

## Spanish IV Scope and Sequence – Fall Semester

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

	<i>Unit 1 – Ancient Civilizations</i>	<i>Unit 2 – Spain and the Americas</i>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>• Archaeology</li> <li>• Myths</li> <li>• Legends</li> <li>• Present subjunctive after impersonal expressions (<b>S</b>)</li> <li>• Present subjunctive after expressions of doubt (in context)</li> <li>• Present subjunctive after indefinite clauses (<b>S</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration</li> <li>• Discovery</li> <li>• Architecture</li> <li>• History</li> <li>• Religion</li> <li>• <i>si</i> clauses for expressing probability (in context)</li> </ul>
<p><b>Terminology</b> Words students might need to know, but are not required for assessment.</p>		<ul style="list-style-type: none"> <li>• Conditional Mood</li> </ul>
<p><b>Grammar</b> Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> <li>• <b>subjunctive</b></li> <li>• <b>present perfect subjunctive</b></li> <li>• <b><i>sino, pero, sino que</i></b></li> <li>• <b>present indicative, regular and irregular verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>imperfect subjunctive with past tense indicators</b></li> <li>• <b>imperfect subjunctive with <i>si</i> clauses</b></li> <li>• <b>conditional mood</b></li> <li>• <b>future tense</b></li> </ul>
<p><b>Culture</b></p>	Cultural understandings are infused across the units. For details, see C-CAP.	
<p><b>Interpretive and Presentational Strategies</b></p>	A variety of strategies for interpretive and presentational communication are spread across this year's units. It is <b>NOT</b> 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 IV Scope and Sequence – Spring Semester

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

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