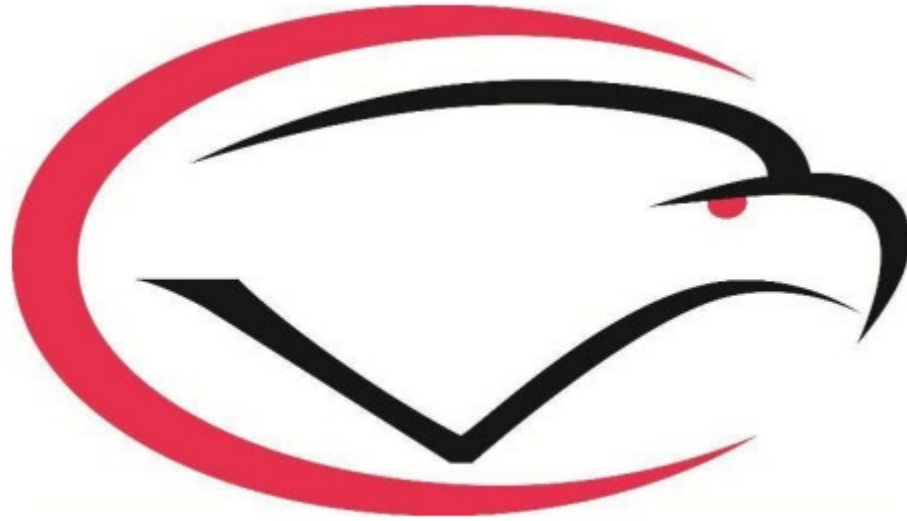


# Secondary Curriculum Maps



## Spanish V

**Cumberland Valley School District**

*Soaring to Greatness, Committed to Excellence*

## Spanish V Scope and Sequence

Level 5			Spanish
Unit	Timeline	Topics	Priority Standards
<b>1. Personal &amp; Public Identities (Identity)</b>	~28 days	Identity & Diversity	<p>12.1.S4.A Know and compare distinct regional accents of the sound system of the target language.</p> <p>12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture.</p> <p>12.3.S4.B Analyze the misconceptions that occur in cross-cultural situations.</p> <p>12.3.S4.C Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures.</p>
		What does it mean to be “Latino”?	<p>12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.</p> <p>12.1.S4.B Know advanced vocabulary and idiomatic expressions used in complex oral and written communications.</p>
		Cultural Appropriation	<p>12.1.S3.C Recognize advanced vocabulary through listening and reading selections</p> <p>12.1.S3.D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p>12.1.S4.E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.</p>
		Common masculine nouns that end in “-a”	<p>12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture.</p> <p>12.3.S4.B Analyze the misconceptions that occur in cross-cultural situations.</p> <p>12.3.S4.C Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures.</p> <p>12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.</p> <p>12.5.S3.A Identify employment areas in the local community where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.B Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.S3.D Explain comparisons and connections for employment opportunities that can be made in the local, national, and</p>

			global English-speaking communities with those who speak a target language.
<b>2. Family &amp; Community (Social Organization)</b>	~28 days	Health & Wellness	12.1.S4.B Know advanced vocabulary and idiomatic expressions used in complex oral and written communications. 12.1.S3.C Recognize advanced vocabulary through listening and reading selections 12.1.S3.D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
		Leisure Time Activities	12.1.S4.E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture. 12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture. 12.3.S4.B Analyze the misconceptions that occur in cross-cultural situations.
		Legends & Myths	12.3.S4.C Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures. 12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.
		Subjunctive mood (review)	12.5.S3.A Identify employment areas in the local community where the target language is used and how and why the target language is necessary. 12.5.S3.B Know national employment opportunities where the target language is used and how and why the target language is necessary. 12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary. 12.5.S3.D Explain comparisons and connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those who speak a target language.
<b>3. Science &amp; Technology (Human Ingenuity)</b>	~28 days	Creativity & Problem Solving	12.1.S4.B Know advanced vocabulary and idiomatic expressions used in complex oral and written communications.

