

Spanish III Scope and Sequence – Fall Semester

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

	<i>Unit 1 – Leisure Activities</i>	<i>Unit 2 – Fine Arts</i>	<i>Unit 3 – My International Experience</i>
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> • Personal history (S) • Leisure activities • Camping/Nature or Sports/Competition (teacher choice) • Preterite vs. imperfect (S) • <i>conocer</i> and <i>saber</i> (preterite) 	<ul style="list-style-type: none"> • Visual and Performing Arts • Artistic genres/periods • 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 • 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 • Present Subjunctive • Subjunctive Mood
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> • <i>saber</i> (preterite) • <i>conocer</i> (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>	Cultural understandings are infused across the units. For details, see C-CAP.		
<p>Interpretive and Presentational Strategies</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.		

Spanish III Scope and Sequence – Spring Semester

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

	<i>Unit 4 – Health</i>	<i>Unit 5 – Interpersonal Relationships</i>	<i>Unit 6 – What will the future bring?</i>
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> • Exercise • Health issues/Remedies • Interjections related to expressing pain • Medical terms • Nutrition • Body parts (S) • Informal commands, negative and affirmative (S) • Formal commands (in context) • Reflexive actions (S) • Double object pronouns (in context) 	<ul style="list-style-type: none"> • Describing conflict • Describing resolution • Emotions/Hopes/Wishes • Idiomatic expressions for conveying emotions • Indirect object pronouns (S) • Possessive pronouns(S) • Personal qualities (S) • Reciprocal actions (in context) • <i>Nosotros</i> commands (in context) • <i>por</i> and <i>para</i> (in context) 	<ul style="list-style-type: none"> • Careers • Jobs • Occupations • 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 • 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 vs. 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>	Cultural understandings are infused across the units. For details, see C-CAP.		
<p>Interpretive and Presentational Strategies</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.		