

<b>Month/ Days/ Week</b>	<b>NY Standard(s)</b>	<b>Concepts (Unit/Theme)</b>	<b>Student Objectives The Student will... (TSW)</b>	<b>Essential Questions</b>	<b>Assess- ments</b>	<b>Vocabulary</b>	<b>Resources</b>
September - October	<b>Standard 1:</b> Students will use a language other than English for communication <b>Standard 2:</b> Students will develop cross-cultural skills and understanding	Travel and Dominican Republic culture, dates, months, periods of time and all future forms	Describe what they are going to do before, during and after the trip	Where would I go if I could choose any Spanish speaking place in the world?	Chapter 7 project, hot seat questions for oral assessment	Chapter 7 vocabulary	<u>La Gente</u> textbook, hot seat questions, binder with teacher generated worksheets
October - November	Standards 1&2 All Subgroups	Food and Comparisons, Cuba and Peru culture, impersonal se, quantifying, weights and measures, prepositions, comparatives, superlatives, comparisons of equality, relative pronouns, contrasting opinions	Be able to design a menu, invitation, food diary and other food related concepts. Also be able to compare different cities, people and things	What is a typical meal here compared to one in a Spanish country?	Chapter 8 and 9 Projects, hot seat questions for oral assessment	Chapter 8 and 9 vocabulary	<u>La Gente</u> textbook, hot seat questions, binder with teacher generated worksheets
November - December	Standards 1&2 All Subgroups	Preterite vs. Imperfect, Chile and Nicaragua culture, dates, sequencing past events	Describe what they did in the past	What was life like as a child?	Quizzes, hot seat questions for oral assessment	Chapter 10 and 11 Vocabulary	<u>La Gente</u> textbook, hot seat questions, binder with teacher generated worksheets

December - January	Standards 1&2 All Subgroups	Present perfect tense, past participle, giving advice and solutions, gerund, present perfect vs. preterite, conditional, direct and indirect questions and culture of Venezuela, Paraguay and Honduras	Describe what they have done and what they would do	What would I buy if I had a lot of money?	Chapter 12 project, hot seat questions for oral assessment	Chapter 12, 13, and 14	<u>La Gente</u> textbook, hot seat questions, binder with teacher generated worksheet
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**Grade:** Jefferson Community College 122

**Curriculum Map**

**Spanish**

**Subject:** \_\_\_\_\_

**Reflection:** \_\_\_\_\_  
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**Updated:** \_\_\_\_\_

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