Spanish V-Semester 1  
Quarter 1  
Scope and Sequence

**Review/Unit 1-Personal and Public Identities**

<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**  
* About 6 weeks | **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?** | **series of formative and summative assessments both achievement and performance**  
**role plays/simulations/skits**  
**synthesis essay**  
**readings about cultural identity, government, politics, social classes/norms**  
**debates-immigration, human rights, gender roles, beliefs/values**  
**book listening assessments**  
**unit test** | **express hopes/dreams/concerns**  
**analyze/synthesize**  
**summarize/interpret**  
**evaluate**  
**critique**  
**elaborate**  
**design/create/invent with language**  
**hypothesize**  
**argue/debate**  
**persuade others**  
**explain a problem**  
**propose solutions**  
**justify and support opinions**  
**summarize, interpret and analyze authentic materials and literary works** |

<table>
<thead>
<tr>
<th>Context</th>
<th>Structure</th>
<th>Culture</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **government/politics**  
**laws/human rights**  
**immigration**  
**personal/public identities**  
**global challenges**  
**beliefs/values**  
**stereotypes**  
**social norms**  
**nationalism/patriotism**  
**argument/debate**  
**idioms**  
**sequencing/transitions** | **all simple tenses**  
**imperfect subjunctive**  
**commands**  
**object pronouns**  
**prepositions**  
**idiomatic expressions** | **government/politics**  
**global challenges**  
**personal/public identities**  
**argument/debate**  
**immigration**  
**laws/human rights**  
**beliefs/values**  
**social norms**  
**nationalism/patriotism** | **District Resources-Abriendo paso: Lectura**  
**Cajas de carton-Jiménez**  
**Cartas de amor traicionado-Allende**  
**El delantal blanco-Vodanovic** |
| **District Resources-Abriendo paso: Gramática**  
**Unidad 1** (preterite/imperfect)  
**Unidad 2** (adjectives)  
**Unidad 3** (present tense, ser/estar, gerund)  
**Unidad 4** (imperative commands)  
**Unidad 5** (future tense)  
**Unidad 6** (imperfect subjunctive, conditional)  
**Paso 3** (object pronouns)  
**Paso 8** (*gustar*/verbs like *gustar*)  
**Appendix C** (prepositions)  
**Appendix F** (idiomatic expressions) | | **Other resources**  
**Internet**  
**www.phschool.com** (see web code-end of chapter) |
## Unit 2-Families 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>Unit length</td>
<td>• What is my place and my role in my family and community?</td>
<td>• series of formative and summative assessments, both achievement and performance</td>
<td>• hypothesize</td>
</tr>
<tr>
<td>• About 6 weeks</td>
<td>• What is the nature of my relationships with family and friends?</td>
<td>• role plays/simulations/skits-family dynamics/friendships</td>
<td>• propose solutions</td>
</tr>
<tr>
<td>Unit theme</td>
<td>• How are my family and my community interconnected?</td>
<td>• synthesis essay</td>
<td>• persuade others</td>
</tr>
<tr>
<td>• Families and communities</td>
<td></td>
<td>• readings about family relationships and friendships</td>
<td>• analyze</td>
</tr>
<tr>
<td>Enduring understanding</td>
<td></td>
<td>• book listening assessments</td>
<td>• evaluate</td>
</tr>
<tr>
<td>• Family relationships and friendships are complex and enduring.</td>
<td></td>
<td>• unit test</td>
<td>• design/create/invent with language</td>
</tr>
</tbody>
</table>

### Assessment
- series of formative and summative assessments, both achievement and performance
- role plays/simulations/skits-family dynamics/friendships
- synthesis essay
- readings about family relationships and friendships
- book listening assessments
- unit test

### Functions
- hypothesize
- propose solutions
- persuade others
- analyze
- evaluate
- design/create/invent with language
- critique
- synthesize
- elaborate
- make predictions
- justify and support opinions
- express hopes/dreams/concerns
- narrate and elaborate on present, past and future events
- summarize, interpret and analyze authentic materials and literary works

### Context
- family life/structures
- interpersonal relationships
- stages of life
- personality
- cultural beliefs/values/practices
- customs/ceremonies
- idioms
- sequencing/transitions

### Structure
- preterite/imperfect
- present perfect
- past perfect
- reflexive verbs
- commands
- imperfect subjunctive
- past perfect subjunctive
- object pronouns
- relative pronouns
- affirmative/negative words
- adjectives

### Culture
- contemporary life
- family/communities
- interpersonal relationships
- stages of life
- personal/public identities
- beauty/aesthetics
- literary works

