

# CVS Curriculum Map for: Spanish 1 Updated February 12, 2018

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## **OVERARCHING: COMMON CORE STANDARDS**

NOTE: substitute the word target language for English language

### **READING STANDARDS**

#### **KEY IDEAS AND DETAILS**

- **3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### **CRAFT AND STRUCTURE**

- **4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

#### **INTEGRATION OF KNOWLEDGE AND IDEAS**

- **7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

### **WRITING STANDARDS**

#### **TEXT TYPES AND PURPOSES**

- **2. (d)** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- **3. (a-e)** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **PRODUCTION AND DISTRIBUTION OF WRITING**

- **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### **RANGE OF WRITING**

- **10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single

### **SPEAKING/LISTENING STANDARDS**

#### **COMPREHENSION AND COLLABORATION**

- **1. (a, c-d)** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

#### **PRESENTATION OF KNOWLEDGE AND IDEAS**

- **4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

sitting or a day or two) for a range of tasks, purposes, and audiences.

- **5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### **CONVENTIONS OF STANDARD ENGLISH**

- **1. (a-b)** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
- **2. (c)** Spell correctly.

### **KNOWLEDGE OF LANGUAGE**

- **3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **VOCABULARY ACQUISITION AND USE**

- **4. (a-d)** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

## SPANISH 1A/B CURRICULUM MAP

Month/Unit	Content/MI Framework Standards & Benchmarks	Skills	Assessments & Activities
<b>September (Etapa Preliminar)</b>	<ul style="list-style-type: none"> <li>• Introduce Greetings and good-byes</li> <li>• Spanish names</li> <li>• Introduce Spanish speaking countries and their capitals</li> <li>• Introduce Spanish alphabet</li> <li>• Introduce Numbers 0-10</li> <li>• Introduce origin (Ser + de)</li> <li>• Introduce Days of the week</li> <li>• Classroom expressions p. 14</li> <li>• Introduce Infinitives of to write, to listen, to speak, to read</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Greet and say good-bye to different groups of people</li> <li>• Learn and use names of male and female Spanish speakers</li> <li>• Identify Specific Spanish speaking countries and their capitals on the map</li> <li>• Master the correct pronunciation of the names and sounds of the letters of the Spanish alphabet</li> <li>• Count from 0-10</li> <li>• Say where they are from</li> <li>• Say what day of the week it is.</li> <li>• Understand the concept of infinitives.</li> <li>• Identify and use the names of various objects in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Quizzes</li> <li>• Daily Homework</li> <li>• CDs/Listening activities</li> <li>• Video / video activities</li> <li>• Textbook activities</li> <li>• Group exercises</li> <li>• Dialogues</li> <li>• Translating articles &amp; stories</li> <li>• Games such as Bingo, Dice game, Verb Race Game, Golf &amp; Fish game, White board Race game, Legends of the hidden temple</li> <li>• Responding aloud</li> <li>• Writing paragraphs</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Classroom Clickers</li> </ul>
<b>October (Unidad 1.1)</b>	<ul style="list-style-type: none"> <li>• Introduce subject pronouns.</li> <li>• Informal and Formal Greetings/Introductions</li> <li>• Introduce the verb Ser.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use ESTAR to inquire about one's health</li> <li>• Use SER to indicate one's identity, personality, occupation and origin</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Quizzes</li> <li>• Daily Homework</li> <li>• CDs/Listening activities</li> <li>• Video / video activities</li> <li>• Textbook activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduce Subject/Verb agreement</li> <li>• Say where people are from</li> <li>• Introduce nouns referring to people and places</li> <li>• Introduce some professions</li> <li>• Introduce gustar (singular &amp; plural forms to express likes and dislikes)</li> <li>• Saying where one lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Use GUSTAR to express one's likes and dislikes</li> <li>• Identify different activities in the infinitive of several verbs</li> <li>• To use definite articles and nouns correctly</li> <li>• Use the correct subject pronoun in Spanish based on its antecedent</li> <li>• Talk and read about where different people live</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises</li> <li>• Dialogues</li> <li>• Translating articles &amp; stories</li> <li>• Games such as Bingo, Dice game, Verb Race Game, Golf &amp; Fish game, White board Race game, Legends of the hidden temple</li> <li>• Responding aloud</li> <li>• Writing paragraphs</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Classroom Clickers</li> </ul>
<p><b>November (Unidad 1.2)</b></p>	<ul style="list-style-type: none"> <li>• Introduce vocabulary on appearance and personality</li> <li>• Introduce colors/clothing (pg 67 and clothing and accessories on pg 235)</li> <li>• Introduce indefinite articles &amp; definite articles</li> <li>• Noun and Adjective Agreement/Placement</li> <li>• The verb "llevar" singular forms</li> <li>• Introduce the verb tener to talk about physical features</li> <li>• Continue using the verb ser to describe people's personality traits.</li> <li>• Introduce The day of the dead</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe appearance and personality of self and others.</li> <li>• Describe clothing and colors</li> <li>• Difference between a definite and an indefinite article</li> <li>• Discuss what I am wearing, ask another person or talk about someone else</li> <li>• Discuss what hair and eye color people possess.</li> <li>• Explore the way death is perceived in Spanish speaking countries, especially in Mexico</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Quizzes</li> <li>• Daily Homework</li> <li>• CDs/Listening activities</li> <li>• Video / video activities</li> <li>• Textbook activities</li> <li>• Group exercises</li> <li>• Dialogues</li> <li>• Translating articles &amp; stories</li> <li>• Games such as Bingo, Dice game, Verb Race Game, Golf &amp; Fish game, White board Race game, Legends of the hidden temple</li> <li>• Responding aloud</li> <li>• Writing paragraphs</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Classroom Clickers</li> </ul>

