

## Spanish for Heritage Speakers I Scope and Sequence – Fall Semester

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

	<i>Unit 1 – Who am I?</i>	<i>Unit 2 – Community</i>	<i>Unit 3 – Pop Culture</i>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>• Culture/cultural influences</li> <li>• Ethnicity</li> <li>• Family</li> <li>• Geography</li> <li>• Race</li> <li>• Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Activities</li> <li>• People</li> <li>• Places</li> <li>• Comparative/superlative adjectives (in context)</li> <li>• Conditional tense (in context)</li> <li>• Future tense (in contest)</li> </ul>	<ul style="list-style-type: none"> <li>• Pop culture</li> </ul>
<p><b>Literacy Terminology and Strategies</b></p>	<ul style="list-style-type: none"> <li>• Colloquialism</li> <li>• Dialect</li> <li>• Context Clues</li> <li>• (Language) Proficiency</li> <li>• Social Register</li> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Interview technique(s)</li> <li>• Feature article</li> <li>• Non-fiction</li> <li>• Text feature</li> </ul>	<ul style="list-style-type: none"> <li>• Bias</li> <li>• Figurative language</li> <li>• Idiom</li> <li>• Literal language</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>Past tense, regular verbs</b></li> <li>• <b>Past tense, irregular verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comparative adjectives</b></li> <li>• <b>Comparison of nouns with <i>de</i></b></li> <li>• <b>Future tense</b></li> <li>• <b>Superlative adjectives</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Present progressive tense</b></li> </ul>
<p><b>Culture</b></p>	Cultural understandings are infused across the units. For details, see units in <a href="#">Bridge to Curriculum</a> .		
<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 for Heritage Speakers I Scope and Sequence – Spring Semester

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

	<i>Unit 4 – Family and Heritage</i>	<i>Unit 5 – Environment</i>	<i>Unit 6 – In Culmination</i>
<b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.	<ul style="list-style-type: none"> <li>Adverbs of quality (e.g. well, poorly, etc.)</li> <li>Cultural labels related to family</li> <li>Descriptive adjectives</li> <li>Family</li> <li>Regional expressions related to family</li> </ul>	<ul style="list-style-type: none"> <li>Animals</li> <li>Natural phenomena</li> <li>Nature</li> <li>Uses and abuses of nature</li> <li>Future tense (in context) (S)</li> <li>Conditional mood (in context)</li> </ul>	<ul style="list-style-type: none"> <li>Heritage</li> </ul>
<b>Literacy Terminology and Strategies</b>	<ul style="list-style-type: none"> <li>Affix (suffix, prefix)</li> <li>Autobiographical texts</li> <li>Cognate</li> <li>False Cognate</li> <li>Genre</li> <li>Root</li> </ul>	<ul style="list-style-type: none"> <li>Debate</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Grammar</b> Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.	<ul style="list-style-type: none"> <li><b>Present perfect tense</b></li> <li><b>Past perfect tense</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Conditional mood</b></li> <li><b>Future tense</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Imperfect tense</b></li> <li><b>Imperfect vs. preterite tenses</b></li> </ul>
<b>Culture</b>	Cultural understandings are infused across the units. For details, see units in <a href="#">Bridge to Curriculum</a> .		
<b>Interpretive and Presentational Strategies</b>	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.		