

Southern Cayuga Central School District – Curriculum Map

Subject: Spanish II

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: La tecnología en la vida diaria</p> <p>Culture: El mundo hispanohablante Hispanic Heritage Month</p> <p>Topics/Vocabulary: Lección A: Technology and communication; Environmental issues Lección B: Vacations; Everyday activities</p> <p>NEW YORK STATE STANDARDS: 1-5</p>	<p>Essential Questions: What role does technology play in people's lives</p> <p>How does technology connect the Spanish Speaking World?</p> <p>Skill Areas addressed: Reading, Writing, Listening, Speaking, Vocabulary</p> <p>Objectives: To discuss technology; to compare American technology to technology in Spanish Speaking countries, talk about everyday activities; to seek and provide personal information; to state what is happening right now; to talk about the past; to express negation or disagreement</p>	<p>Activities: Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p>New Grammar Addressed: Lección A: Repaso de Present tense of -ar, -er, and -ir verbs; Present tense of verbs with irregularities; Present progressive; ir a; Preterite of -ar, -ir, and -er verbs Lección B: Irregular preterite; Negative and affirmative expressions; Direct and indirect object pronouns; Using direct and indirect object pronouns together.</p>	<p>Formative: Flipgrid, Social media in Spanish Speaking countries project</p> <p>Summative: Mid-unit assessment based on new vocabulary ; end of unit assessment with grammar and vocabulary topics</p>	<p>September</p>
<p>Unit 2: Vivir en salud</p> <p>Culture: Estados Unidos Día de los Muertos</p>	<p>Essential Questions: What do people do to feel well?</p>	<p>Activities: Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities,</p>	<p>Formative: dialogo, quizzes, communicative activities, culture activities, Flipgrid</p>	<p>October</p>

<p><u>Topics/Vocabulary:</u> Lección A: Daily routines Lección B: Parts of the body; Activities and health</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p>How do I express that I am ill or that I have injured myself?</p> <p><u>Skill Areas addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To talk about parts of the body</p> <p>To express when someone is ill or injured and what to do for the illness or injury</p> <p>To discuss daily routines at home and at school</p>	<p>Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><u>New Grammar Addressed:</u> Lección A: Reflexive verbs; the word se; Preterite tense of reflexive verbs; Demonstrative adjectives; Demonstrative pronouns. Lección B: Verbs that are similar to gustar; More on reflexive verbs; Prepositions</p>	<p><u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	
<p>Unit 3: Vamos a la ciudad</p> <p><u>Culture:</u> Mexico Dia de los Muertos</p> <p><u>Topics/Vocabulary:</u> Lección A: Places in the city; Stores; Directions Lección B: Directions; Neighborhood and neighbors; Everyday activities; Driving; Parts of a car; Traffic signs</p>	<p><u>Essential Questions:</u> How do people interact with cities?</p> <p><u>Skill Areas addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives</u> To talk about places in a city; to ask for and give directions; to tell others what to do or not to do; to give advice and make suggestions; to discuss what is sold in specific stores; to talk about everyday</p>	<p><u>Activities:</u> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><u>New Grammar Addressed:</u> Lección A: Informal affirmative commands; Formal and plural commands; Nosotros commands Lección B: Conocer vs. saber; Negative commands.</p>	<p><u>Formative:</u> dialogo, quizzes, communicative activities, culture activities, Flipgrid <u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	<p>November</p>

<u>NEW YORK STATE STANDARDS: 1-5</u>	activities; to discuss whom and what people know; to identify parts of a car.			
Unit 4: Diversion para todos <u>Culture:</u> El Salvador and Honduras Las Posadas <u>Topics/Vocabulary:</u> Lección A: Amusement parks; Zoo animals, Nationalities Lección B: The circus; Wild and farm animals. <u>NEW YORK STATE STANDARDS: 1-5</u>	<u>Essential Questions:</u> What brings people together? <u>Skill Areas addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary <u>Objectives:</u> To discuss activities at a special event; to describe in the past; to identify animals; to discuss details about the past; to express past intentions; to talk about nationality; to add emphasis to a description; to discuss size; to indicate possession.	<u>Activities:</u> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games. <u>New Grammar Addressed:</u> Lección A: Imperfect tense; Verbs irregular in the imperfect: Ser, Ir, and ver; Ser vs Estar; Adjectives of nationality. Lección B: Special endings: isimo/a and ito/ita; Adjective placement; Possessive adjectives: long forms; La with adjectives/adverbs.	<u>Formative:</u> dialogo, quizzes, communicative activities, culture activities, Flipgrid <u>Summative:</u> Mid-unit assessment; end of unit assessment	December
Unit 5: De compras <u>Culture:</u> Cuba, Republica Dominicana, Puerto Rico 3 Kings Day <u>Topics/Vocabulary:</u> Lección A: Stores and shopping Lección B: Clothing; Everyday activities; Food and dining	<u>Essential Questions:</u> How do local products reflect the cultural heritage of a region? <u>Skill Areas addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary <u>Objectives:</u> To name foods; to talk about the past; to talk	<u>Activities:</u> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, lumio, blookit, gimkit, kahoot, decktoys <u>New Grammar Addressed:</u> Lección A: Preterite vs. Imperfect; Irregular preterite-tense verbs	<u>Formative:</u> dialogo, quizzes, communicative activities, culture activities, Flipgrid <u>Summative:</u> Mid-unit assessment; end of unit assessment <u>Formative:</u> <u>Summative:</u>	January