<p><b>December (Unidad 1.3 -2.1)</b></p>	<ul style="list-style-type: none"> <li>• Introduce the verb TENER, all forms.</li> <li>• Expressing Age</li> <li>• Introduce numbers 0-100</li> <li>• Introduce expressing possession using de.</li> <li>• Introduce all family vocabulary.</li> <li>• Introduce how students ask who owns something using ¿De quién es?</li> <li>• Introduce possessive adjectives.</li> <li>• Introduce asking who a person is using ¿Quién es?</li> <li>• Introduce all months and expressing dates.</li> <li>• Introduce the four seasons</li> <li>• Using Hay(There is/are)</li> <li>• 2<sup>nd</sup> quarter writing assessment</li> <li>• Explore Quinceañera, Christmas, las posadas, and Epiphany</li> <li>• Recognize meanings of regular AR verbs</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use the verb tener to discuss what people have.</li> <li>• Express numbers &amp; quantity.</li> <li>• Discuss family members.</li> <li>• Express age</li> <li>• Express possession</li> <li>• Use possessive adjectives to show ownership.</li> <li>• Explore the difference between the celebration of Christmas and Epiphany in U.S. and Spanish speaking countries</li> <li>• Explore the Mexican custom of the Quinceañera.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Quizzes</li> <li>• Daily Homework</li> <li>• CDs/Listening activities</li> <li>• Video / video activities</li> <li>• Textbook activities</li> <li>• Group exercises</li> <li>• Dialogues</li> <li>• Translating articles &amp; stories</li> <li>• Games such as Bingo, Dice game, Verb Race Game, Golf &amp; Fish game, White board Race game, Legends of the hidden temple</li> <li>• Responding aloud</li> <li>• Writing paragraphs</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Classroom Clickers</li> </ul>
<p><b>January (Unidad 2.1 &amp; Review for Mid-term)</b></p>	<ul style="list-style-type: none"> <li>• Actions. (all AR verbs and ones from Etapa Preliminar)</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify classroom objects</li> <li>• Know how to express how often certain actions are performed</li> <li>• Discuss obligations</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Quizzes</li> <li>• Daily Homework</li> <li>• CDs/Listening activities</li> <li>• Video / video activities</li> <li>• Textbook activities</li> <li>• Group exercises</li> <li>• Dialogues</li> </ul>