		Environmental Problems	12.1.S3.C Recognize advanced vocabulary through listening and reading selections 12.1.S3.D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
		Economic Hardship	12.1.S4.E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
		Time constructions with "hace" & "lleva"	12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture. 12.3.S4.B Analyze the misconceptions that occur in cross-cultural situations. 12.3.S4.C Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures. 12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.
<b>4. Global Challenges (Experiences/Sharing the Planet)</b>	~28 days	Immigration	12.1.S4.A Know and compare distinct regional accents of the sound system of the target language. 12.1.S4.B Know advanced vocabulary and idiomatic expressions used in complex oral and written communications.
		Life in a New Country	12.1.S3.C Recognize advanced vocabulary through listening and reading selections 12.1.S3.D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend. 12.1.S4.E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
		Gender Roles	12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture. 12.3.S4.B Analyze the misconceptions that occur in cross-cultural situations. 12.3.S4.C Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures.
		Equality	12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas. 12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary. 12.5.S3.D Explain comparisons and connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those who speak a target language.

<b>5. Beauty &amp; Aesthetics (Human Ingenuity)</b>	~28 days	Visual Art	12.1.S4.B Know advanced vocabulary and idiomatic expressions used in complex oral and written communications.
		Reality in Fiction	12.1.S3.C Recognize advanced vocabulary through listening and reading selections 12.1.S3.D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
		Single- and Double-Object Pronouns	12.1.S4.E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.
		Prepositions of location	12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture. 12.3.S4.C Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures. 12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.
<b>6. Contemporary Life (Social Organization)</b>	~28 days	Work Life	12.1.S4.B Know advanced vocabulary and idiomatic expressions used in complex oral and written communications.
		Economic Systems	12.1.S3.C Recognize advanced vocabulary through listening and reading selections 12.1.S3.D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.
		Interpersonal relationships	12.1.S4.E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture. 12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture. 12.3.S4.B Analyze the misconceptions that occur in cross-cultural situations.
		The pronoun "vos" & its corresponding verb forms	12.3.S4.C Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures. 12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas. 12.5.S3.A Identify employment areas in the local community where the target language is used and how and why the target language is necessary. 12.5.S3.B Know national employment opportunities where the target language is used and how and why the target language is necessary. 12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary. 12.5.S3.D Explain comparisons and

			connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those who speak a target language.
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<b>7. Cultural Celebrations</b>	<i>As they occur throughout the calendar year</i>	Los Reyes Magos	<p>12.1.S3.A Know details of the sound system and spelling patterns of the target language.</p> <p>12.1.S3.B Know advanced vocabulary and idiomatic expressions used in speaking and writing.</p> <p>12.1.S3.C Recognize expanded vocabulary through listening</p> <p>12.1.S3.D Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p>12.1.S3.E Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>12.1.S3.F Analyze how the target language has influenced the school curriculum.</p> <p>12.3.S3.A. Explain a variety of services, products and customs of the target culture.</p> <p>12.3.S3.B. Assess cultural patterns in a variety of social settings.</p> <p>12.3.S3.C. Compare and contrast the similarities and differences in social institutions between cultures.</p>
		El Día de Los Inocentes	
		Día de Selena	

## CVSD Spanish V Curriculum Map

<b>CV Priority Standard/PA Academic Standard</b>	
<p><b>12.1 Communication in a Target Language</b></p> <p>12.1.S4.A Know and compare distinct regional accents of the sound system of the target language.</p> <p>12.1.S4.B Know advanced vocabulary and idiomatic expressions used in complex oral and written communications.</p> <p>12.1.S3.C Recognize advanced vocabulary through listening and reading selections</p> <p>12.1.S3.D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p>12.1.S4.E. Describe the influence of historical events in the target culture/language that have an impact on the English language and culture.</p>	
<b>Taught in Unit(s)</b>	
Embedded in all units	
<b>Explanation/Example of Standard</b>	
Knowing advanced vocabulary and sentence structures and being able to understand various Spanish accents will enable the student to not just express and understand basic information but to be able to communicate on a deeper level in Spanish.	
<b>Common Misconceptions</b>	
<ul style="list-style-type: none"> <li>● There is one right way to produce the language (e.g., Peninsular Spanish)</li> <li>● Sentences can be translated, word for word, from one language to another</li> <li>● Words that look alike in Spanish and English mean the same thing (“false friends”)</li> <li>● Accent doesn’t affect others’ comprehension of the speaker</li> <li>● Words that end in “-a” are feminine</li> </ul>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<b>Students will work with different types of authentic texts, modes of communication and audiences.</b>	<b>How does one use authentic resources and different modes of communication to communicate with a variety of audiences?</b>
<b>Assessments</b>	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<ul style="list-style-type: none"> <li>● The pronoun “vos” and its corresponding verb forms</li> <li>● Vocabulary from the 1000 most common Spanish words (&amp; select words from the top 2000) not already learned</li> <li>● Single- and double-object pronouns (review)</li> <li>● Subjunctive mood (review)</li> <li>● Gerunds &amp; infinitives</li> <li>● Time constructions with “hace” &amp; “lleva”</li> <li>● Common masculine nouns that end in “-a”</li> <li>● Prepositions of location (review)</li> </ul>	<ul style="list-style-type: none"> <li>● Speak and write enhanced vocabulary and idiomatic expressions at the Intermediate Mid proficiency level.</li> <li>● Readily use circumlocution to accurately describe words or concepts they do not know in Spanish</li> <li>● Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers</li> <li>● Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers, and magazines.</li> <li>● Develop and use simple, compound and complex sentence and question structures to communicate and comprehend.</li> <li>● Demonstrate comparisons and/or contrasts of how target language vocabulary is used in</li> </ul>