<u>NEW YORK STATE STANDARDS: 1-5</u>	about what someone remembers; to express an opinion; to describe clothing; to ask for advice; to state what was happening at a specific time; to describe how something was done; to express length of time.	Lección B: Imperfect progressive tense; Adverbs ending in -mente; Hacer/hacia (+time) que		
Unit 6: Hogar, dulce hogar <u>Culture:</u> Venezuela, Colombia, Ecuador, Peru, Bolivia <u>Topics/Vocabulary:</u> Lección A: Home and family; Household items and everyday activities; Household chores Lección B: Household rules and expectations; Household appliances <u>NEW YORK STATE STANDARDS: 1-5</u>	<u>Essential Questions:</u> What makes a place a home? <u>Skill Areas addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary <u>Objectives:</u> To describe a household; to talk about family; to tell someone what to do; to state wishes and preferences; to talk about everyday activities; to invite someone to do something; to make a request; to express doubt, emotion, and uncertainty; to state hopes and opinions.	<u>Activities:</u> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games. <u>New Grammar Addressed:</u> Lección A: Stem-changing verbs; Subjunctive; Irregular subjunctive verbs; Using and infinitive instead of the subjunctive. Lección B: Subjunctive with verbs of emotion and doubt; Subjunctive with impersonal expressions	<u>Formative:</u> dialogo, quizzes, communicative activities, culture activities, Flipgrid <u>Summative:</u> Mid-unit assessment; end of unit assessment	February
Unit 7: Informados <u>Culture:</u> Paraguay, Uruguay <u>Topics/Vocabulary:</u>	<u>Essential Questions:</u> How do people stay informed? <u>Skill Areas addressed:</u>	<u>Activities:</u> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.	<u>Formative:</u> dialogo, quizzes, communicative activities, culture activities, Flipgrid <u>Summative:</u> Mid-unit assessment; end of unit assessment	March

<p>Lección A: News and television programs; Everyday activities</p> <p>Lección B: News papers; Radio; Soccer</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p>Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To say what has happened; to discuss the news; to talk about a television broadcast; to describe people and objects; to identify sections of newspapers and magazines; to relate two events in the past; to talk about a radio broadcast; to talk about soccer.</p>	<p><u>New Grammar Addressed:</u> Lección A: Present perfect tense and past participles; Present perfect tense of reflexive verbs; Participles as adjectives. Lección B: Past perfect tense; Passive voice</p>		
<p>Unit 8: De viaje a España</p> <p><u>Culture:</u> Espana Semana Santa</p> <p><u>Topics/Vocabulary:</u> Lección A: Vacations, travel agencies, and food; Emotions and dreams Lección B: Airports and hotels; the 24 hour clock</p> <p><u>NEW YORK STATE STANDARDS: 1-5</u></p>	<p><u>Essential Questions:</u> What makes a tourist attraction?</p> <p><u>Skill Areas addressed:</u> Reading, Writing, Listening, Speaking, Vocabulary</p> <p><u>Objectives:</u> To express emotion; to talk about everyday activities; to talk about the future; to plan a vacation; to state what is probable; to make travel and lodging arrangements; to use the twenty-four hour clock; to talk about schedules; to express logical conclusions; to talk about hopes and dreams.</p>	<p><u>Activities:</u> Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p><u>New Grammar Addressed:</u> Lección A: Future tense with ir a; Future tense; Irregular forms in the future tense Lección B: 24 hour clock; Conditional tense; Irregular verbs in conditional tense.</p>	<p><u>Formative:</u> dialogo, quizzes, communicative activities, culture activities, Flipgrid</p> <p><u>Summative:</u> Mid-unit assessment; end of unit assessment</p>	<p>April</p>

<p>Unit 9: En el futuro</p> <p>Culture: El mundo</p> <p>Topics/Vocabulary: Lección A: Careers and jobs; Problems of the world; Hopes and dreams; Personal relationships. Lección B: Body language; Nationalities; Future plans</p> <p>NEW YORK STATE STANDARDS: 1-5</p>	<p>Essential Questions: How do people create a better future for themselves?</p> <p>Skill Areas addressed: Reading, Writing, Listening, Speaking, Vocabulary</p> <p>Objectives: To discuss careers; to express events in the past; to relate two past events; to talk about hopes and dreams; to state wishes and preferences; to discuss the future; to express uncertainty; to express doubt; to advise and suggest; to express emotion; to identify and locate countries.</p>	<p>Activities: Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p>New Grammar Addressed: Lección A: Uses of haber; Present perfect subjunctive Lección B: Review of subjunctive, future, and conditional</p>	<p>Formative: dialogo, quizzes, communicative activities, culture activities, Flipgrid Summative: Mid-unit assessment; end of unit assessment</p>	<p>May</p>
<p>Unit 10: Un mundo globalizado</p> <p>Culture: El mundo</p> <p>Topics/Vocabulary: Lección A: No new vocabulary Lección B: No new vocabulary</p> <p>NEW YORK STATE STANDARDS: 1-5</p>	<p>Essential Questions: How do people benefit from living in a global society?</p> <p>Skill Areas addressed: Reading, Writing, Listening, Speaking, Vocabulary</p> <p>Objectives: To talk about past actions and events; to apply technology to find information on the Spanish-speaking world; To talk about art in some</p>	<p>Activities: Interactive Story Asking, Embedded readings, eVisuals, workbook activities, listening and grammar activities, Flashcards, Movie talk, Communicative game, assessments, Flipgrid, games.</p> <p>New Grammar Addressed: Lección A: No new grammar Lección B: No new grammar</p>	<p>Formative: dialogo, quizzes, communicative activities, culture activities, Flipgrid Summative: Mid-unit assessment; end of unit assessment</p>	<p>June</p>

	Spanish-speaking countries; to discuss contemporary Hispanic culture; to talk about the future; to discuss travel and employment opportunities; to state wishes and preferences.			
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