### Resources
- District Resources-Abriendo paso: Lectura
  - *El décimo-Pardo Bazán*
  - *Un oso y un amor-Ulibarri*
  - *Continuidad de los parques-Cortázar*
  - *No oyes ladrar los perros-Rulfo*
  - *Emma Zunz-Borges*
  - *Me gustas cuando callas-Neruda*

- District Resources-Abriendo paso: Gramática
  - Unidad 1 (preterite, imperfect, present perfect, past perfect)
  - Unidad 3 (gerunds, reflexive verbs)
  - Unidad 4 (imperative commands)
  - Unidad 6 (imperfect and past perfect subjunctive)
  - see first pg. of each chapter in *Lectura*

- Other resources
  - Internet
  - [www.phschool.com](http://www.phschool.com)
### Spanish V-Semester 1
#### Quarter 2
Scope and Sequence

**Unit 3-Contemporary Life**

<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</td>
<td>• What contemporary life issues are most profoundly affecting Spanish-speaking countries? • What are some unique holidays/celebrations/rites of passage in Spanish-speaking countries?</td>
<td>• series of formative and summative assessments, both achievement and performance • presentation-current issues about everyday life: where/how people live, what they do for fun, rites of passage, holidays/celebrations • synthesis essay • readings about contemporary life issues • book listening assessments • unit test</td>
<td>• persuade others • propose solutions • discuss careers • request/give advice • justify and support opinions • analyze/synthesize • summarize, interpret and analyze authentic materials and literary works</td>
</tr>
</tbody>
</table>

**Context**
- careers/professions
- economy/finance
- contemporary life
- holidays/celebrations
- argument/debate
- personal/public identities
- communities
- idioms
- sequencing/transitions

**Structure**
- present tense
- preterite/imperfect
- ser/estar
- adjectives
- reflexive verbs
- commands
- demonstratives
- por/para

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

**District Resources-Abriendo paso: Lectura**
- Jacinto Contreras recibe su paga extraordinaria-Cela
- Jaque mate en dos jugadas-Aisemberg
- La fiesta de San Fermín
- La Tomatina

**District Resources-Abriendo paso: Gramática**
- Unidad 1 (preterite/imperfect)
- Unidad 2 (adjectives, demonstratives)
- Unidad 3 (present tense, ser/estar, reflexive verbs)
- Unidad 4 (imperative commands)
- Paso 10 (por/para)

**Other resources**
- Internet
- [www.phschool.com](http://www.phschool.com) (see web code at end of chapter)
# Unit 4-World Artistic Heritage/Spain and Latin America

<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 are contributions that Spanish and Latin American culture have made to world artistic heritage? | • series of formative and summative assessments, both achievement and performance | • report events  
• narrate and elaborate on past events  
• describe in detail  
• research/investigate  
• draw conclusions  
• hypothesize  
• analyze/synthesize  
• cite evidence  
• evaluate  
• create/invent  
• summarize, interpret and analyze authentic materials and literary works |
| **Unit theme**                               |                        |            |           |
| • World artistic heritage-Spain/Latin America |                        |            |           |
| **Enduring understanding**                   | • The cultural heritage of Spain and Latin America has greatly influenced world civilizations. |                        |           |
| **Unit Guiding Questions**                   | • What are contributions that Spanish and Latin American culture have made to world artistic heritage? | • series of formative and summative assessments, both achievement and performance | • report events  
• narrate and elaborate on past events  
• describe in detail  
• research/investigate  
• draw conclusions  
• hypothesize  
• analyze/synthesize  
• cite evidence  
• evaluate  
• create/invent  
• summarize, interpret and analyze authentic materials and literary works |

## Context
- historical terms/periods
- environment
- geography
- government/politics
- personal/public identities
- family/communities
- economy/finance
- beauty/aesthetics
- architecture
- linguistic influences
- idioms
- sequencing/transitions

## Structure
- present tense
- preterite/imperfect
- future tense
- present perfect
- impersonal *se*
- reflexive verbs
- adjectives

## Culture
- historical terms/periods
- environment
- geography
- government/politics
- personal/public identities
- family/communities
- economy/finance
- beauty/aesthetics
- architecture
- linguistic influences

## Resources
- **District Resources-Abriendo paso: Lectura**
  - Rima III-Bécquer
  - Proverbios y cantares, XXIX-Machado
  - Canción de jinete-Lorca
  - Versos sencillos-Martí
  - Canción de otoño en primavera-Dario
  - Oda al tomate-Neruda
  - Fernando Botero, El espejo convexo
  - Los indios kunas

