

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

Subject: Spanish III

School Year: 2022-2023

Spanish III and IV curriculum maps will be the same for the 2022-2023 as we introduce CCC Spanish 101 to Spanish III.

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>Theme/Topics</b> Personal Identification, School and Education, Family and Social Relationships, Technology, Social Media, Celebrations, Customs, Traditions, Hispanics in US; Puerto Rico, El Salvador, Honduras, Guatemala, Mexico</p> <p><b>NYS Standards:</b> 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices &amp; Products to Perspectives 5 Cultural Communication</p>	<p><b>Essential Questions:</b> How is the culture of a country reflected in the activities of its people?  How is the Hispanic presence perceived in the United States?</p> <p><b>Language Skills:</b> Listening (understanding), Speaking, Reading, Writing</p> <p><b>Objectives:</b> <b>Language functions (purposes):</b> to greet friends, talk about school, to talk about friends and family, to use verbs in the present tense, to use ser and estar to describe people</p>	<p><b>Activities:</b> Embedded readings, eVisuals, workbook activities, listening and grammar activities, vocabulary and grammar videos, iCulture, Passport(online learning), Flashcards, Communicative games, assessments, Flipgrid, Juegos (games), Señor Wooly.</p> <p>Grammar: Subject Pronouns, Present Tense Verbs, Present Tense Verbs with Spelling Changes, Stem-Changing Verbs, Irregular Present Tense Verbs, Near Future, Reflexive pronouns, Interrogatives, Adverbs, Negative Constructions, Adjectives, Possessive Adjectives, Use of Ser &amp; Estar, Nouns, Definite Articles, Indefinite Articles</p>	<p><b>Formative:</b> listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p><b>Summative:</b> End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	<p>Marking Period 1</p>
<p><b>Theme/Topics</b> Leisure, House &amp; Home, Health &amp; Wellness, Numbers, Social Justice, Human Rights; Republica Dominicana, Cuba, Costa Rica, Nicaragua, Panama</p>	<p><b>Essential Question:</b> Why do people travel to other countries?  What did I do in the past to stay healthy and what am I doing now?</p>	<p><b>Activities:</b> <b>Activities:</b> Embedded readings, eVisuals, workbook activities, listening and grammar activities, vocabulary and grammar videos, iCulture, Passport(online learning), Flashcards, Communicative games, assessments, Flipgrid, Juegos (games), Señor Wooly.</p>	<p><b>Formative:</b> listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p>	<p>Marking Period 2</p>

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<p><b><u>NYS Standards:</u></b>          1 Interpretive Communication          2 Interpersonal Communication          3 Presentational Communication          4 Relating Cultural Practices &amp; Products to Perspectives          5 Cultural Communication</p>	<p><b><u>Language Skills:</u></b>          Listening (understanding),          Speaking, Reading,          Writing</p> <p><b><u>Objectives:</u></b>  <b><u>Language functions</u></b>  <b><u>(purposes):</u></b>to talk about sports, TV, movies, activities in the home, describe the home, to talk about health, symptoms, remedies, ways to stay fit and a healthy diet, to use the verb gustar, the present progressive, reflexive verbs, use object pronouns, use adjectives</p>	<p>Grammar:          Gustar, Direct and Indirect Object Pronouns, Present Tense Verbs with Spelling Changes, Stem-Changing Verbs, Irregular Present Tense Verbs, Near Future, Reflexive pronouns, Interrogatives, Adverbs, Adjectives, Use of Ser &amp; Estar, Nouns, Definite Articles, Indefinite Articles, Affirmative and Negative Words,</p>	<p><b><u>Summative:</u></b>          End of unit assessment (Written and Listening Activities),          Language Skills Assessments , Integrated Performance Assessment</p>	
<p><b><u>Theme/Topics</u></b>          Shopping, Food, Earning a Living, Community &amp; Neighborhood; Bolivia, Colombia, Uruguay, Paraguay</p> <p><b><u>NYS Standards:</u></b>          1 Interpretive Communication          2 Interpersonal Communication          3 Presentational Communication          4 Relating Cultural Practices &amp; Products to Perspectives          5 Cultural Communication</p>	<p><b><u>Essential Question:</u></b>          How is the food that people eat related to the culture of a country?           How is the culture of a place reflected through the current fashion?</p> <p><b><u>Language Skills:</u></b>          Listening (understanding),          Speaking, Reading,          Writing</p> <p><b><u>Objectives:</u></b> how to use negative and affirmative</p>	<p><b><u>Activities:</u></b>          Embedded readings, eVisuals, workbook activities, listening and grammar activities, vocabulary and grammar videos, iCulture, Passport(online learning), Flashcards, Communicative games, assessments, Flipgrid, Juegos (games), Señor Wooly.</p> <p>Grammar:          Adjectives, Reflexive Verbs, Demonstrative Adjectives, Preterite Regulars, Preterite with Spelling Changes, Interrogatives, Direct and Indirect Object Pronouns</p>	<p><b><u>Formative:</u></b>          listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p><b><u>Summative:</u></b>          End of unit assessment (Written and Listening Activities),          Language Skills Assessments , Integrated Performance Assessment</p>	<p>Marking          Period 3</p>

