

Spanish 4 Scope and Sequence – Fall Semester

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

	Unit 1 – Ancient Civilizations	Unit 2 – Spain and the Americas
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> ● Archaeology ● Myths ● Legends ● Present subjunctive after impersonal expressions (S) ● Present subjunctive after expressions of doubt (in context) ● Present subjunctive after indefinite clauses (S) 	<ul style="list-style-type: none"> ● Exploration ● Discovery ● Architecture ● History ● Religion ● <i>si</i> clauses for expressing probability (in context)
<p>Terminology Words students might need to know, but are not required for assessment.</p>		<ul style="list-style-type: none"> ● Conditional Mood
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> ● subjunctive ● present perfect subjunctive ● <i>sino, pero, sino que</i> ● present indicative, regular and irregular verbs 	<ul style="list-style-type: none"> ● imperfect subjunctive with past tense indicators ● imperfect subjunctive with <i>si</i> clauses ● conditional mood ● future tense
<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 4 Scope and Sequence – Spring Semester

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

	Unit 3 – Nature and Environment	Unit 4 – Rights and Responsibilities
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> ● Nature and environment. ● Energy (renewable and non-renewable) ● Environmental hazards and industry ● Animals (S) ● Geographic features (S) ● Conjunctions requiring subjunctive (in context) ● Relative pronouns requiring subjunctive (in context) ● Verbs/expressions of emotion using the subjunctive (S) 	<ul style="list-style-type: none"> ● Rights and responsibilities ● Politics (formal and informal) ● Passive voice (in context) ● Human rights issues (teacher choice). ● Present perfect subjunctive (S) ● Imperfect subjunctive (S) ● Pluperfect subjunctive (in context) ● Conditional perfect (in context)
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> ● Bias 	<ul style="list-style-type: none"> ● Conditional perfect ● Debate ● Future perfect ● Pluperfect subjunctive ● Propaganda
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> ● subjunctive vs. indicative with conjunctions 	<ul style="list-style-type: none"> ● conditional perfect ● pluperfect subjunctive ● future perfect ● present perfect subjunctive
<p>Culture</p>	<p>Cultural understandings are infused across the units. For details, see 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>	