

CURRICULUM MAP

MS. NIEVES-SOTO

WORLD LANGUAGE SPANISH 3
CHECKPOINT B

SCHOOL YEAR: 2020-2021
GRADE: 11

MONTH	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
CONCEPT UNIT/THEME	Classroom Norms and expectations Personal ID Social Relationship	Daily life and society (routines and Health)	House, Architecture and Art (Sub Unit)Religion, (Dia de los Muertos)	Religion, Myths and Legends (La virgen de la Guadalupe, Caga Tio, Loteria de Espana, Las Posadas
STANDARDS	<u>Standards 1 Communication</u> <ul style="list-style-type: none"> • <u>Interpretative</u> Students will interact and analyze what is heard, read , viewed • <u>Interpersonal</u> students interact in spoken and/or written conversations to express feeling, preferences, and opinions • <u>Presentation</u> students present informations and ideas on a variety of topics <u>Standard 2 Cultural Students used the target language</u> <ul style="list-style-type: none"> • <u>Cultural Practice</u> students will describe and explain the practice and the product from the culture studies • <u>Cultural Comparisons</u> will compare products from other cultures 			
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> • <u>How can I express feelings, react to and support preference and opinions in a conversation?</u> 	<ul style="list-style-type: none"> • 		
I CAN... STUDENTS OBJECTIVES (TSW) ACTFL CAN-DO STATEMENTS	I can... Express, ask about and react to preferences, feelings and opinions on familiar topics. I can keep the conversation	It can... 1.Recognize pieces of information and understand the main topic of what is being said. 2.understand the main idea of a straightforward story or authentique text. 3.write a short message on familiar topics related to everyday life.	I can... Identify and compare the different structures of the house of different cultures Create an Artwork, read and write about Dia de los muertos and other similar festivities around the world.	I can... <ul style="list-style-type: none"> • Describe, identify the different traditions and celebrations and compare them with other countries. •
ASSESSMENT	1. Speaking, Created a familiar conversation on TL 2. Listening to the story, checking for comprehension 3. Reading long stories to check for comprehension			

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	4. Writing to create sentences of a familiar situations			
	Informal Exit tickets, Quizlet, plickers etc.			
VOCABULARY	1.Regents words and expressions 2. Personal ID - Family 3. Feelings Como me siento? Como estoy cuando...\ Yo pienso... Adjectives	1. "Mis quehaceres" 2.No me gusta hacer, Tengo que, prefiero... 3. Salud , rutinas y recomendaciones	1.House and descriptions quiz 2.Exit tickets comparisons	Regents and expressions words Stores/currency Clothing and occasions
RESOURCES	1.Vocabulary Packet 2.Adios textbooks 3. Regent Packet	1.Vocabulary Packet 2.Expressions Packet 3.Google Slides 4.Quizlet and Kahoot It! 5. Regent Packet 6. Adios textbooks	1.Vocabulary Packet 2.Expressions Packet 3.Google Slides 4.Quizlet and Kahoot It! 5. Regent Packet	1.Vocabulary Packet 2.Expressions Packet 3.Google Slides 4.Quizlet and Kahoot It! 5. Regent Packet 6. Adios Textbooks

MONTH	JANUARY	FEBRUARY	MARCH	APRIL
CONCEPT UNIT/THEME	Daily Life and Society Institutions (Routine, School and Career)		Geography and Travel	Physical Environment, Global awareness
STANDARDS	<p><u>Standards 1 Communication</u></p> <ul style="list-style-type: none"> • <u>Interpretative</u> Students will interact and analyze what is heard, read , viewed • <u>Interpersonal</u> students interact in spoken and/or written conversations to express feeling, preferences, and opinions • <u>Presentation</u> students present informations and ideas on a variety of topics <p><u>Standard 2 Cultural Students used the target language</u></p> <ul style="list-style-type: none"> • <u>Cultural Practice</u> students will describe and explain the practice and the product from the culture studies • <u>Cultural Comparisons</u> will compare products from other cultures 			

