

Curriculum Map

Spanish 1 # 0708340





Spanish 1 – Course Code 0708340

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit(s)	Cognates Introductions Greetings Numbers Time Classroom directives Body parts Alphabet Calendar terms Weather expressions Seasons Classroom vocabulary Communicate likes and dislikes regarding activities Relevant Cultural Studies	Describing self and others Personality traits School subjects : <ul style="list-style-type: none"> • schedules • Classes • school activities Likes and dislikes Relevant Cultural Studies	Discuss the classroom and where things are located Describe food preferences involving breakfast and lunch Discuss food groups and healthy food and lifestyle choices Relevant Cultural Studies	Places to go Leisure activities Make and respond to invitations Identify family members Discuss celebrations Relevant Cultural Studies
Big Idea(s) throughout the year	Interpretive Listening Interpretive Reading Interpersonal Communication Presentational Speaking Presentational Writing Culture Connections Comparisons Communities	Interpretive Listening Interpretive Reading Interpersonal Communication Presentational Speaking Presentational Writing Culture Connections Comparisons Communities	Interpretive Listening Interpretive Reading Interpersonal Communication Presentational Speaking Presentational Writing Culture Connections Comparisons Communities	Interpretive Listening Interpretive Reading Interpersonal Communication Presentational Speaking Presentational Writing Culture Connections Comparisons Communities



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Learning Goal(s)	Students will be able to	Students will be able to	Students will be able to	Students will be able to
	<ul style="list-style-type: none"> • Greet someone • Ask and tell how someone is • Say good-bye • Tell time • Count up to 100 • Talk about the body • Talk about the classroom • Say the date • Say the days of the week and the months of the year • Ask for help • Talk about the weather • Talk about the seasons • Talk about activities • Say what you like to do • Say what you don't like to do • Ask others what they like to do 	<ul style="list-style-type: none"> • Talk about what you and others are like • Ask people about themselves and others • Talk about what someone likes or doesn't like • To describe someone • To tell whom you are talking about • Identify and use masculine and feminine adjectives • Identify and use definite articles • Identify and use indefinite articles • Talk about your school day • Describe school activities • Talk about the order of things • Talk about things you need for school • Describe your classes • Identify and use subject pronouns • Conjugate regular –ar verbs 	<ul style="list-style-type: none"> • Talk about classroom items/furniture • Indicate location • Indicate possession • Identify description, quantity • Identify gender and quantity of nouns • Talk about breakfast, lunch and dinner • Talk about eating and drinking • Talk about how often • Say that one likes/loves something • Talk about food, beverages, thirst and hunger • Talk about what one does (present tense) using -ar, -er, and -ir verbs • Discuss health • To indicate a preference, agreement, disagreement • To describe nouns in both singular and plural 	<ul style="list-style-type: none"> • Talk about leisure activities • Talk about places • Tell where you go • Tell with whom you go • Talk about when things are gone • Talk about where someone is from • Indicate how often • Describe how someone feels • Tell what time something happens • Extend, accept, or decline invitations • Conjugate the verb jugar • Talk about family members • Discuss and compare ages • To discuss what someone likes • Conjugate the verb tener • Identify and use possessive adjectives

Spanish 1 (#0708340) 2022 - And Beyond (current)

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Course Standards

Note: Connections, Comparisons and Communities are combined here under one standard. However, teachers may divide this standard into three separate ones to align them with the national standards.

Name	Description
WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.
WL.K12.NH.3.2:	Exchange information about familiar tasks, topics and activities, including personal information.
WL.K12.NH.3.3:	Exchange information using simple language about personal preferences, needs, and feelings.
WL.K12.NH.3.4:	Ask and answer a variety of questions about personal information.
WL.K12.NH.3.5:	Exchange information about meeting someone including where to go, how to get there, and what to do and why.
WL.K12.NH.3.6:	Use basic language skills supported by body language and gestures to express agreement and disagreement.
WL.K12.NH.3.7:	Ask for and give simple directions to go somewhere or to complete a task.

WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher- directed topics.
WL.K12.NH.6.1:	Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.
WL.K12.NH.6.2:	Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.
WL.K12.NH.6.3:	Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)
WL.K12.NH.6.4:	Identify cultural artifacts, symbols, and images of the target culture(s).
WL.K12.NH.7.1:	Use vocabulary acquired in the target language to access new knowledge from other disciplines.
WL.K12.NH.7.2:	Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.
WL.K12.NH.8.1:	Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
WL.K12.NH.8.2:	Compare basic sound patterns and grammatical structures between the target language and own language.

WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.
WL.K12.NM.1.3:	Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.
WL.K12.NM.1.4:	Demonstrate understanding of simple information supported by visuals through a variety of media.
WL.K12.NM.1.5:	Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.
WL.K12.NM.1.6:	Follow short, simple directions.
WL.K12.NM.2.1:	Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.
WL.K12.NM.2.2:	Demonstrate understanding of short, simple literary stories.
WL.K12.NM.2.3:	Demonstrate understanding of simple written announcements with prompting and support.
WL.K12.NM.2.4:	Recognize words and phrases when used in context on familiar topics.
WL.K12.NM.3.1:	Introduce self and others using basic, culturally-appropriate greetings.
WL.K12.NM.3.2:	Participate in basic conversations using words, phrases, and memorized expressions.
WL.K12.NM.3.3:	Ask simple questions and provide simple responses related to personal preferences.
WL.K12.NM.3.4:	Exchange essential information about self, family, and familiar topics.
WL.K12.NM.3.5:	Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.
WL.K12.NM.3.6:	Use appropriate gestures, body language, and intonation to clarify a message.
WL.K12.NM.3.7:	Understand and respond appropriately to simple directions.
WL.K12.NM.3.8:	Differentiate among oral statements, questions, and exclamations in order to determine meaning.
WL.K12.NM.4.1:	Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.
WL.K12.NM.4.2:	Present personal information about self and others.

WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and experiences.
WL.K12.NM.5.6:	Pre-write by drawing pictures to support ideas related to a task.
WL.K12.NM.5.7:	Draw pictures in sequence to demonstrate a story plot.
WL.K12.NM.6.1:	Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)
WL.K12.NM.6.2:	Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).
WL.K12.NM.6.3:	Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.
WL.K12.NM.6.4:	Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).
WL.K12.NM.7.1:	Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.
WL.K12.NM.7.2:	Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.
WL.K12.NM.8.1:	Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
WL.K12.NM.8.2:	Recognize true and false cognates in the target language and compare them to own language.
WL.K12.NM.8.3:	Identify celebrations typical of the target culture and one's own.
WL.K12.NM.9.1:	Use key words and phrases in the target language to participate in different activities in the school and community settings.
WL.K12.NM.9.2:	Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.
MA.K12.MTR.1.1:	Actively participate in effortful learning both individually and collectively.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

[MA.K12.MTR.4.1:](#)

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

[MA.K12.MTR.5.1:](#)

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

[MA.K12.MTR.7.1:](#)

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.

- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

Clarifications:

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

Clarifications:

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[ELA.K12.EE.1.1:](#)

[ELA.K12.EE.2.1:](#)

Read and comprehend grade-level complex texts proficiently.

Clarifications:

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

Clarifications:

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use the accepted rules governing a specific format to create quality work.

[ELA.K12.EE.5.1:](#)

Clarifications:

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

[ELA.K12.EE.6.1:](#)

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd

	grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf>

General Information

Course Number: 0708340

Course Path: Section: Grades PreK to 12
Education Courses > **Grade Group:** Grades 9

to 12 and Adult Education Courses >
Subject: World Languages > **SubSubject:**
Spanish >

Abbreviated Title: SPANISH 1

Number of Credits: One (1) credit

Course Attributes:

- Highly Qualified Teacher (HQT) Required
- Florida Standards Course

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

[Spanish \(Secondary Grades 7-12\)](#)

[Spanish \(Elementary and Secondary Grades K-12\)](#)

There are more than 960 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:

[https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21517](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21517)