<p><b>January (after Mid-term) Finish Unidad 2.1</b></p>	<ul style="list-style-type: none"> <li>• Introduce vocabulary describing classroom activities, “at-school words”</li> <li>• Numbers 101-1,000,000 (learn with classroom objects)</li> <li>• School Supplies</li> <li>• Adverbs of Frequency</li> <li>• “At the Computer” Words</li> <li>• Class Names (School Subjects)</li> <li>• Introduce AR verb conjugations (Can introduce ER and IR verbs now or in 2.3).</li> <li>• Describe subjects/classes</li> <li>• Demonstrate how to express obligation with hay que and tener que.</li> </ul>	<ul style="list-style-type: none"> <li>• Say how often you do something</li> <li>• Express present tense actions</li> <li>• Discuss the activities that you have to do</li> </ul>	<ul style="list-style-type: none"> <li>• Translating articles &amp; stories</li> <li>• Games such as Bingo, Dice game, Verb Race Game, Golf &amp; Fish game, White board Race game, Legends of the hidden temple</li> <li>• Responding aloud</li> <li>• Writing paragraphs</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Classroom Clickers</li> </ul>
<p><b>February/March (Unidad 2.2)</b></p>	<ul style="list-style-type: none"> <li>• Introduce the concept of telling time.</li> <li>• Introduce the irregular verb IR.</li> <li>• Preposition “A” with destination</li> <li>• Introduce question words and writing questions</li> <li>• Introduce places vocabulary</li> <li>• Estar with location</li> <li>• Introduce basic food vocabulary</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about school schedules</li> <li>• Express the time.</li> <li>• Say where people are going</li> <li>• Say where people are located.</li> <li>• Ask and answer questions.</li> <li>• Request basic food.</li> <li>• Talk about what time of day that they do certain things</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Quizzes</li> <li>• Daily Homework</li> <li>• CDs/Listening activities</li> <li>• Video / video activities</li> <li>• Textbook activities</li> <li>• Group exercises</li> <li>• Dialogues</li> <li>• Translating articles &amp; stories</li> <li>• Games such as Bingo, Dice game, Verb Race Game, Golf &amp; Fish game, White</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduce requesting food vocabulary. (Quiero/Quieres)</li> <li>• 3<sup>rd</sup> quarter writing assessment</li> </ul>		<p>board Race game, Legends of the hidden temple</p> <ul style="list-style-type: none"> <li>• Responding aloud</li> <li>• Writing paragraphs</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Classroom Clickers</li> </ul>
<b>April (Unidad 2.3)</b>	<ul style="list-style-type: none"> <li>• Introduce free time vocabulary. (include sacar fotos and tomar el sol from pg 235)</li> <li>• Introduce ir + a + infinitive</li> <li>• Sequencing event vocabulary</li> <li>• Review the conjugation of er + ir verbs*</li> <li>• Introduce the verbs: conocer, oír, hacer</li> <li>• Personal “A”</li> <li>• Introduce tener hambre y sed</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss things they like to do in their free time. Discuss future plans with friends</li> <li>• Use verbs that end in er + ir</li> <li>• Use verbs that have minor irregularities</li> <li>• Discuss things that they hear</li> <li>• Communicating hunger and thirst</li> <li>• Understanding and using the personal a</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Quizzes</li> <li>• Daily Homework</li> <li>• CDs/Listening activities</li> <li>• Video / video activities</li> <li>• Textbook activities</li> <li>• Group exercises</li> <li>• Dialogues</li> <li>• Translating articles &amp; stories</li> <li>• Games such as Bingo, Dice game, Verb Race Game, Golf &amp; Fish game, White board Race game, Legends of the hidden temple</li> <li>• Responding aloud</li> <li>• Writing paragraphs</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Classroom Clickers</li> </ul>
<b>May (Unidad 3.1)</b>	<ul style="list-style-type: none"> <li>• Introduce after school activities.</li> <li>• Cultura: cinco de mayo.</li> <li>• Introduce the verb estar + emotions</li> <li>• Ser vs Estar</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Expressing what they do after school.</li> <li>• Express their emotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Quizzes</li> <li>• Daily Homework</li> <li>• CDs/Listening activities</li> <li>• Video / video activities</li> <li>• Textbook activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduce acabar+de+infinitive</li> <li>• Introduce the verb venir + place.</li> <li>• Introduce phone conversation vocabulary and extending invitations</li> <li>• Vocabulary with Technology</li> <li>• Review gustar</li> <li>• Introduce gustar with things.</li> <li>• 4<sup>th</sup> quarter writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Express past tense actions (what they just did) using the verb acabar.</li> <li>• Say where they have just come from.</li> <li>• Say what they like to do.</li> <li>• Talk on the phone and leave a message.</li> <li>• Extend invitations to friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises</li> <li>• Dialogues</li> <li>• Translating articles &amp; stories</li> <li>• Games such as Bingo, Dice game, Verb Race Game, Golf &amp; Fish game, White board Race game, Legends of the hidden temple</li> <li>• Responding aloud</li> <li>• Writing paragraphs</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Classroom Clickers</li> </ul>
<p><b>June Final</b></p>	<ul style="list-style-type: none"> <li>• Review for June Exam</li> <li>• Oral Exams</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Express the weather and seasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Quizzes</li> <li>• Daily Homework</li> <li>• CDs/Listening activities</li> <li>• Video / video activities</li> <li>• Textbook activities</li> <li>• Group exercises</li> <li>• Dialogues</li> <li>• Translating articles &amp; stories</li> <li>• Games such as Bingo, Dice game, Verb Race Game, Golf &amp; Fish game, White board Race game, Legends of the hidden temple</li> <li>• Responding aloud</li> <li>• Writing paragraphs</li> <li>• Worksheets</li> <li>• Tests</li> <li>• Classroom Clickers</li> </ul>



