# Spanish IV-Semester 1
## Quarter 1
### Scope and Sequence

**Review/ Unit 1-My Family and Communities**

<table>
<thead>
<tr>
<th>Unit Length/Unit theme/ Enduring understanding</th>
<th>Unit Guiding Questions</th>
<th>Assessment</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit length</strong></td>
<td>What is my place and my role in my family and community?</td>
<td>interpersonal task: exchange views and interpretations about common refranes or ask/answer questions about family and community relationships</td>
<td>hypothesize</td>
</tr>
<tr>
<td>• About 6 weeks</td>
<td>How are my family and my community interconnected?</td>
<td>interpretive task: interpret the Cortometraje Raiz</td>
<td>propose solutions</td>
</tr>
<tr>
<td><strong>Unit theme</strong></td>
<td>• Families and communities</td>
<td>presentational task: present a group role-play about family and community relationships or give a presentation about own family relationships</td>
<td>analyze</td>
</tr>
<tr>
<td><strong>Enduring understanding</strong></td>
<td>• I am an integral part of my family and my community.</td>
<td>• hypothesize</td>
<td>make predictions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• propose solutions</td>
<td>justify and support opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• analyze</td>
<td>express hopes/dreams/concerns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• make predictions</td>
<td>narrate and elaborate on present, past and future events</td>
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<tr>
<td></td>
<td></td>
<td>• interpret</td>
<td>summarize, interpret and analyze authentic materials and literary works</td>
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<tr>
<td></td>
<td></td>
<td>• analyze</td>
<td></td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td><strong>Structure</strong></td>
<td><strong>Culture</strong></td>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>• family life/structures</td>
<td>• <em>ser/estar</em></td>
<td>• contemporary life</td>
<td>District Resources-Imagina</td>
</tr>
<tr>
<td>• interpersonal relationships</td>
<td>• indicative/ subjunctive/ imperative moods</td>
<td>• family/communities</td>
<td>• Lección 4 (vocab.)</td>
</tr>
<tr>
<td>• stages of life</td>
<td>• future tense</td>
<td>• personal/public identities</td>
<td>• vocabulary-pg. 155</td>
</tr>
<tr>
<td>• personality</td>
<td>• conditional tense</td>
<td>• beauty/aesthetics</td>
<td>• <a href="http://www.imagina.vhlcentral.com">www.imagina.vhlcentral.com</a></td>
</tr>
<tr>
<td>• cultural beliefs/values/practices</td>
<td>• reflexive verbs</td>
<td>• literary works</td>
<td><em>Cortometraje-Raiz</em> (pg. 122)</td>
</tr>
<tr>
<td>• customs/ceremonies</td>
<td>• verbs that require prepositions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• idioms</td>
<td>• por/para</td>
<td></td>
<td>District Resources-Encuentros</td>
</tr>
<tr>
<td>• sequencing/transitions</td>
<td>• object pronouns</td>
<td></td>
<td>• <em>Viajes-Cortázar</em> (p.48-49)</td>
</tr>
<tr>
<td></td>
<td>• conjunctions</td>
<td></td>
<td>• <em>Nada menos que todo un hombre- Unamuno</em> (p78-79)</td>
</tr>
<tr>
<td></td>
<td>• transitions</td>
<td></td>
<td>• <em>La casa de los espiritus-Allende</em> (p.188-190)</td>
</tr>
<tr>
<td></td>
<td>• <em>si</em> clauses/ imperfect subjunctive</td>
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</tbody>
</table>

Other resources:
- Internet
- [www.laits.utexas.edu](http://www.laits.utexas.edu): Spanish proficiency exercises
- current informational texts
## Unit 2-My Personal/Public Identities and Immigration

<table>
<thead>
<tr>
<th>Unit Length/Unit theme/ Enduring understanding</th>
<th>Unit Guiding Questions</th>
<th>Assessment</th>
<th>Functions</th>
</tr>
</thead>
</table>
| Unit length                                 | • What is my cultural identity?  
• What are my values and beliefs?  
• What are my political views?  
• How is my identity defined by the laws of my country and the rights that are guaranteed to me?  
• How are new immigrants assimilated into my culture? | • interpersonal task: share opinions about and solutions to immigration issues  
• interpretive task: reading interpretation exam on immigration and human rights  
• presentational task: write an argumentative essay about immigration issues using Ricardo Arjona’s video *Mojado* as one of the sources | • express hopes/dreams/concerns  
• analyze  
• summarize/interpret  
• hypothesize  
• argue/debate  
• persuade others  
• explain a problem  
• propose solutions  
• justify and support opinions |

### Context
- government/politics
- laws/human rights
- immigration
- personal/public identities
- global challenges
- beliefs/values
- stereotypes
- social norms
- nationalism/patriotism
- argument/debate
- idioms
- sequencing/transitions