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ESSENTIAL QUESTION				
I CAN... STUDENTS OBJECTIVES (TSW) ACTFL CAN-DO STATEMENTS	The students can... Give a presentation about historical figure Write about school workplace, famous place or place they have visited	The students can... Describe simple symptoms and how they feel. Listen to suggestions and simple medical prescriptions. .	The students can... Exchange information about their community, such as where to go, movies, performance or concert, sporting events using the TL.	The students can... Ask and give information about the weather and protecting the environment,
ASSESSMENT	1. Speaking, Created a familiar conversation on TL 2. Listening to the story, checking for comprehension 3. Reading long stories to check for comprehension 4. Writing to create sentences of a familiar situations Informal Exit tickets. Quizlet, plickers etc.			
VOCABULARY	Community Vocabulary Places adjectives/prepositions	Body parts/ health/commands	Travel vocab Places Vocab 2 Leisure vocab Adjectives/ directions	Nature/ disaster Recycling and environments vocab Weather
RESOURCES	1.Vocabulary Packet 2.Expressions Packet 3.Google Slides 4.Quizlet and Kahoot It! 5. Regent Packet	1.Vocabulary Packet 2.Expressions Packet 3.Google Slides 4.Quizlet and Kahoot It! 5. Regent Packet	1.Vocabulary Packet 2.Expressions Packet 3.Google Slides 4.Quizlet and Kahoot It! 5. Regent Packet	1.Vocabulary Packet 2.Expressions Packet 3.Google Slides 4.Quizlet and Kahoot It! 5. Regent Packet

MONTH	MAY	JUNE
CONCEPT UNIT/THEME	Food	Checkpoint B Assessment Review/ Checkpoint B Assessment
STANDARDS	<u>Standards 1 Communication</u>	

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	<ul style="list-style-type: none"> ● <u>Interpretative</u> Students will interact and analyze what is heard, read , viewed ● <u>Interpersonal</u> students interact in spoken and/or written conversations to express feeling, preferences, and opinions ● <u>Presentation</u> students present informations and ideas on a variety of topics <p><u>Standard 2 Cultural Students used the target language</u></p> <ul style="list-style-type: none"> ● <u>Cultural Practice</u> students will describe and explain the practice and the product from the culture studies ● <u>Cultural Comparisons</u> will compare products from other cultures 	
ESSENTIAL QUESTIONS		
I CAN... STUDENTS OBJECTIVES (TSW) ACTFL CAN-DO STATEMENTS	<p>The students can...</p> <p>Make a presentation about food preparation and making reservations in a restaurant and can write about how to prepare a simple meal.</p>	<p>The students can...</p> <p>Demonstrate high degree of control of structure/expressions and their errors will not hinder overall comprehensibility of a passage (Checkpoint Rubric)</p> <p>Communicate orally initialing and closing a conversation using the TL.</p>
ASSESSMENT	<ol style="list-style-type: none"> 1. Speaking, Created a familiar conversation on TL 2. Listening to the story, checking for comprehension 3. Reading long stories to check for comprehension 4. Writing to create sentences of a familiar situations 5. Presentation <p>Informal Exit tickets. Quizlet, plickers etc.</p>	<p>Checkpoint B Assessment (Local BOCES Assessment)</p>
VOCABULARY	<ol style="list-style-type: none"> 1.Regents words and expressions 2. Food restaurants reservation 	<ol style="list-style-type: none"> 1 All Vocab 2.All regents expressions
RESOURCES	<ol style="list-style-type: none"> 1.Vocabulary Packet 2.Expressions Packet 3.Google Slides 4.Quizlet and Kahoot It! 5. Regent Packet 	<ol style="list-style-type: none"> 1.Vocabulary Packet 2.Expressions Packet 3.Google Slides 4.Quizlet and Kahoot It! 5. Regent Packet

NOTE: I WILL TEACH GRAMMAR WITH THE CONTENT BY USING TPRS AND COMPREHENSIVE INPUT.

TL= TARGET LANGUAGE

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ACTFL CAN-DO STATEMENTS