- **District Resources-Abriendo paso: Gramática**
  - Unidad 1 (preterite/imperfect, present perfect)
  - Unidad 2 (adjectives)
  - Unidad 3 (present tense, impersonal *se*, reflexive verbs, *ser/estar*)
  - Unidad 5 (future)

- Other resources
  - Internet
  - [www.phschool.com](http://www.phschool.com) (web code-end of each chapter)
  - DVD-El laberinto del fauno
## Unit 5 - Global Challenges

### Unit Length/Unit theme/Enduring understanding
- **Unit length**: About 5-6 weeks
- **Unit theme**: Global challenges
- **Enduring understanding**: How we respond to global challenges has a profound effect on our quality of life.

### Unit Guiding Questions
- What current global challenges are being confronted by Spanish-speaking countries?
- How are the peoples of Spanish-speaking countries responding to current global challenges?

### Assessment
- series of formative and summative assessments, both achievement and performance
- presentation—a current environmental issue/challenge—propose solutions
- debates—global, environmental, and diversity issues, human rights
- synthesis essay
- readings about global, environmental and indigenous issues
- book listening assessments
- unit test

### 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
- analyze/synthesize
- hypothesize
- create/invent with language
- narrate and elaborate present, past, and future events
- summarize, interpret and analyze authentic materials and literary works
- argue/debate

### Context
- environment
- fauna/flora
- global challenges
- government/politics
- health/wellness
- diversity
- indigenous peoples
- human rights
- geography
- argument/debate
- idioms
- sequencing/transitions

### Structure
- present tense
- preterite/imperfect
- past perfect
- ser/estar
- reflexive verbs
- commands
- imperfect subjunctive
- past perfect subjunctive
- por/para

### Culture
- global challenges
- government/politics
- diversity issues
- indigenous peoples
- human rights
- geography
- environment
- fauna/flora
- argument/debate

### Resources
- **District Resources-Abriendo paso: Lectura**
  - El árbol de oro—Matute
  - La viuda de Montiel—García Márquez
- **District Resources-Abriendo paso: Gramática**
  - Unidad 1 (preterite/imperfect, past perfect)
  - Unidad 2 (adjectives)
  - Unidad 3 (present tense, ser/estar, reflexive verbs)
  - Unidad 4 (imperative commands)
  - Unidad 6 (imperfect subjunctive/past perfect subjunctive)
  - Paso 10 (por/para)

### Other resources
- Internet
- [www.bbc.co.uk/mundo](http://www.bbc.co.uk/mundo)
- [www.phschool.com](http://www.phschool.com)
### Unit 6: Science and Technology

<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 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? | • series of formative and summative assessments  
both achievement and performance  
• role plays  
• project-create/invent/proposal solution/predict outcomes  
• synthesis essay  
• readings from a variety of print media  
• debates-ethical questions, impact of science, media and technology  
• book listening assessments  
• unit test | • propose solutions  
• express hopes/dreams/concerns  
• hypothesize  
• persuade others  
• report events  
• narrate and elaborate on present, past and future events  
• predict outcomes  
• argue/debate  
• analyze/synthesize  
• create/invent  
• solve non-routine problems  
• draw conclusions  
• justify and support opinions  
• summarize, interpret and analyze authentic materials and literary works |

<table>
<thead>
<tr>
<th>Context</th>
<th>Structure</th>
<th>Culture</th>
<th>Resources</th>
</tr>
</thead>
</table>
| • science/technology  
• global challenges  
• media  
• careers/professions  
• economy/finance  
• personal/public identities  
• discoveries/inventions  
• argument/debate  
• idioms  
• sequencing/transitions | • past perfect  
• future tense  
• future perfect  
• conditional tense  
• conditional perfect  
• affirmative/negative words | • science/technology  
• global challenges  
• media  
• careers/professions  
• economy/finance  
• personal/public identities  
• discoveries/inventions  
• argument/debate | District Resources-Abriendo paso: Lectura  
• *Rosa-Balzarino*  
• *Nosotros, no-Adolph*  
District Resources-Abriendo paso: Gramática  
• Unidad 1 (past perfect)  
• Unidad 5 (future, future perfect)  
• Unidad 6 (conditional, conditional perfect)  
• Paso 7 (indefinite/negative words)  
Other resources  
• Internet  
• [www.bbc.co.uk/mundo](http://www.bbc.co.uk/mundo)  
• [www.phschool.com](http://www.phschool.com) |