

Southern Cayuga Central School District – Curriculum Map

Subject: Spanish I

School Year: 2023/2024

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p>Unit 1: Mucho Gusto</p> <p>Culture: 21 Spanish speaking countries, differences in dialects. How do Hispanic cultures greet each other vs American culture? Hispanic Heritage Month</p> <p>Topics/Vocabulary: Lección A: Greetings, Farewells, Alphabet , Numbers 0-100, Spanish speaking countries.</p> <p>Lección B: Greetings, Farewells, How people are doing, Courtesy expressions, Time, Numbers 21-100</p> <p>NEW YORK STATE STANDARDS: 1-5</p>	<p>Essential Question: How do people reach out to communicate with others?</p> <p>Skill sets addressed: Reading, Writing, Listening, Speaking</p> <p>Objectives: To ask for and give names; to ask and tell where someone is from; to ask for and state age; to ask and tell how someone is feeling; to express courtesy; to be able to say age and begin to pronounce words using sounds of the alphabet.</p>	<p>Activities: vocabulary practice games (blooket, Gimkit, quizzz live), listening practice activities, individual white boards, partner speaking, flipgrid, recorded conversations using “Google Read and Write”.</p> <p>New Grammar Addressed: Lección A: punctuation, Definite articles, Cognates Lección B: Formal/informal</p>	<p>Formative: partner speaking with peer rubrics, quizzes, edpuzzle , culture compare and contrast, Flipgrid, vocabulary practice games,</p> <p>Summative: Mid-unit assessment; end of unit assessment</p>	<p>September</p>
<p>Unit 2: Al Colegio</p> <p>Culture: The Hispanic influence in the United States Dia de los Muertos</p>	<p>Essential Question: How does education promote understanding of different cultures?</p> <p>Skill areas addressed:</p>	<p>Activities: Reading practice using context clues and cognates, Edpuzzles, flipgrid, individual white boards, gallery walks, partner speaking with recorded responses, webquest discovering what schools are like in Mexico and Guatemala.</p>	<p>Formative: partner speakings, quizzes, Edpuzzles, communicative activities, culture activities, Flipgrid, vocabulary practice games (flashcard factory,</p>	<p>October</p>

<p><u>Topics/Vocabulary:</u> Lección A: Classroom objects, class likes and dislikes, school supplies needed for classes Lección B: Class schedule; Days of the week, Colors, , Technology items, telling time, stating time of classes.</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p>Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To identify classroom objects; to discuss school schedules; to describe likes and dislikes of classes; to say some things people do; to say schedule based on day of the week.</p>	<p><u>New Grammar Addressed:</u> Lección A: Subject pronouns and the verb Ser; Using definite articles with nouns (singular and plural); Using indefinite articles with nouns (singular and plural) Lección B: Using adjectives to describe; Present tense of -ar verbs; A que hora?; The verb Estar, the verb tener</p>	<p>Blooket, Gimkit, Lumio practice games) <u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	
<p>Unit 3: En La Ciudad</p> <p><u>Culture:</u> Mexico Día de los Muertos</p> <p><u>Topics/Vocabulary:</u> Lección A: Places in a city; ; Transportation, prepositions and directions (Asking and giving directions) Lección B: Places in a city; Foods; Restaurant dining</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p><u>Essential Questions:</u> How do I get to places around a city?</p> <p><u>Skill sets addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To talk about places in the city; to ask for directions; to ask and answer questions about locations of places in a city. To say where someone is going; to talk about the future; to talk about food and ordering food in a restaurant.</p>	<p><u>Activities:</u> listening and speaking activities, digital flashcards, partner skit asking for directions, Communicative game, assessments, Flipgrid, vocabulary practice games. Edpuzzles.</p> <p><u>New Grammar Addressed:</u> Lección A: Making introductions: te, le, les; Using contractions: al/del; Question words; Asking questions; The verb Ir Lección B: Ir a + infinitive; Conjugating regular -ar verbs; Present tense of -er verbs. The use of Estar for directions.</p>	<p><u>Formative:</u> Quizzes, Flipgrid, Edpuzzles, writing practice with student rubrics <u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	November
<p>Unit 4: La familia y los amigos</p> <p><u>Culture:</u> Puerto Rico and the Dominican Republic Las Posadas</p>	<p><u>Essential Questions:</u> How do cultural values shape relationships in Hispanic countries?</p> <p><u>Skill sets addressed:</u></p>	<p><u>Activities:</u> Digital Flashcards, Family tree practice, vocabulary practice games, family tree project, Flipgrid, Gallery walk using gustar and leisure activities. Wizer writing activities, lumio graphics practice.</p>	<p><u>Formative:</u> dialogo, quizzes, communicative activities, culture activities, Flipgrid <u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	December

