

Salem Community High School, Salem, IL
Spanish 4 scope and sequence

Present/preterite/imperfect/future in context

Unit 1: [Circling with balls](#)- what I would do if I were you

- Goals
 - Conditional I/you/s/he verbs in context
 - Class community

Unit 2: [En guerra](#)

- Goals
 - Body image and self esteem, mental illness
 - Present/Past/Future narrative in writing

Unit 3: [Orangután en mi habitación](#)

- Goals
 - Sustainable crops; products
 - Past narrative, future and conditional in context

Unit 4: [Noche de oro](#)

- Fluency Matters ECourse
- [Noche de oro Teacher's Guide](#)

Unit 5: [Biodiversidad](#)

- Goals
 - The rainforest; conservation of resources
 - Compare and contrast

Unit 6: [El agua es vida](#)

- Goals
 - Understand the impact of the world's water crisis
 - Use the present and past tense to describe problems of the past and today.

Unit 7: [48 horas ECourse](#)

- Goals
 - Explore the importance of water in the Galapagos islands
 - Galapagos culture from [Teacher Resource Guide](#)

Unit 8: [La energía renovable](#)

- Goals
 - Compare and contrast clean forms of energy with fossil fuels

- Basic understanding of Green Energy and Costa Rica's leadership role in the movement

Unit 9: [Educarse para superarse](#)

- Goals
 - Explore the importance of an education and the unequal access to education around the world
 - Set educational goals

Unit 10: [Minerva ECourse](#)

- Goals
 - Understand the impact Minerva's education had on her and her community
 - Social Justice through the [Minerva Teacher's Guide](#)

Unit 11: [Los años dorados](#)

- Goals
 - Explore la tercera edad and how students can play a role in the lives of their grandparents
 - The role of the elderly in the US

Unit 12: [Viaja conmigo](#)

- Goals
 - Set travel goals
 - Global must see locations

Unit 13: [Mar de plástico](#)

- Goals
 - Identifying ways that plastic pollution enters the sea water
 - Finding solutions to the plastic pollution in the ocean

Unit 14: [Basura cero](#)

- Future and conditional in context
- Compare what I have done with what I will do
- Set goals
- Understand my role in waste management
- Maná - ¿Dónde jugarán los niños?

Unit 16: [Esmeralda reader](#)

- Students will read the Esmeralda reader then create their own kids story that features an animal in danger.



Miscellaneous other units

Gran Hotel
Music

Noticing:

Perfect tenses in context

Subjunctive in context

Producing:

Present/Past/Future/Conditional

Techniques:

Story retells ([Yellow Brick Road](#))

[Discussion Thursday](#)

Readers

Movie Talks

Film and Text comparisons

Adapted authentic pieces

Grammar in context