

**Southern Cayuga Central School District – Curriculum Map**

Subject: Spanish II

School Year: 2022/2023

Textbook: Que Chevere Level II

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: La tecnología en la vida diaria</b></p> <p><b>Culture:</b> El mundo hispanohablante Hispanic Heritage Month</p> <p><b>Topics/Vocabulary:</b> Lección A: Technology and communication; Environmental issues Lección B: Vacations; Everyday activities</p> <p><b>NEW YORK STATE STANDARDS: 1-5</b></p>	<p><b>Essential Questions:</b> What role does technology play in people’s lives</p> <p><b>Skill Areas addressed:</b> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b>Objectives:</b> To talk about ecology; to discuss technology; to talk about everyday activities; to seek and provide personal information; to state what is happening right now; to talk about the future; to talk about the past; to express negation or disagreement</p>	<p><b>Activities:</b> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b>New Grammar Addressed:</b> Lección A: Repaso de Present tense of -ar, -er, and -ir verbs; Present tense of verbs with irregularities; Present progressive; ir a; Preterite of -ar, -ir, and -er verbs Lección B: Irregular preterite; Negative and affirmative expressions; Direct and indirect object pronouns; Using direct and indirect object pronouns together.</p>	<p><b>Formative:</b> dialogo, quizzes, communicative activities, culture activities, Flipgrid <b>Summative:</b> Mid-unit assessment; end of unit assessment</p>	<p><b>September</b></p>
<p><b>Unit 2: Vivir en salud</b></p> <p><b>Culture:</b> Estados Unidos Dia de los Muertos</p> <p><b>Topics/Vocabulary:</b> Lección A: Daily routines Lección B: Parts of the body; Activities and health</p>	<p><b>Essential Questions:</b> What do people do to feel well?</p> <p><b>Skill Areas addressed:</b> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b>Objectives:</b></p>	<p><b>Activities:</b> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b>New Grammar Addressed:</b> Lección A: Reflexive verbs; the word se; Preterite tense of reflexive verbs;</p>	<p><b>Formative:</b> dialogo, quizzes, communicative activities, culture activities, Flipgrid <b>Summative:</b> Mid-unit assessment; end of unit assessment</p>	<p><b>October</b></p>

<p><b><u>NEW YORK STATE STANDARDS: 1-5</u></b></p>	<p>To identify objects in a bathroom; to discuss daily routine; to discuss personal grooming; to seek and provide personal information; to point out someone or something; to talk about the past; to discuss health; to identify parts of the body; to give and take instructions.</p>	<p>Demonstrative adjectives; Demonstrative pronouns. Lección B: Verbs that are similar to gustar; More on reflexive verbs; Prepositions</p>		
<p><b>Unit 3: Vamos a la ciudad</b></p> <p><b><u>Culture:</u></b> Mexico Día de los Muertos</p> <p><b><u>Topics/Vocabulary:</u></b> Lección A: Places in the city; Stores; Directions Lección B: Directions; Neighborhood and neighbors; Everyday activities; Driving; Parts of a car; Traffic signs</p> <p><b><u>NEW YORK STATE STANDARDS: 1-5</u></b></p>	<p><b><u>Essential Questions:</u></b> How do people interact with cities?</p> <p><b><u>Skill Areas addressed:</u></b> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b><u>Objectives</u></b> To talk about places in a city; to ask for and give directions; to tell others what to do or not to do; to give advice and make suggestions; to discuss what is sold in specific stores; to talk about everyday activities; to discuss whom and what people know; to identify parts of a car.</p>	<p><b><u>Activities:</u></b> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b><u>New Grammar Addressed:</u></b> Lección A: Informal affirmative commands; Formal and plural commands; Nosotros commands Lección B: Conocer vs. saber; Negative commands.</p>	<p><b><u>Formative:</u></b> dialogo, quizzes, communicative activities, culture activities, Flipgrid <b><u>Summative:</u></b> Mid-unit assessment; end of unit assessment</p>	<p><b>November</b></p>
<p><b>Unit 4: Diversion para todos</b></p> <p><b><u>Culture:</u></b> El Salvador and Honduras</p>	<p><b><u>Essential Questions:</u></b> What brings people together?</p>	<p><b><u>Activities:</u></b> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities,</p>	<p><b><u>Formative:</u></b> dialogo, quizzes, communicative activities, culture activities, Flipgrid</p>	<p><b>December</b></p>