<p><u>Topics/Vocabulary:</u> Lección A: Family relationships; Possession Lección B: Leisure-time activities; Relationships with friends; Likes and dislikes; Descriptions</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p>Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To talk about family and relationships; to express likes and dislikes; to describe people based on their personality traits and physical traits.</p>	<p><u>New Grammar Addressed:</u> Lección A: Adjectives; Possessive adjectives; Conjugating regular -er verbs; Present tense of -ir verbs; Lección B: Using gustar to state likes and dislikes; proper endings for adjectives, Ser with adjectives</p>		
<p>Unit 5: La rutina y la diversión.</p> <p><u>Culture:</u> Costa Rica and Nicaragua</p> <p><u>Topics/Vocabulary:</u> Lección A: ; Weekly schedule; Leisure-time activities and chores. Lección B: Dates; Special days; Numbers (101-999,999); Months</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p><u>Essential Questions:</u> How do key activities in a society reflect its values?</p> <p><u>Skill sets addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To talk about daily activities, to talk about chores. To discuss special dates. To be able to say events that happen during certain Months.</p>	<p><u>Activities:</u> Digital flashcards, partner speaking, listening multiple choice practice, writing task with student rubrics, Gallery walk, individual white boards, Lumio graphic organizer practice. Calendar project.</p> <p><u>New Grammar Addressed:</u> Lección A: The verb tener; Que + adj/noun; Direct objects and the personal a; Direct object pronouns. Lección B: The verb venir; Using the present tense to indicate the future; Using the numbers 101-999,999; Asking for and giving the date.</p>	<p><u>Formative:</u> , Quizzes, leisure project, Flipgrid, chores partner speaking with recorded response. <u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	January
<p>Unit 6: Mi casa es su casa</p> <p><u>Culture:</u> Venezuela and Colombia</p> <p><u>Topics/Vocabulary:</u> Lección A: objects in a house; Table setting and cleanup; Foods; At the</p>	<p><u>Essential Questions</u> What does a house and its contents tell us about the people who live there?</p> <p><u>Skill Sets addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p>	<p><u>Activities:</u> Partner speaking tasks, vocabulary practice games, house gallery walk, individual whiteboards, edpuzzle-house tour, lumio rooms practice, flashcard factory.</p> <p><u>New Grammar Addressed:</u></p>	<p><u>Formative:</u> Dream house project, edpuzzle, flipgrid, writing task on house, house buying search in hispanic countries project <u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	February

