

Southern Cayuga Central School District – Curriculum Map

Subject: Spanish 3

School Year: 2023-2024

Spanish III contains the same topics as the CCC Spanish 101 syllabus.

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<u>Theme/Topics</u> Personal Identification, School and Education, Celebrations, Customs, Traditions, Hispanics in US; Puerto Rico, El Salvador, Honduras, Guatemala, Mexico <u>NYS Standards:</u> 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication	<u>Essential Questions:</u> How is the culture of a country reflected in the activities of its people? How is the Hispanic presence perceived in the United States? <u>Language Skills:</u> Listening (understanding), Speaking, Reading, Writing <u>Objectives:</u> <u>Language functions</u> <u>(purposes):</u> 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	<u>Activities:</u> Embedded readings,, listening and grammar activities, vocabulary and grammar videos, flashcards, communicative games, assessments, Flipgrid, Conjuguemos and Señor Wooly. 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 & Estar, Nouns, Definite Articles, Indefinite Articles	<u>Formative:</u> listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking) <u>Summative:</u> End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment	Marking Period 1
<u>Theme/Topics</u> Leisure, Family and Social Relationships, House & Home, Health & Wellness, Numbers,Human Rights; Republica Dominicana, Cuba, & Costa Rica	<u>Essential Question:</u> Why do people travel to other countries? What did I do in the past to stay healthy and what am I doing now?	<u>Activities:</u> Embedded readings,, listening and grammar activities, vocabulary and grammar videos, flashcards, communicative games, assessments, Flipgrid, Conjuguemos and Señor Wooly. Grammar:	<u>Formative:</u> listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)	Marking Period 2

updated September 10, 2023

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<p><u>NYS Standards:</u> 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication</p>	<p><u>Language Skills:</u> Listening (understanding), Speaking, Reading, Writing</p> <p><u>Objectives:</u> <u>Language functions</u> <u>(purposes):</u>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>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 & Estar, Nouns, Definite Articles, Indefinite Articles, Affirmative and Negative Words,</p>	<p><u>Summative:</u> End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	
<p><u>Theme/Topics</u> Shopping, Food, Earning a Living, Community & Neighborhood; Social Justice, Nicaragua, Panama & Uruguay, Paraguay</p> <p><u>NYS Standards:</u> 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication</p>	<p><u>Essential Question:</u> 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><u>Language Skills:</u> Listening (understanding), Speaking, Reading, Writing</p> <p><u>Objectives:</u> how to use negative and affirmative</p>	<p><u>Activities:</u> Embedded readings,, listening and grammar activities, vocabulary and grammar videos, flashcards, communicative games, assessments, Flipgrid, Conjuguemos and Señor Wooly.</p> <p>Grammar: Adjectives, Reflexive Verbs, Demonstrative Adjectives, Preterite Regulars, Preterite with Spelling Changes, Interrogatives, Direct and Indirect Object Pronouns</p>	<p><u>Formative:</u> listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)</p> <p><u>Summative:</u> End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment</p>	<p>Marking Period 3</p>

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	expressions, <u>Language functions (purposes):</u> 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			
<u>Theme/Topics</u> Travel, The Arts, Environmental Issues, Sustainability, Climate, Weather, Technology; Argentina, Chili, & Peru <u>NYS Standards:</u> 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication 4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication	<u>Essential Question:</u> How do people use transportation in other countries and where do they go? <u>Language Skills:</u> Listening (understanding), Speaking, Reading, Writing <u>Objectives:</u> <u>Language functions (purposes):</u> to talk about weather and climate, make travel plans, discuss nature, to use the preterit, imperfect and future	<u>Activities:</u> Embedded readings,, listening and grammar activities, vocabulary and grammar videos, flashcards, communicative games, assessments, Flipgrid, Conjuguemos and Señor Wooly. Grammar: Preterite Stem-Changing Verbs, Imperfect, Imperfect Irregular, Future, Interrogatives, Direct and Indirect Object Pronouns	<u>Formative:</u> listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking) <u>Summative:</u> End of unit assessment (Written and Listening Activities), Language Skills Assessments , Integrated Performance Assessment	Marking Period 4

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

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	<p>Listening (understanding), Speaking, Reading, Writing</p> <p><u>Objectives:</u> <u>Language functions</u> <u>(purposes):</u> 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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