

Spanish IB 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	<p>Capítulo 5 - Deportes</p> <ul style="list-style-type: none"> - Talk about sports - Describe a soccer uniform - Identify colors - Compare team sports in the U.S. and Spanish-speaking countries - Present tense of stem-changing verbs - Verbs such as aburrir, interesar, gustar 	<ul style="list-style-type: none"> - 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. - Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. - Present personal information about my life and activities, using simple sentences most of the time. - 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. 	<ul style="list-style-type: none"> - ¡Así se Dice! textbook, workbook, accompanying on-line resources - teacher generated materials 	<ul style="list-style-type: none"> - Daily observations - Conversations - Homework - Quizzes - Unit test 	September - October

<p>CS1, CS2, CS3 CUS4, CUS5</p>	<p>Capítulo 6 - El bienestar - Describe people's personality, conditions, and emotions - Explain minor illnesses - Talk about a doctor's appointment - Learn about a literary genre - the picaresque novel - Ser and estar - Indirect object pronouns</p>	<ul style="list-style-type: none"> - 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. - Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. - Present personal information about my life and activities, using simple sentences most of the time. - 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. 	<p>- ¡Así se Dice! textbook, workbook, accompanying on-line resources - teacher generated materials</p>	<ul style="list-style-type: none"> - Daily observations - Conversations - Homework - Quizzes - Unit test 	<p>November - December</p>
<p>CS1, CS2, CS3 CUS4, CUS5</p>	<p>Capítulo 7 - De vacaciones - Talk about summer and winter weather and activities - Discuss summer and winter resorts in Spanish-speaking</p>	<ul style="list-style-type: none"> - 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 	<p>- ¡Así se Dice! textbook, workbook, accompanying on-line resources - teacher generated</p>	<ul style="list-style-type: none"> - Daily observations - Conversations - Homework - Quizzes - Unit test 	<p>January - February</p>

	<p>countries</p> <ul style="list-style-type: none"> - Preterite tense of regular -ar verbs - Preterite of ir and ser - Direct object pronouns 	<p>original questions on familiar and everyday topics, using simple sentences most of the time.</p> <ul style="list-style-type: none"> - Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. - Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. - Present personal information about my life and activities, using simple sentences most of the time. - 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. 	materials		
CS1, CS2, CS3 CU4, CU5	<p>Capítulo 8 - En tu tiempo libre</p> <ul style="list-style-type: none"> -Talk about a birthday party -Discuss concerts, movies, and museums -Discuss Hispanic art and music -Preterite of -er and -ir verbs -The verbs oír and leer -Affirmative and negative words 	<ul style="list-style-type: none"> - 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. - Express, ask about, and react to preferences, feelings, or opinions on 	<ul style="list-style-type: none"> - ¡Así se Dice! textbook, workbook, accompanying on-line resources - teacher generated materials 	<ul style="list-style-type: none"> - Daily observations - Conversations - Homework - Quizzes - Unit test - Cultural project: famous Hispanic 	March - April

		<p>familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <ul style="list-style-type: none"> - Express preferences on familiar and everyday topics of interest, using simple sentences most of the time. - Present personal information about my life and activities, using simple sentences most of the time. - 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. 			
CS1, CS2, CS3 CUS4, CUS5	<p>Capítulo 9 - ¡Vamos de compras!</p> <ul style="list-style-type: none"> - Talk about buying clothes - Talk about buying food - Compare shopping in Spanish-speaking countries with shopping in the United States - More numbers - The present tense of saber and conocer - Comparatives and superlatives - Demonstrative 	<ul style="list-style-type: none"> - 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. - Express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. - Express preferences on familiar and 	<ul style="list-style-type: none"> - ¡Así se Dice! textbook, workbook, accompanying on-line resources - teacher generated materials 	<ul style="list-style-type: none"> - Daily observations - Conversations - Homework - Quizzes - Unit test - Final exam 	May - June

	adjectives and pronouns	<p>everyday topics of interest, using simple sentences most of the time.</p> <ul style="list-style-type: none"> - Present personal information about my life and activities, using simple sentences most of the time. - 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. 			
--	-------------------------	--	--	--	--

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.