### Structure
- comparisons/superlatives
- subjunctive in adverbial clauses
- conjunctions that require the subjunctive
- imperfect subjunctive
- *si* clauses
- perfect tenses (present, past, future, conditional)
- prepositions that are used with certain verbs
- impersonal *se*
- future/conditional tenses
- object pronouns
- uses of *se*

### Culture
- government/politics
- global challenges
- personal/public identities
- argument/debate
- immigration
- laws/human rights
- beliefs/values
- social norms
- nationalism/patriotism

### Resources
- **District Resources- Imagina**
  - Lección 6 (vocab.-p.231)
  - *Corriente Latina* (p.33)
  - *Cortometrajes- Un pedazo de tierra* (p.342), *Adiós Mamá*
- **District Resources- Encuentros**
  - *La poesía-Neruda* (p.215-217)
  - *Caminante, son tus huellas-Machado*
  - *Peso ancestral-Storni* (p.219)
  - *El niño al que se le murió el amigo-Matute* (p.95-96)
- **Other resources**
  - *Mojado: R. Arjona*
  - Current informational texts
### Unit Length/Unit theme/Enduring understanding

<table>
<thead>
<tr>
<th>Unit length</th>
<th>About 5 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit theme</td>
<td>World artistic heritage/Spain</td>
</tr>
<tr>
<td>Enduring understanding</td>
<td>Spain’s cultural heritage has had a tremendous influence on world civilizations.</td>
</tr>
</tbody>
</table>

### Unit Guiding Questions

- What are contributions that Spanish culture has made to world artistic heritage?
- What civilizations occupied Spain and what were their contributions to its cultural heritage?

### Assessment

- **interpersonal task:** Spaniards discussing regions of Spain
- **interpretive task:** Watch videos on Spanish art and architecture with “cloze” activities
- **presentational task:** Research a region of Spain and present two key aspects of your region to a chamber of commerce (history, architecture, languages, food, sites, geography)

### Functions

- report events
- narrate and elaborate on past events
- describe in detail
- research/investigate
- draw conclusions
- hypothesize
- cite evidence
- evaluate
- create/invent
- summarize/interpret/analyze authentic materials and literary works

### Context

- prehistoric civilizations in Spain
- history of Spain 1,000,000 B.C. → 1492
- historical terms/periods
- environment
- geography
- government/politics
- personal/public identities
- family/communities
- economy/finance
- beauty/aesthetics
- architecture
- linguistic influences
- idioms
- sequencing/transitions

### Structure

- all simple/compound tenses in indicative/subjunctive moods
- *si* clauses
- conjunctions
- transitions

### Culture

- prehistoric civilizations in Spain
- historical terms/periods
- environment
- geography
- government/politics
- personal/public identities
- family/communities
- economy/finance
- beauty/aesthetics
- architecture
- linguistic influences

### Resources

**District Resources:**
- *Imagina*
  - España: Confluencia de civilizaciones (p.346-351)
- *Abriendo Paso*
  - Córdoba poesía de Federico García Lorca
- *Encuentros Maravillosos*
  - Ch 8 – Romance de la luna, luna – Federico García Lorca
- *Realidades 3*
  - Ch 8-1 Encuentro entre culturas: España siglo II a.C. – 1492
  - p. 48-9 El Camino de Santiago

**Other resources**
- Internet sites/Google Maps
- readings about the history/culture of Spain
- Current informational texts

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6/6/2014
### Unit 4-Science and Technology: Innovations

<table>
<thead>
<tr>
<th>Unit Length/Unit theme/ Enduring understanding</th>
<th>Unit Guiding Questions</th>
<th>Assessment</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit length • About 6 weeks</td>
<td>• What impact do scientific and technological innovations have on our quality of life now and in the future? • Might advances in science and technology pose potential dangers to human civilization? • How does the media influence our daily lives?</td>
<td>• interpersonal task: debate - ethical questions, impact of science, media and technology • interpretive task: read about issues in science and technology or watch/interpret Cortometraje Happy Cool • presentational task: present utopic or dystopic description of future and/or investigate and present the history/evolution of a certain aspect of science, media or technology</td>
<td>• propose solutions • express hopes/dreams/concerns • hypothesize • persuade others • report events • narrate and elaborate on present, past and future events • argue/debate • analyze • create/invent • solve non-routine problems • draw conclusions • justify and support opinions • summarize, interpret and analyze authentic materials and literary works</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context</th>
<th>Structure</th>
<th>Culture</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>science/technology • global challenges • media • careers/professions • economy/finance • personal/public identities • discoveries/inventions • argument/debate • idioms • sequencing/transitions</td>
<td>past perfect • past perfect subjunctive • uses of the infinitive • object pronouns • future/conditional tenses • si clauses/imperfect subjunctive</td>
<td>science/technology • global challenges • media • careers/professions • economy/finance • personal/public identities • discoveries/inventions • argument/debate</td>
<td>District Resources-Imagina • Lecciones 3, 8 • vocabulary-pgs. 117, 301 • Cortometraje-Happy Cool</td>
</tr>
</tbody>
</table>

Other resources • Internet • print media • Current informational texts • Sleep Dealer (PG-2010)
## Unit 5 - Global Challenges

### Unit Length/Unit theme/Enduring understanding

- **Unit length**: About 6 weeks
- **Unit theme**: Global challenges
- **Enduring understanding**: There is a reciprocal effect between the health and well-being of our planet and its people.