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	<p>expressions, <b>Language functions (purposes):</b> how to use negative and affirmative expressions, to talk about buying food, recipes, menus and markets, to talk about fashion, style and clothing, to use adjectives and demonstrative adjectives accurately, to use reflexive, indirect and direct object pronouns, to use the preterit tense to describe the past</p>			
<p><b>Theme/Topics</b> Travel, The Arts, Environmental Issues, Sustainability, Climate, Weather, Technology; Argentina, Chili, Peru, Ecuador, Bolivia, Venezuela</p> <p><b>NYS Standards:</b>          1 Interpretive Communication          2 Interpersonal Communication          3 Presentational Communication          4 Relating Cultural Practices &amp; Products to Perspectives          5 Cultural Communication</p>	<p><b>Essential Question:</b>          How do people use transportation in other countries and where do they go?</p> <p><b>Language Skills:</b>          Listening (understanding), Speaking, Reading, Writing</p> <p><b>Objectives:</b>  <b>Language functions (purposes):</b> to talk about weather and climate, make travel plans, discuss nature, to use the preterit, imperfect and future</p>	<p><b>Activities:</b>          Embedded readings, eVisuals, workbook activities, listening and grammar activities, vocabulary and grammar videos, iCulture, Passport(online learning), Flashcards, Communicative games, assessments, Flipgrid, Juegos (games), Señor Wooly.</p> <p>Grammar:          Preterite Stem-Changing Verbs, Imperfect, Imperfect Irregular, Future, Interrogatives, Direct and Indirect Object Pronouns</p>	<p><b>Formative:</b>          listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p><b>Summative:</b>          End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	<p>Marking Period 4</p>

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	tense, expressions of place, to talk about driving, transportation and earning a living			
<p><b>Theme/Topics</b> Environmental Issues, Sustainability, Climate, España</p> <p><b>NYS Standards:</b> 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices &amp; Products to Perspectives 5 Cultural Communication</p>	<p><b>Essential Question:</b> How does the ecosystem of a country affect its approach to environmental issues?</p> <p>How does climate impact where people live?</p> <p><b>Language Skills:</b> Listening (understanding), Speaking, Reading, Writing</p> <p><b>Objectives:</b> <b>Language functions (purposes):</b> to talk about environmental issues, sustainability, to use the past and future tenses</p>	<p><b>Activities:</b> Embedded readings, eVisuals, workbook activities, listening and grammar activities, vocabulary and grammar videos, iCulture, Passport(online learning), Flashcards, Communicative games, assessments, Flipgrid, Juegos (games), Señor Wooly.</p> <p>Grammar: Interrogatives, Imperfect, Imperfect Irregular, Future</p>	<p><b>Formative:</b> listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p><b>Summative:</b> End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	Marking Period 5
Geography, Technology, Volunteering, Media	<p><b>Essential Question:</b> How has social media affected people’s use of new languages?</p> <p>How does the geography of a country affect volunteer efforts?</p> <p><b>Language Skills:</b></p>	<p><b>Activities:</b> Embedded readings, eVisuals, workbook activities, listening and grammar activities, vocabulary and grammar videos, iCulture, Passport(online learning), Flashcards, Communicative games, assessments, Flipgrid, Juegos (games), Señor Wooly.</p> <p>Grammar: Imperfect, Imperfect Irregular, Future</p>	<p><b>Formative:</b> listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p><b>Summative:</b> End of unit</p>	Marking Period 6

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	<p>Listening (understanding), Speaking, Reading, Writing</p> <p><b><u>Objectives:</u></b> <b><u>Language functions</u></b> <b><u>(purposes):</u></b> to talk about technology, the media and geography, to talk about volunteering, to use past, present and future tenses accurately, to use adjectives and adverbs appropriately</p>		<p>assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	
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