<p>Las Posadas</p> <p><b>Topics/Vocabulary:</b> Lección A: Amusement parks; Zoo animals, Nationalities Lección B: The circus; Wild and farm animals.</p> <p><b>NEW YORK STATE STANDARDS: 1-5</b></p>	<p><b>Skill Areas addressed:</b> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b>Objectives:</b> To discuss activities at a special event; to describe in the past; to identify animals; to discuss details about the past; to express past intentions; to talk about nationality; to add emphasis to a description; to discuss size; to indicate possession.</p>	<p>Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b>New Grammar Addressed:</b> Lección A: Imperfect tense; Verbs irregular in the imperfect: Ser, Ir, and ver; Ser vs Estar; Adjectives of nationality. Lección B: Special endings: isimo/a and ito/ita; Adjective placement; Possessive adjectives: long forms; La with adjectives/adverbs.</p>	<p><b>Summative:</b> Mid-unit assessment; end of unit assessment</p>	
<p><b>Unit 5: De compras</b></p> <p><b>Culture:</b> Cuba, Republica Dominicana, Puerto Rico 3 Kings Day</p> <p><b>Topics/Vocabulary:</b> Lección A: Supermarket, fish, meats, and seafood; Metric system; Menu Lección B: Clothing; Everyday activities; Food and dining</p> <p><b>NEW YORK STATE STANDARDS: 1-5</b></p>	<p><b>Essential Questions:</b> How do local products reflect the cultural heritage of a region?</p> <p><b>Skill Areas addressed:</b> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b>Objectives:</b> To name some foods; to talk about the past; to talk about what someone remembers; to express an opinion; to describe clothing; to ask for advice; to state what was happening at a specific time; to describe how something was done; to express length of time.</p>	<p><b>Activities:</b> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b>New Grammar Addressed:</b> Lección A: Preterite vs. Imperfect; Present tense of reir and freir; Irregular preterite-tense verbs Lección B: Imperfect progressive tense; Adverbs ending in -mente; Hacer/hacia (+time) que</p>	<p><b>Formative:</b> dialogo, quizzes, communicative activities, culture activities, Flipgrid <b>Summative:</b> Mid-unit assessment; end of unit assessment <b>Formative:</b> <b>Summative:</b></p>	<p><b>January</b></p>

<p><b>Unit 6: Hogar, dulce hogar</b></p> <p><b>Culture:</b> Venezuela, Colombia, Ecuador, Peru, Bolivia</p> <p><b>Topics/Vocabulary:</b> Lección A: Home and family; Household items and everyday activities; Household chores Lección B: Household rules and expectations; Household appliances</p> <p><b>NEW YORK STATE STANDARDS: 1-5</b></p>	<p><b>Essential Questions:</b> What makes a place a home?</p> <p><b>Skill Areas addressed:</b> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b>Objectives:</b> To describe a household; to talk about family; to tell someone what to do; to state wishes and preferences; to talk about everyday activities; to invite someone to do something; to make a request; to express doubt, emotion, and uncertainty; to state hopes and opinions.</p>	<p><b>Activities:</b> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b>New Grammar Addressed:</b> Lección A: Stem-changing verbs; Subjunctive; Irregular subjunctive verbs; Using and infinitive instead of the subjunctive. Lección B: Subjunctive with verbs of emotion and doubt; Subjunctive with impersonal expressions</p>	<p><b>Formative:</b> dialogo, quizzes, communicative activities, culture activities, Flipgrid <b>Summative:</b> Mid-unit assessment; end of unit assessment</p>	<p><b>February</b></p>
<p><b>Unit 7: Informados</b></p> <p><b>Culture:</b> Paraguay, Uruguay</p> <p><b>Topics/Vocabulary:</b> Lección A: News and television programs; Everyday activities Lección B: News papers; Radio; Soccer</p> <p><b>NEW YORK STATE STANDARDS: 1-5</b></p>	<p><b>Essential Questions:</b> How do people stay informed?</p> <p><b>Skill Areas addressed:</b> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b>Objectives:</b> To say what has happened; to discuss the news; to talk about a television broadcast; to describe people and objects; to identify sections of</p>	<p><b>Activities:</b> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b>New Grammar Addressed:</b> Lección A: Present perfect tense and past participles; Present perfect tense of reflexive verbs; Participles as adjectives. Lección B: Past perfect tense; Passive voice</p>	<p><b>Formative:</b> dialogo, quizzes, communicative activities, culture activities, Flipgrid <b>Summative:</b> Mid-unit assessment; end of unit assessment</p>	<p><b>March</b></p>