### Unit Guiding Questions

- How do I affect my environment and vice versa?
- What is the current state of health of our planet?
- What perspectives and lessons do the indigenous peoples have to teach me about honoring Mother Earth?
- What solutions could I propose for dealing with global environmental challenges?

### Assessment

- **interpersonal task**: discuss global issues/challenges and propose possible solutions
- **interpretive task**: read about global, environmental and indigenous issues
- **presentational task**: present to an environmental summit about a researched issue of your choice

### Functions

- discuss nature and environment
- explain a problem
- propose solutions
- make suggestions
- give advice
- persuade others
- give/respond to commands
- justify and support opinions
- express hopes/dreams/concerns
- hypothesize
- narrate and elaborate present, past, and future events
- summarize, interpret and analyze authentic materials and literary works

### Context

- environment
- fauna/flora
- global challenges
- government/politics
- indigenous peoples
- geography
- idioms
- sequencing/transitions

### Structure

- indicative/subjunctive/imperative moods
- nosotros commands
- ser/estar
- si clauses/imperfect subjunctive
- conditional tense
- future tense
- relative pronouns
- object pronouns
- conjunctions
- transitions

### Culture

- global challenges
- government/politics
- indigenous peoples
- geography
- environment
- fauna/flora

### Resources

**District Resources - Imagina**
- Lecciones 1, 2 (review)
- Lección 5
- vocabulary-pg. 193
- www.imagina.vhlcentral.com
- Cortometraje-El día menos pensado (pg. 160)

**Other resources**
- Internet (news media)
- El hablador-Mario Vargas Llosa
- colby.edu/~bknelson/SLC/Dónde jugarán los niños
- Current informational texts
- También la lluvia (2010-UR)
### Unit 6-Contemporary Life: Careers

<table>
<thead>
<tr>
<th>Unit Length/Unit theme/ Enduring understanding</th>
<th>Unit Guiding Questions</th>
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<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit length</strong></td>
<td>• What work is appropriate for me?</td>
<td>• interpersonal task: role-play a job interview</td>
<td>• persuade others</td>
</tr>
<tr>
<td>• About 6 weeks</td>
<td>• How do I find the right job to fit my personality?</td>
<td>• interpretive task: read sample job ads, CVs and cover letters</td>
<td>• propose solutions</td>
</tr>
<tr>
<td><strong>Unit theme</strong></td>
<td>• What contributions will I make to my family, community, and world through the work that I choose?</td>
<td>• presentational task: create a curriculum vitae and write a formal cover letter for job of your dreams (10 yrs. in future)</td>
<td>• discuss careers</td>
</tr>
<tr>
<td>• Contemporary life; careers/professions; economy/finance; media/technology</td>
<td></td>
<td></td>
<td>• prepare interview and curriculum vitae</td>
</tr>
<tr>
<td><strong>Enduring understanding</strong></td>
<td></td>
<td></td>
<td>• request/give advice</td>
</tr>
<tr>
<td>• Finding appropriate and fulfilling work is crucial to success and happiness in life.</td>
<td></td>
<td></td>
<td>• justify and support opinions</td>
</tr>
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<td></td>
<td></td>
<td>• write formal and informal letters</td>
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<td></td>
<td>• summarize/interpret/analyze authentic materials and literary works</td>
</tr>
</tbody>
</table>

### Context
- careers/professions
- economy/finance
- contemporary life
- argument/debate
- personal/public identities
- communities
- informal/formal letter writing
- idioms
- sequencing/transition

### Structure
- imperfect subjunctive
- present perfect subjunctive
- past perfect subjunctive
- impersonal se
- object pronouns
- conjunctions
- transitions
- pluperfect, future & conditional perfect tenses

### Culture
- contemporary life
- careers/professions
- economy/finance
- personal/public identities
- rites of passage
- communities

### Resources
- **District Resources-Imagina**
  - Lección 7 - vocab. pg. 267
  - [www.imagina.vhlcentral.com](http://www.imagina.vhlcentral.com)
  - Cortometraje-El hombre que volaba un poquito (pg. 236)
  - La mirada (p. 264-265)

- **Other resources**
  - RIASEC Code (personality/careers assessment)
  - Internet
  - international newspapers (employment ads)
  - Current informational texts