<p>dinner table. Rooms in the house.</p> <p>Lección B: Rooms and floors of a house; Describing a home; chores that need to be done in each room of the house.</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p><u>Objectives:</u> To identify items in the house; to express obligations, wishes, and preferences; to discuss food and table items; to talk about furniture in rooms of the house.</p>	<p>Lección A: Expressing obligation with tener que and deber; Stem-changing verbs: e-ie; Demonstrative adjectives.</p> <p>Lección B: The verb decir; Expressing wishes with querer or gustaria; Regular present tense verbs; Stem-changing verbs e-i.</p>		
<p>Unit 7: Las diversiones de todo el año.</p> <p><u>Culture:</u> Argentina and Chile</p> <p><u>Topics/Vocabulary:</u> Lección A: Leisure-time activities; Entertainment; Sports; Time expressions. Lección B: Seasons; Weather; Sports; Leisure-time activities; Ordinal numbers.</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p><u>Essential Questions</u> How does geography affect the sports and leisure of a nation?</p> <p><u>Skill Sets addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To talk about leisure-time activities; to discuss sports; to say what someone can do ; to discuss length of time; to describe what is happening; to talk about the seasons and weather; to indicate order.</p>	<p><u>Activities:</u> Weather report listening, flashcard factory, vocabulary practice games (blooket, Gimkit, quizlet) lumio vocab match and draw) deck toys, flipgrid, recorded speaking</p> <p><u>New Grammar Addressed:</u> Lección A: Stem-changing verbs: o-ue; Expressions with hace; Present progressive; Direct object pronouns; Present progressive with direct object pronouns. Lección B: Verbs that require special accentuation; Present tense of dar and poner; Describing people using -dor or -ista; Using ordinal numbers.</p>	<p><u>Formative:</u> Flipgrid, quizzes, lumio graphic organizer practice, individual white boards, edpuzzle, weather report presentation/project</p> <p><u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	<p>March</p>
<p>Unit 8: La Rutina diaria</p> <p><u>Culture:</u> Spain Semana Santa</p>	<p><u>Essential Questions</u> How do routines inside and outside the home reflect cultural values?</p>	<p><u>Activities:</u> partner skit, flipgrid, writing task, recorded speaking using “Google Read and Write”, individual whiteboards, gallery walk.</p>	<p><u>Formative:</u> clothing listening picture practice, clothing project, speaking activities with recordings, individual whiteboards.</p>	<p>April</p>

<p><u>Topics/Vocabulary:</u> Lección A: Household chores Lección B: Foods; Shopping in a market.</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p><u>Skill Sets addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To talk about household chores; to ask for and offer help; to talk about the past; to identify and describe foods; to discuss food preparation; to make comparisons.</p>	<p><u>New Grammar Addressed:</u> Lección A: Direct object pronouns; Indirect object pronouns; Acaar de; Present tense of oir and traer; Preterite tense of -ar verbs. Lección B: Making comparisons, Preterite tense of regular -ar verbs; Preterite tense of dar and estar.</p>	<p><u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	
<p>Unit 9: Vamos de compras</p> <p><u>Culture:</u> Panama and Ecuador</p> <p><u>Topics/Vocabulary:</u> Lección A: Clothing; Shopping in a department store; Parts of the body. Lección B: Shopping in a department store; Gift ideas; Jewelry; Size and fit of clothing, to be able to pay at a register.</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p><u>Essential Questions</u> What can you learn about a country from the products and services it provides?</p> <p><u>Skill Sets addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To describe clothing; to identify parts of the body; to describe accessories; to discuss price and payment.To be able to buy clothing in a market/ store and ask price, sizing and different currency based on country.</p>	<p><u>Activities:</u> Shopping board game project, partner speaking/skits, flipgrid, webquest shopping assessment, Celebrity clothing description project.</p> <p><u>New Grammar Addressed:</u> Lección A: Adjectives as nouns; Preterite of -ar verbs; Preterite tense of -er and -ir verbs; Preterite tense of ir and ser; Affirmative and negative words; Lección B: Diminutives; Preterite tense of leer, oir, ver, decir, hacer, and tener;</p>	<p><u>Formative:</u> <u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	May
<p>Unit 10: El fin de curso</p> <p><u>Culture:</u> Peru and Guatemala</p>	<p><u>Essential Questions</u> How do ancient civilizations live on in the present?</p>	<p><u>Activities:</u> speaking prompt practice with task cards, speaking with a partner using peer rubrics, writing task practice based on level 1 units, practice exams for the end of course.</p>	<p><u>Formative:</u> partner speaking recordings, listening paragraph multiple choice practice</p>	June

<p><u>Topics/Vocabulary:</u> Lección A: Emotions with verb Estar Lección B: No new vocabulary</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p><u>Skill Sets addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To discuss past actions and events; to talk about everyday activities; to talk about future plans; to discuss interesting places to visit in the Spanish-speaking world. To discuss emotions and how you feel based on a given situation.</p>	<p><u>New Grammar Addressed:</u> Lección A: Preterite tense of gustar Lección B: Verb phrases</p>	<p><u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	
---	---	--	---	--