## Spanish III Scope and Sequence – Fall Semester

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

<table>
<thead>
<tr>
<th>Vocabulary for Communication</th>
<th>Unit 1 – Leisure Activities</th>
<th>Unit 2 – Fine Arts</th>
<th>Unit 3 – My International Experience</th>
</tr>
</thead>
</table>
| See suggested vocabulary in Unit Overviews for more detail. | • Personal history (S)  
• Leisure activities  
• Camping/Nature or Sports/Competition (teacher choice)  
• Preterite vs. imperfect (S)  
• *conocer* and *saber* (preterite) | • Visual and Performing Arts  
• Artistic genres/periods  
• Critiquing  
• *ser* vs. *estar* (S)  
• Past participles as adjectives (in context)  
• Preterite and imperfect (new usages) | • Travel  
• Tourist activities  
• Transportation (S)  
• Prepositions of direction and location (S)  
• Informal commands (S)  
• Present subjunctive with impersonal expressions and recommendations (in context). |
| Terminology | Past Participle | Impersonal Expressions  
• Present Subjunctive  
• Subjunctive Mood |
| Words students might need to know, but are not required for assessment. | • *saber* (preterite)  
• *conocer* (preterite)  
• Preterite vs. imperfect (S) | • past participles (as adjectives)  
• preterite (for completed past actions)  
• imperfect (for descriptions and ongoing actions) | • subjunctive  
• impersonal expressions |
| Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes. | | |
| Culture | Cultural understandings are infused across the units. For details, see C-CAP. | |
| Interpretive and Presentational Strategies | 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)

<table>
<thead>
<tr>
<th>Vocabulary for Communication</th>
<th>Unit 4 – Health</th>
<th>Unit 5 – Interpersonal Relationships</th>
<th>Unit 6 – What will the future bring?</th>
</tr>
</thead>
</table>
| See suggested vocabulary in Unit Overviews for more detail. | • 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) | • 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)  
* Nosotros commands (in context)  
* por and para (in context) | • Careers  
• Jobs  
• Occupations  
• Technology  
• Interviewing  
• Double object pronouns *(S)*  
• Impersonal se *(S)*  
• Future tense (in context)  
• Present perfect (in context) |

<table>
<thead>
<tr>
<th>Terminology</th>
<th>Double object pronouns</th>
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</tr>
</thead>
</table>
| Words students might need to know, but are not required for assessment. |  | · Auxiliary verb  
· Double object pronouns  
· Future tense  
· Present perfect tense |

| Grammar | Double object pronouns  
Formal commands  
Informal negative commands *(S)*  
Subjunctive *(S)*  
Informal affirmative commands *(S)* | Subjunctive expressions of emotion  
* por vs. para*  
Nosotros commands  
Reciprocal actions  
Indirect object pronouns | Double object pronouns  
Future tense  
Present perfect tense |

| Culture | Cultural understandings are infused across the units. For details, see C-CAP. |
| Interpreting and Presentational Strategies | 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. |