

## Southern Cayuga Central School District – Curriculum Map

Subject: Spanish II

School Year: 2021/2022

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p><b>Unit 1: Siéntate</b></p> <p><b>Culture:</b></p> <p><b>Topics/Vocabulary:</b> Se sienta, se levanta, grita</p> <p><b>NEWYORK STATE STANDARDS: 1 &amp; 2</b></p>	<p><b>Essential Questions:</b> How do practiced conversations and presentations help me to become a better speaker and writer in Spanish?</p> <p><b>Skill Areas addressed:</b> Listening vocabulary</p>	<p><b>Activities:</b> Interactive Story Asking, Story Retells, Dramatizing, Timed Writing, Choral Reading, Songs (Me duele la cabeza), Sustained Silent Reading, Worksheet Activities, leyendas, Translations, and Technology activities such as: Conjuguemos, Duolingo, Señor Wooly (No voy a levantarme)</p> <p><b>New Grammar Addressed:</b> Nosotros verb forms; reflexive verbs</p>	<p><b>Formative:</b> Up/Down Listening Assessment, Timed Speaking, 3-2-1 Countdown, 1 minute papers, Kahoots, Quizlets, Self-assessments, Ticket out the door, Analogy prompts, Student Conference, observation, Bellringers.</p> <p><b>Summative:</b> Lesson Quizzes, Conjuguemos Quizzes, Listening Comprehensions, and Unit/Marking Period exams.</p>	<p><b>Marking Period 1</b></p>
<p><b>Unit 2: Los Castells de Tarragona</b></p> <p><b>Culture:</b> Los Castells de Tarragona</p> <p><b>Topics/Vocabulary:</b> Siempre, le Ayuda, simpático, tienes que, no puede</p> <p><b>NEWYORK STATE STANDARDS: 1 &amp; 2</b></p>	<p><b>Essential Questions:</b> How do practiced conversations and presentations help me become a better speaker and writer in Spanish?</p> <p>How do celebrations differ between cultures?</p> <p><b>Skill Areas addressed:</b> Reading Writing</p>	<p><b>Activities:</b> Interactive Story Asking, Story Retells, Dramatizing, Timed Writing, Choral Reading, Songs (TBD) Sustained Silent Reading, Worksheet Activities, leyendas, Translations, and Technology activities such as: Conjuguemos, Duolingo, Señor Wooly (Somos Tu y Yo; La Confesión de Victor)</p> <p><b>New Grammar Addressed:</b> Possessive adjectives</p>	<p><b>Formative:</b> Up/Down Listening Assessment, Timed Speaking, 3-2-1 Countdown, 1 minute papers, Kahoots, Quizlets, Self-assessments, Ticket out the door, Analogy prompts, Student Conference, observation, Bellringers.</p> <p><b>Summative:</b> Lesson Quizzes, Conjuguemos Quizzes, Listening Comprehensions, and Unit/Marking Period exams.</p>	<p><b>Marking Period 2</b></p>
<p><b>Unit 3: La comida latina</b></p> <p><b>Culture:</b></p>	<p><b>Essential Questions:</b></p>	<p><b>Activities:</b> Interactive Story Asking, Story Retells,</p>	<p><b>Formative:</b> Up/Down Listening Assessment, Timed Speaking, 3-2-1 Countdown,</p>	<p><b>Marking Period 3</b></p>

