

Southern Cayuga Central School District – Curriculum Map

Subject: Spanish V

School Year: 2022-2023

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p>Theme/Topics Health, remedios caseros Colombia, Venezuela</p> <p>NYS Standards: 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication</p>	<p>Essential Questions: How do I use Spanish to talk about the way life used to be?</p> <p>Language Skills: Listening (understanding), Speaking, Reading, Writing</p> <p>Objectives: Language functions (purposes): to talk about health, symptoms, remedies, ways to stay fit and a healthy diet, to use, to use the preterit to express actions in the past</p>	<p>Activities: Speaking, Listening, Reading, Writing: Informal Speaking, Small group practice, Google Classroom (GCR) and Docs, reading selections, timed writing, task based writing, sentences, paragraphs and letters, Señor Wool, Flipgrid Conjuguemos.com</p> <p>Grammar Topics: Regular Preterit, Irregular, Preterit,</p>	<p>Formative: listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p>Summative: End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	<p>Marking period 1</p>
<p>Theme/Topics Health, Paraguay, Uruguay, El patio</p> <p>NYS Standards: 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication</p>	<p>Essential Questions: How do I figure out meaning when words are not understood?</p> <p>Language Skills: Listening (understanding), Speaking, Reading, Writing</p> <p>Objectives: Language functions (purposes): to talk about health, symptoms,</p>	<p>Activities: Speaking, Listening, Reading, Writing: Informal Speaking, Small group practice, Google Classroom (GCR) and Docs, reading selections, timed writing, task based writing, sentences, paragraphs and letters, Señor Wool, Flipgrid Conjuguemos.com</p> <p>Grammar: Imperfect, Imperfect vs. Preterit</p>	<p>Formative: listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p>Summative: End of unit assessment (Written and Listening Activities), Language Skills</p>	<p>Marking Period 2</p>

	remedies, ways to stay fit and a healthy diet, to talk about the use of the patio in Hispanic culture, to use, to use the imperfect and preterit to express actions in the pas		Assessments , Integrated Performance Assessment	
<p>Theme/Topics House, Rooms,Furniture Chores, Relationships; Panama; Amistades</p> <p>NYS Standards: 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication</p>	<p>Essential Questions: Why do online translators not work?</p> <p>Language Skills: Listening (understanding), Speaking, Reading, Writing</p> <p>Objectives: Language functions (purposes): to talk about homes in the US and Spanish-speaking countries, to talk about daily routines, and relationships, to use comparisons, superlatives, to the subjunctive to express wants, to be able to talk about the future and what could happen</p>	<p>Activities: Speaking, Listening, Reading, Writing: Informal Speaking, Small group practice, Google Classroom (GCR) and Docs, reading selections, timed writing, task based writing,sentences, paragraphs and letters, Señor Wool, Flipgrid Conjuguemos.com</p> <p>Grammar: Comparisons, Superlatives, Present Subjunctive Forms and Uses with Expressions of Will, Influence Desire, Request and Emotion, Future & Conditional</p>	<p>Formative: listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p>Summative: End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	Marking Period 3
<p>Theme/Topics Nature, Physical Environment, Weather Animals, Costa Rica Los parques nacionales</p>	<p>Essential Questions: How can I enhance my connection with people through languages?</p> <p>Language Skills:</p>	<p>Activities: Speaking, Listening, Reading, Writing: Informal Speaking, Small group practice, Google Classroom (GCR) and Docs, reading selections, timed writing, task</p>	<p>Formative: listening activities, vocabulary and grammar quizzes, communicative activities,</p>	Marking Period 4

<p>NYS Standards: 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication</p>	<p>Listening (understanding), Speaking, Reading, Writing</p> <p>Objectives: <u>Language functions (purposes):</u> to be able to discuss physical features of the environment and weather, to talk about animals and their environment, to use the subjunctive to express wants and requests</p>	<p>based writing, sentences, paragraphs and letters, Señor Wool, Flipgrid Conjuguemos.com</p> <p>Grammar: Present Subjunctive Forms and Uses with Expressions of Will, Influence Desire, Request; Future; Conditional</p>	<p>culture activities, Flipgrid (speaking)</p> <p>Summative: End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	
<p>Theme/Topics Travel, Transportation, Guatemala, El Salvador Honduras, Nicaraguas</p> <p>NYS Standards: 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication</p>	<p>Essential Questions: How does technology influence communication?</p> <p>Language Skills: Listening (understanding), Speaking, Reading, Writing</p> <p>Objectives: <u>Language functions (purposes):</u> to make travel plans, to use the subjunctive to express donut and to use impersonal/indefinite expressions</p>	<p>Activities: Speaking, Listening, Reading, Writing: Informal Speaking, Small group practice, Google Classroom (GCR) and Docs, reading selections, timed writing, task based writing, sentences, paragraphs and letters, Señor Wool, Flipgrid Conjuguemos.com</p> <p>Grammar: Subjunctive Uses with Expressions of Doubt & Negation (Review), Reflexive Verbs (Review), Impersonal Se, Subjunctive with Impersonal and Indefinite Expressions, Adverbial Expressions of Condition or Purpose and Imperfect Subjunctive</p>	<p>Formative: listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p>Summative: End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	Marking Period 5
<p>Theme/Topics Argentina, Chile, Peru, Ecuador, and Bolivia</p>	<p>Essential Questions: How does language allow people to communicate meaning?</p>	<p>Activities: Speaking, Listening, Reading, Writing: Informal Speaking, Small group practice, Google Classroom (GCR) and Docs,</p>	<p>Formative: listening activities, vocabulary and grammar</p>	Marking Period 6

<p>NYS Standards: 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication</p>	<p>Language Skills: Listening (understanding), Speaking, Reading, Writing</p> <p>Objectives: Language functions (purposes): to describe what it might be like to live in other countries, to use verbs and nouns as other parts of speech and to express probability</p>	<p>reading selections, timed writing, task based writing, sentences, paragraphs and letters, Señor Wool, Flipgrid Conjuguemos.com</p> <p>Grammar: Past Participles as Adjectives, Nouns as Adjectives, Subjunctive with Time and Si Clauses</p>	<p>quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p>Summative: End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	
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