	newspapers and magazines; to relate two events in the past; to talk about a radio broadcast; to talk about soccer.			
<p><b>Unit 8: De viaje a España</b></p> <p><b>Culture:</b> Espana Semana Santa</p> <p><b>Topics/Vocabulary:</b> Lección A: Vacations, travel agencies, and food; Emotions and dreams Lección B: Airports and hotels; the 24 hour clock <b>NEW YORK STATE STANDARDS: 1-5</b></p>	<p><b>Essential Questions:</b> What makes a tourist attraction?</p> <p><b>Skill Areas addressed:</b> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b>Objectives:</b> To express emotion; to talk about everyday activities; to talk about the future; to plan a vacation; to state what is probable; to make travel and lodging arrangements; to use the twenty-four hour clock; to talk about schedules; to express logical conclusions; to talk about hopes and dreams.</p>	<p><b>Activities:</b> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b>New Grammar Addressed:</b> Lección A: Future tense with ir a; Future tense; Irregular forms in the future tense Lección B: 24 hour clock; Conditional tense; Irregular verbs in conditional tense.</p>	<p><b>Formative:</b> dialogo, quizzes, communicative activities, culture activities, Flipgrid <b>Summative:</b> Mid-unit assessment; end of unit assessment</p>	<b>April</b>
<p><b>Unit 9: En el futuro</b></p> <p><b>Culture:</b> El mundo</p> <p><b>Topics/Vocabulary:</b> Lección A: Careers and jobs; Problems of the world; Hopes and dreams; Personal relationships. Lección B: Body language; Nationalities; Future plans</p>	<p><b>Essential Questions:</b> How do people create a better future for themselves?</p> <p><b>Skill Areas addressed:</b> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b>Objectives:</b></p>	<p><b>Activities:</b> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b>New Grammar Addressed:</b> Lección A: Uses of haber; Present perfect subjunctive Lección B: Review of subjunctive, future, and conditional</p>	<p><b>Formative:</b> dialogo, quizzes, communicative activities, culture activities, Flipgrid <b>Summative:</b> Mid-unit assessment; end of unit assessment</p>	<b>May</b>

<p><b><u>NEW YORK STATE STANDARDS: 1-5</u></b></p>	<p>To discuss careers; to express events in the past; to relate two past events; to talk about hopes and dreams; to state wishes and preferences; to discuss the future; to express uncertainty; to express doubt; to advise and suggest; to express emotion; to identify and locate countries.</p>			
<p><b>Unit 10: Un mundo globalizado</b></p> <p><b><u>Culture:</u></b> El mundo</p> <p><b><u>Topics/Vocabulary:</u></b>  Lección A: No new vocabulary  Lección B: No new vocabulary</p> <p><b><u>NEW YORK STATE STANDARDS: 1-5</u></b></p>	<p><b><u>Essential Questions:</u></b>  How do people benefit from living in a global society?</p> <p><b><u>Skill Areas addressed:</u></b>  Reading, Writing, Listening, Speaking, Vocabulary</p> <p><b><u>Objectives:</u></b>  To talk about past actions and events; to apply technology to find information on the Spanish-speaking world; To talk about art in some Spanish-speaking countries; to discuss contemporary Hispanic culture; to talk about the future; to discuss travel and employment opportunities; to state wishes and preferences.</p>	<p><b><u>Activities:</u></b>  Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><b><u>New Grammar Addressed:</u></b>  Lección A: No new grammar  Lección B: No new grammar</p>	<p><b><u>Formative:</u></b> dialogo, quizzes, communicative activities, culture activities, Flipgrid  <b><u>Summative:</u></b> Mid-unit assessment; end of unit assessment</p>	<p><b>June</b></p>