<p>Latin influences on American diets</p> <p><b>Topics/Vocabulary:</b> Busca, encuentra, sabes</p> <p><b>NEWYORK STATE STANDARDS: 1 &amp; 2</b></p>	<p>In what ways has Latin American food affected the United States' diet?</p> <p><b>Skill Areas addressed:</b> Reading</p>	<p>Dramatizing, Timed Writing, Choral Reading, Songs (Conjugations back and Bistec) Sustained Silent Reading, Worksheet Activities, leyendas, Translations, and Technology activities such as: Conjuguemos, Duolingo, Senor Wooly (La Dentista; Amnesia)</p> <p><b>New Grammar Addressed:</b> AR verb endings</p>	<p>1 minute papers, Kahoots, Quizlets, Self-assessments, Ticket out the door, Analogy prompts, Student Conference, observation, Bellringers. <b>Summative:</b> Lesson Quizzes, Conjuguemos Quizzes, Listening Comprehensions, and Unit/Marking Period exams.</p>	
<p><b>Unit 4: El Cucuy/Buscando un animal domestico</b></p> <p><b>Culture:</b> El Cucuy El Silbón Spanish television programming</p> <p><b>Topics/Vocabulary:</b> Tiene miedo de, mira, hacia, days of the week, telling time</p> <p><b>NEWYORK STATE STANDARDS: 1 &amp; 2</b></p>	<p><b>Essential Questions:</b> How will my knowledge of English grammar help me understand Spanish Grammar?  How does television programming differ between Spain and America?  How do the concepts of Urban Legends differ between cultures?</p> <p><b>Skill Areas addressed:</b> Reading Writing vocabulary</p>	<p><b>Activities:</b> Interactive Story Asking, Story Retells, Dramatizing, Timed Writing, Choral Reading, Songs (Sábado) Sustained Silent Reading, Worksheet Activities, leyendas, Translations, and Technology activities such as: Conjuguemos, Duolingo, Senor Wooly (¿Adónde vas?; Ya está muerto)</p> <p><b>New Grammar Addressed:</b> El verbo IR, How to tell time</p>	<p><b>Formative:</b> Up/Down Listening Assessment, Timed Speaking, 3-2-1 Countdown, 1 minute papers, Kahoots, Quizlets, Self-assessments, Ticket out the door, Analogy prompts, Student Conference, observation, Bellringers. <b>Summative:</b> Lesson Quizzes, Conjuguemos Quizzes, Listening Comprehensions, Unit/Marking Period exams.</p>	<p><b>Marking Period 4</b></p>
<p><b>Unit 5: Como agua para el chocolate/El lobo hambriento</b></p>	<p><b>Essential Questions:</b> What are some similarities and differences between Spain/Latin American</p>	<p><b>Activities:</b> Interactive Story Asking, Story Retells, Dramatizing, Timed Writing, Choral Reading, Songs (Er verb songs),</p>	<p><b>Formative:</b> Up/Down Listening Assessment, Timed Speaking, 3-2-1 Countdown, 1 minute papers, Kahoots,</p>	<p><b>Marking Period 5</b></p>

<p><b>Culture:</b> Expresión “lágrimas de cocodrilo” Gazpacho Rafael Nadal Merengue</p> <p><b>Topics/Vocabulary:</b> Tiene hambre, está triste y Lloro, el lobo come, baila</p> <p><b>NEWYORK STATE STANDARDS: 1 &amp; 2</b></p>	<p>countries and the United States concerning food, dance, and sports?</p> <p><b>Skill Areas addressed:</b> Listening Reading Speaking Vocabulary</p>	<p>Translations, and Technology activities such as: Conjuguemos, Duolingo, Senor Wooly Sustained Silent Reading, Worksheet Activities, leyendas, Translations, and Technology activities such as: Conjuguemos, Duolingo, Senor Wooly(Los Quehaceres, Feo)</p> <p><b>New Grammar Addressed:</b> ER verb conjugations</p>	<p>Quizlets, Self-assessments, Ticket out the door, Analogy prompts, Student Conference, observation, Bellringers. <b>Summative:</b> Lesson Quizzes, Conjuguemos Quizzes, Listening Comprehensions, Unit/Marking Period exams.</p>	
<p><b>Unit 6: Los deportes</b></p> <p><b>Culture:</b> Sports in Spanish speaking countries</p> <p><b>Topics/Vocabulary:</b> Eres, juega (un deporte), quiere jugar, juega a</p> <p><b>NEWYORK STATE STANDARDS: 1 &amp; 2</b></p>	<p><b>Essential Questions</b> How will I have an understanding of other cultures?  How do sports differ between cultures?</p> <p><b>Skill Areas addressed:</b> Reading Listening Writing Vocabulary</p>	<p><b>Activities:</b> Interactive Story Asking, Story Retells, Dramatizing, Timed Writing, Choral Reading, Songs (TBD) Sustained Silent Reading, Worksheet Activities, leyendas, Translations, and Technology activities such as: Conjuguemos, Duolingo, Senor Wooly (Vibra Viral)</p> <p><b>New Grammar Addressed:</b></p>	<p><b>Formative:</b> Up/Down Listening Assessment, Timed Speaking, 3-2-1 Countdown, 1 minute papers, Kahoots, Quizlets, Self-assessments, Ticket out the door, Analogy prompts, Student Conference, observation, Bellringers. <b>Summative:</b> Lesson Quizzes, Conjuguemos Quizzes, Listening Comprehensions, and Unit/Marking Period exams. Final Exam</p>	<p><b>Marking Period 6</b></p>