	describing an event or phenomenon seen in both the target culture and the United States.
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CV Priority Standard/PA Academic Standard	
<b>12.3 The Role of Culture in World Language Acquisition</b>	
12.3.S4.A Analyze unfamiliar products, customs and institutions of the target culture.	
12.3.S4.B Analyze the misconceptions that occur in cross-cultural situations.	
12.3.S4.C Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures.	
12.3.S4.D Synthesize cultural information acquired in the target language for use in other subject areas.	
Taught in Unit(s)	
Embedded in all units	
Explanation/Example of Standard	
Students are able to explain the differences between cultural practices in different Spanish-speaking countries and their own while also recognizing the similarities in the human experience.	
Common Misconceptions	
<ul style="list-style-type: none"> <li>● There are, at most, two Spanish-speaking regions: Spain and 'everywhere else' (often erroneously called 'Latin America').</li> <li>● The traditions and cultural practices of Hispanophone America are uniform--and uniformly strange/illogical.</li> </ul>	
Big Idea(s)	Essential Question(s)
Students can investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.	<b>How does the target culture compare to, contrast with, and influence one's own culture?</b>
Assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● Immigration</li> <li>● Identity &amp; diversity</li> <li>● Cultural appropriation</li> <li>● Economic hardship</li> <li>● Leisure time activities</li> <li>● Local &amp; ethnic celebrations</li> <li>● Health &amp; wellness</li> <li>● Legends &amp; myths</li> <li>● Art &amp; concepts of beauty</li> <li>● Environmental problems</li> <li>● Creativity &amp; problem solving</li> <li>● Family &amp; community life</li> <li>● Views of other countries</li> <li>● Interpersonal relationships</li> <li>● Gender roles</li> </ul>	<ul style="list-style-type: none"> <li>● Speak, write and read about unfamiliar products, customs, and institutions of the target culture.</li> <li>● Interpret, write about and dramatize cross-cultural situations occurring in the local community in order to explain varied cultural traditions and customs.</li> <li>● Read, discuss, write and make a presentation about a culture's traditions, customs, and lifestyles that represent its perspectives, beliefs, and assumptions.</li> <li>● Use the target language to synthesize topics and events from other subject areas.</li> </ul>

CV Priority Standard/PA Academic Standard
<b>12.5 World Languages in the Community</b>
12.5.S3.A Identify employment areas in the local community where the target language is used and how and why the target language is necessary.
12.5.S3.B Know national employment opportunities where the target language is used and how and why the target language is necessary.



12.5.S3.C Know global employment opportunities where the target language is used and how and why the target language is necessary.  
 12.5.S3.D Explain comparisons and connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those who speak a target language.

**Taught in Unit(s)**

Units 1, 2, 4, 6

**Explanation/Example of Standard**

Students can identify local, national and global resources about Hispanophone culture for practical and personal uses.

**Common Misconceptions**

Everybody speaks English anyway, so Spanish isn't really necessary outside the classroom.  
 A translator app works just as well as communicating directly person-to-person.

**Big Idea(s)**

Students will understand the role of the target language and culture in the local, national, and global community with an eye on employment opportunities.

**Essential Question(s)**

**What role does the target language and culture have in the local, national, and global community?**

**Assessments**

**Concepts**

(what students need to know)

- Immigration
- Identity & diversity
- Practices of Hispanophone cultures inside and outside their native countries
- Impact of colonization & hegemony
- Cross-cultural relations

**Skills**

(what students must be able to do)

- Name local, national, and global employment areas in which world language skills may be used.
- Use target language to interact at the necessary language proficiency level with global community members in their occupations.
- Use speaking, writing and reading to compare and connect local, national and global employment opportunities for those who speak English and those who speak English and a target language.