

# Spanish IA Curriculum Map

¡Así se Dice! Spanish 1 (McGraw Hill)

Standards	Content	Skills/ Practices	Materials/ Resources	Assessments (All) Daily/ Weekly/ Benchmarks	Timeline (Months/ Weeks/ Days)
CS1, CS2, CS3 CUS4, CUS5	<b>Lecciones Preliminares</b> - greetings & farewells, courtesy expressions, names, numbers, days of the week & months of the year, specific dates: holidays & birthdays, ask & tell the time, discuss seasons & weather	- Understand familiar questions and statements from simple sentences in short conversations. - Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.	- ¡Así se Dice! textbook, workbook, accompanying on-line resources - teacher generated materials	- Daily observations - Conversations - Homework - Quizzes	September - October (early October)
CS1, CS2, CS3 CUS4, CUS5	<b>Capítulo 1 - ¿Cómo somos?</b> - Identify and describe people & things - Tell where someone is from - Tell what subjects you take and express opinions about them - Talk about Spanish speakers in the United States	- Identify the topic and some isolated facts from simple sentences in short informational and literary texts. - Understand familiar questions and statements from simple sentences in short conversations. - Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. - Present personal information about my	- ¡Así se Dice! textbook, workbook, accompanying on-line resources - teacher generated materials	- Daily observations - Conversations - Homework - Quizzes - Unit test	October - November

	<ul style="list-style-type: none"> <li>- The verb ser</li> <li>- Tú &amp; usted</li> </ul>	life and activities, using simple sentences most of the time.			
CS1, CS2, CS3 CUS4, CUS5	<p><b>Capítulo 2 - La familia y la casa</b></p> <ul style="list-style-type: none"> <li>- Talk about families &amp; pets</li> <li>- Describe a house or apartment</li> <li>- Describe rooms &amp; some furnishings</li> <li>- Discuss a family from Ecuador</li> <li>- Use the verb tener</li> <li>- Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the topic and some isolated facts from simple sentences in short informational and literary texts.</li> <li>- Understand familiar questions and statements from simple sentences in short conversations.</li> <li>- Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.</li> <li>- Present personal information about my life and activities, using simple sentences most of the time.</li> <li>- Identify cultural products and practices in my own and other cultures to help me understand perspectives using words, phrases, or simple sentences with graphic or visual support.</li> </ul>	<ul style="list-style-type: none"> <li>- ¡Así se Dice! textbook, workbook, accompanying on-line resources</li> <li>- teacher generated materials</li> </ul>	<ul style="list-style-type: none"> <li>- Daily observations</li> <li>- Conversations</li> <li>- Homework</li> <li>- Quizzes</li> <li>- Unit test</li> <li>- Writing Project</li> </ul>	December - January
CS1, CS2, CS3 CUS4, CUS5	<p><b>Capítulo 3 - En clase y después</b></p> <ul style="list-style-type: none"> <li>- Talk about what you do in school</li> <li>- Identify some school clothes and school supplies</li> <li>- Talk about what you and your friends do after school</li> <li>- Compare school and</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the topic and some isolated facts from simple sentences in short informational and literary texts.</li> <li>- Understand familiar questions and statements from simple sentences in short conversations.</li> <li>- Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>- ¡Así se Dice! textbook, workbook, accompanying on-line resources</li> <li>- teacher generated materials</li> </ul>	<ul style="list-style-type: none"> <li>- Daily observations</li> <li>- Conversations</li> <li>- Homework</li> <li>- Quizzes</li> <li>- Unit test</li> <li>- Cultural project: Spanish-speaking countries</li> </ul>	February, March, April (early April)

	<p>after-school activities in Spanish-speaking countries and the United States</p> <ul style="list-style-type: none"> <li>- Present tense of -ar verbs</li> <li>- The verbs ir, dar, estar</li> <li>- The contractions al and del</li> </ul>	<ul style="list-style-type: none"> <li>- Present personal information about my life and activities, using simple sentences most of the time.</li> <li>- Identify cultural products and practices in my own and other cultures to help me understand perspectives using words, phrases, or simple sentences with graphic or visual support.</li> </ul>			
<p>CS1, CS2, CS3 CUS4, CUS5</p>	<p><b>Capítulo 4 - ¿Qué comemos y dónde?</b></p> <ul style="list-style-type: none"> <li>- Identify foods and discuss meals</li> <li>- Talk about places where you eat</li> <li>- Order food or a beverage at a café</li> <li>- Compare eating habits in Spain, Latin America, and the United States</li> <li>- Present tense of regular -er and -ir verbs</li> <li>- Expressions with the infinitive: ir, tener que, acabar de</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the topic and some isolated facts from simple sentences in short informational and literary texts.</li> <li>- Understand familiar questions and statements from simple sentences in short conversations.</li> <li>- Request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.</li> <li>- Present personal information about my life and activities, using simple sentences most of the time.</li> <li>- Identify cultural products and practices in my own and other cultures to help me understand perspectives using words, phrases, or simple sentences with graphic or visual support.</li> </ul>	<p>- ¡Así se Dice! textbook, workbook, accompanying on-line resources</p> <p>- teacher generated materials</p>	<ul style="list-style-type: none"> <li>- Daily observations</li> <li>- Conversations</li> <li>- Homework</li> <li>- Quizzes</li> <li>- Unit test</li> <li>- Final exam</li> </ul>	<p>April, May, June</p>

### **Anchor Standard: Communication**

Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

- Standard 1: Interpretive Communication - Learners understand, interpret, and analyze what is heard, read, received\*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
- Standard 2: Interpersonal Communication - Learners interact and negotiate meaning in spontaneous, spoken, visual\*, or written communication to exchange information and express feelings, preferences, and opinions.
- Standard 3: Presentational Communication - Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers\* to describe, inform, narrate, explain, or persuade.

### **Anchor Standard: Cultures**

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

- Standard 4: Relating Cultural Practices and Products to Perspectives - Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
- Standard 5: Cultural Comparisons - Learners use the target language to compare the products and practices of the cultures studied and their own.