
Unit 1: Un día inolvidable	Overview: In this unit, students explore outdoor activities, travel challenges, and safety while narrating past events with greater detail. Students review and expand their use of the preterite and imperfect tenses to describe memorable experiences. Objectives: Students will be able to: • Describe outdoor adventures, dangers, and natural settings. • Narrate past events using the preterite and imperfect correctly. • Discuss health and safety situations relevant to travel. • Use irregular and spelling-change verbs in the preterite. • Communicate about competitions and achievements.	2-4 weeks
Unit 2: ¿Cómo te expresas?	Overview: Students explore artistic expression through painting, sculpture, dance, and music. They analyze how art communicates feelings and influences communities while strengthening their ability to describe events in the past. Objectives: Students will be able to: • Identify and describe different art forms and tools. • Express opinions about artistic styles and performances. • Use the preterite and imperfect to describe artistic events. • Apply past participles as adjectives. • Discuss musical traditions, genres, and dance styles in the Spanish-speaking world.	2-4 weeks

Unit 3: ¿Qué haces para estar en forma?	Overview: This health-focused unit centers on exercise, nutrition, wellness habits, and prevention. Students discuss routines that promote a healthy lifestyle and express recommendations using the subjunctive. Objectives: Students will be able to: • Talk about exercise routines, sports, and ways to stay fit. • Describe symptoms, illnesses, and medical advice. • Use affirmative and negative <i>tú</i> commands. • Apply the present subjunctive to give recommendations and express hopes. • Understand and use irregular subjunctive forms.	2-4 weeks
Unit 4: ¿Cómo te llevas con los demás?	Overview: Students explore friendship, interpersonal communication, and resolving conflicts. The unit emphasizes emotional vocabulary, relationship dynamics, and strategies for expressing feelings respectfully. Objectives: Students will be able to: • Discuss personal qualities and behaviors in relationships. • Express emotions using appropriate verbs and structures. • Use reciprocal and reflexive verbs to describe interactions. • Apply <i>subjunctive</i> in sentences expressing wishes, hopes, and emotion. • Narrate past conflicts and resolutions using both past tenses.	2-4 weeks
Unit 5: Trabajo y comunidad	Overview: This unit introduces students to careers, job applications, and volunteer work. Students explore community involvement and learn how to discuss future goals and workplace expectations.	2-4 weeks

	Objectives: Students will be able to: • Describe professions and qualities of a successful employee. • Discuss volunteer activities and community engagement. • Use the present perfect to talk about recent experiences. • Apply direct and indirect object pronouns in workplace contexts. • Use <i>future tense</i> forms to discuss career goals and aspirations.	
Unit 6: ¿Qué nos traerá en el futuro?	Overview: Students analyze technological changes, scientific progress, and global trends that impact the future. They learn to make predictions and express conditions using the future and conditional tenses. Objectives: Students will be able to: • Describe future possibilities related to science and technology. • Make predictions using the future tense. • Use the conditional tense to express hypothetical situations. • Apply the present subjunctive in clauses expressing doubt or uncertainty. • Discuss advantages, disadvantages, and ethical questions surrounding new technologies.	2-4 weeks
Unit 7: ¿Mito o realidad?	Overview: This culturally rich unit explores legends, archaeological mysteries, and historical perspectives from the Spanish-speaking world. Through reading and storytelling, students strengthen their descriptive writing and use of complex structures. Objectives: Students will be able to: • Describe ancient civilizations, artifacts, and archaeological sites. • Compare myths, legends, and scientific explanations.	2-4 weeks

	• Use the preterite and imperfect to narrate legends and historical events. • Apply subjunctive in adjective clauses (e.g., <i>busco un lugar que...</i>). • Interpret and explain cultural beliefs from different Spanish-speaking countries.	
Unit 8: Encuentro entres culturas	Overview: Students explore the cultural, historical, and architectural influences of Spain and the Americas. They analyze how societies change when cultures interact. Objectives: Students will be able to: • Identify architectural styles and historical landmarks. • Describe cultural exchanges between Spain and indigenous peoples. • Use the subjunctive with adverbial clauses (e.g., <i>para que, a menos que</i>). • Narrate historical events using multiple past tenses. • Explain the lasting impacts of cultural encounters.	2-4 weeks
Unit 9: Cuidemos nuestro planeta	Overview: This environmental unit focuses on conservation, endangered species, climate issues, and sustainability. Students learn how to discuss global challenges and propose solutions. Objectives: Students will be able to: • Describe environmental problems and endangered species. • Propose solutions using the present subjunctive with impersonal expressions. • Use pronouns (<i>le, lo, la, se</i>, etc.) in meaningful communication. • Interpret informational texts about conservation efforts. • Explain how individuals and communities can protect the planet.	2-4 weeks

Unit 10: ¿Cuáles son tus derechos y responsabilidades?	Overview: In this culminating unit, students explore the idea of citizenship: individual rights, social responsibilities, and ways people can improve their communities and the world. They examine real-world situations in which people defend their rights or advocate for others, and they use advanced verb forms to discuss what <i>has</i> happened, what <i>should have</i> happened, and what <i>could happen</i> in the future. Objectives: Students will be able to: • Identify and explain key individual rights and civic responsibilities. • Discuss examples of injustice and ways to respond constructively. • Express opinions about social issues and possible solutions. • Use the present perfect subjunctive to comment on past actions with emotion, doubt, or evaluation (e.g., <i>me alegra que hayan participado</i>). • Use the conditional and conditional perfect to talk about hypothetical situations and outcomes (e.g., <i>ayudaría, habrían protestado</i>). • Use si-clauses (if-clauses) to describe what would happen or would have happened under different conditions. • Reflect, in Spanish, on their own role as responsible members of local and global communities.	2-4 weeks
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