

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

Subject: Spanish 5

School Year: 2023-2024

Spanish 5 curriculum map contains the same topics as the CCC Spanish 201 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 Id, Family, House Traditions, Customs, Puerto Rico, El Salvador, Honduras, Guatemala, and 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 Hispanic Culture represented in my culture? <u>Language Skills:</u> Listening (understanding), Speaking, Reading, Writing <u>Objectives:</u> <u>Language functions (purposes):</u> to describe healthcare, wellness, traditions & customs, to use verbs in the past tenses	<u>Activities:</u> Embedded readings,, listening and grammar activities, vocabulary and grammar videos, flashcards, communicative games, assessments, Flipgrid, Conjuguemos and Señor Wooly. Grammar: Regular preterit, irregular preterit, orthographic changing verbs in the preterit, stem-changing verbs in the preterit, Imperfect, Irregular Imperfect, Impersonal Se	<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> Community, Social Justice, Human Rights; Republica Dominicana, Cuba, Costa Rica, Nicaragua, <u>NYS Standards:</u> 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication	<u>Essential Question:</u> How are community and culture related? <u>Language Skills:</u> Listening (understanding), Speaking, Reading, Writing <u>Objectives:</u> <u>Language functions (purposes):</u> to describe	<u>Activities:</u> Embedded readings,, listening and grammar activities, vocabulary and grammar videos, flashcards, communicative games, assessments, Flipgrid, Conjuguemos and Señor Wooly. Grammar: Comparative, Superlative, Preterit vs. Imperfect, Regular Subjunctive	<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	Marking Period 2

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4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication	routine activities and the home, to talk social justice and human rights; to use descriptive phrases and the past tenses accurately		Assessments , Integrated Performance Assessment	
<u>Theme/Topics</u> Building, Structures, Technology, Social Media, Panamá, Uruguay, and Paraguay <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 are architecture and technology affected by culture and resources? <u>Language Skills:</u> Listening (understanding), Speaking, Reading, Writing <u>Language functions (purposes):</u> to describe structures and the uses of technology, to use the conditional, subjunctive, superlative and comparative accurately	<u>Activities:</u> Embedded readings,, listening and grammar activities, vocabulary and grammar videos, flashcards, communicative games, assessments, Flipgrid, Conjuguemos and Señor Wooly. Grammar: Conditional, Imperfect Subjunctive	<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 3
<u>Theme/Topics</u> Environmental Issues, Sustainability, Climate, Argentina, Chili, Peru, <u>NYS Standards:</u> 1 Interpretive Communication 2 Interpersonal Communication 3 Presentational Communication	<u>Essential Question:</u> How does the ecosystem of a country affect its approach to environmental issues? <u>Language Skills:</u>	<u>Activities:</u> Embedded readings,, listening and grammar activities, vocabulary and grammar videos, flashcards, communicative games, assessments, Flipgrid, Conjuguemos and Señor Wooly. Grammar: Future, Conditional, Subjunctive	<u>Formative:</u> listening activities, vocabulary and grammar quizzes, communicative activities, culture activities, Flipgrid (speaking)	Marking Period 4

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4 Relating Cultural Practices & Products to Perspectives 5 Cultural Communication	<p>Listening (understanding), Speaking, Reading, Writing</p> <p><u>Objectives:</u> <u>Language functions</u> <u>(purposes): Objectives:</u> to talk about environmental issues and uses of the subjunctive</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> History, Government, Economy, Ecuador, Bolivia, Venezuela</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 does history influence the government and economy?</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 history, government and economy and and understand the uses of the subjunctive</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: irregular subjunctive, perfect tenses</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>	Marking Period 5
Music, Media ,The Arts, España	<u>Essential Question:</u>	<u>Activities:</u>	<u>Formative:</u>	Marking Period 6

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	<p>What is the impact of social media on the arts?</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 technology, the media and geography, to talk about volunteering, to use past, present and future tenses accurately, to use the imperfect subjunctive accurately.</p>	<p>Embedded readings,, listening and grammar activities, vocabulary and grammar videos, flashcards, communicative games, assessments, Flipgrid, Conjuguemos and Señor Wooly.</p> <p>Grammar: Adjective, adverb, verb review</p>	<p>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>	
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