

Spanish 3 Scope and Sequence – Fall Semester

Idea Control (Evidence of Use) Partial Control (~50% Accuracy) Full Control (+80% Accuracy)

	Unit 1 – Leisure Activities	Unit 2 – Fine Arts	Unit 3 – My International Experience
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> • Personal history (S) • Leisure time • Camping/Nature or Sports/Competition (teacher choice) • Preterite vs. imperfect (in context) (S) • <i>conocer</i> and <i>saber</i> (preterite) 	<ul style="list-style-type: none"> • Visual and Performing Arts • Artistic genres/periods (teacher choice) • Critiquing • <i>ser</i> vs. <i>estar</i> (S) • Past participles as adjectives (in context) • Preterite and imperfect (new usages) 	<ul style="list-style-type: none"> • Travel • Tourist activities • Modes of transportation (S) • Prepositions of direction and location (S) • Informal commands (S) • Present subjunctive with impersonal expressions and recommendations (in context).
<p>Terminology Words students might need to know, but are not required for assessment.</p>		<ul style="list-style-type: none"> • Past Participle 	<ul style="list-style-type: none"> • Impersonal Expressions • Subjunctive Mood
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> • saber (preterite) • conocer (preterite) • preterite vs. imperfect (S) 	<ul style="list-style-type: none"> • past participles (as adjectives) • preterite (for completed past actions) • imperfect (for descriptions and ongoing actions) 	<ul style="list-style-type: none"> • subjunctive • impersonal expressions
<p>Culture</p>	<p>Cultural understandings are infused across the units. For details, see the individual units linked in Unit Resource Documents.</p>		
<p>Interpretive and Presentational Strategies</p>	<p>A variety of strategies for interpretive and presentational communication are spread across this year's units. It is NOT expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.</p>		

Spanish 3 Scope and Sequence – Spring Semester

Idea Control (Evidence of Use) Partial Control (~50% Accuracy) Full Control (+80% Accuracy)

	Unit 4 – Health	Unit 5 – Interpersonal Relationships	Unit 6 – What will the future bring?
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> ● Body parts (S) ● Exercise ● Nutrition ● Health (issues, remedies, medical terms) ● Interjections related to expressing pain ● Informal commands, negative and affirmative (S) ● Formal commands (in context) ● DOPs and IOPS (S) ● Comparative and superlative adjectives (S) ● Reflexive actions (S) ● Double object pronouns (in context) ● Present subjunctive (in context) (S) 	<ul style="list-style-type: none"> ● Personality traits (S) ● Emotions/Behavior ● Describing relationships ● Conflict resolution ● Idiomatic expressions for conveying emotions ● Indirect object pronouns (S) ● Possessive pronouns (S) ● <i>Nosotros</i> commands (in context) ● Subjunctive with expressions of emotion. ● Reciprocal actions (in context) ● <i>por</i> and <i>para</i> (in context) ● Idiomatic expressions for conveying emotions. 	<ul style="list-style-type: none"> ● Professions ● Jobs ● Careers ● Technology ● Interviewing ● Double object pronouns (S) ● Impersonal <i>se</i> (S) ● Future tense (in context) ● Present perfect (in context)
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> ● Double object pronouns 		<ul style="list-style-type: none"> ● Auxiliary verb ● Curriculum Vitae ● Double object pronouns ● Future tense ● Present perfect tense
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> ● double object pronouns ● formal commands ● informal negative commands (S) ● subjunctive (S) ● informal affirmative commands (S) 	<ul style="list-style-type: none"> ● subjunctive expressions of emotion ● <i>por</i> vs. <i>para</i> ● <i>nosotros</i> commands ● reciprocal actions ● indirect object pronouns 	<ul style="list-style-type: none"> ● double object pronouns ● future tense ● present perfect tense
<p>Culture</p>	<p>Cultural understandings are infused across the units. For details, see the individual units in Bridge to Curriculum.</p>		
<p>Interpretive and Presentational Strategies</p>	<p>A variety of strategies for interpretive and presentational communication are spread across this year's units. It is NOT expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.</p>		