

Spanish 1 CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	Students shall process oral, written, and/or visual messages in Spanish (interpretive)	La Hora S1 PC	Muevete
CMC.1.SI.1	Interpret the principal message of <i>environmental print</i> , gestures, and <i>intonation</i> (e.g., signs, advertisements, <i>contextualized</i> passages, body language)	Saludos S1 PC	La Cultura
CMC.1.SI.2	Use reading and listening strategies to enhance comprehension	El Tiempo S2 PC	La Lectura
CMC.1.SI.3	Obtain main ideas and specific information from a variety of simple texts, familiar topics, and visual clues	Los Colores S1 PA	How to Talk about yourself
CMC.1.SI.4	Identify main ideas and specific information from a variety of auditory sources, with or without visual clues (e.g., CDs, radio, television, <i>podcasts</i>)		
CMC.1.SI.5	Identify basic <i>idiomatic expressions</i> (e.g., <u>tener que</u> + infinitive, <u>tener</u> expressions, <u>hay que</u> + infinitive, <u>hacer</u> with weather)	El Tiempo	Que tiempo hace
CMC.1.SI.6	Draw inferences based on oral, written, and/or visual messages	La Hora S1 PC	Muevete
CMC.1.SI.7	Recognize <i>pitch</i> , rhythms, sounds, emotions, and patterns	Saludos S1 PB	The Spanish Alphabet
CMC.1.SI.8	Follow simple directions (e.g.,	La Hora	Muevete

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	classroom commands, “how-to” projects)	S1 PC	
CMC.1.SI.9	Recognize <i>cognates</i> , place names, and <i>borrowings</i>	Los Lugares S1 PC	Cognate Study
CMC.1.SI.10	Recognize formal and informal <i>register</i> (e.g., <u>usted</u> versus <u>tú</u>)	Saludos S2 PB	Tu o Ud.?
2	Students shall interact verbally and/or in writing in Spanish (interpersonal)	Los Colores S3 PB	Creative Writing
CMC.2.SI.1	Engage in simple conversations <ul style="list-style-type: none"> • greetings and farewells • courtesy phrases • introductions • basic questions (e.g., who, what, when, where, why, how, how much, how many) 	Saludos S1 PF	Como estás?
CMC.2.SI.2	Communicate using the present <i>tenses</i> in context <ul style="list-style-type: none"> • present indicative • immediate future • present progressive 	Los Lugares S1 PB	Conversemos!
CMC.2.SI.3	Exchange information about familiar topics <ul style="list-style-type: none"> • daily life (e.g., home, school, work) • family and friends • pastimes (e.g., hobbies, sports) • personal information • likes and dislikes • needs and wants • feelings and emotions • clothing • parts of the body 	Los Lugares S1 PE	Que te gusta

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	<ul style="list-style-type: none"> • weather • food 		
CMC.2.SI.4	Apply learned phrases in order to meet basic needs (e.g., finding necessary places, making purchases)	Los Lugares S1 PD	Tarea Escrita
CMC.2.SI.5	Apply numeric concepts in context <ul style="list-style-type: none"> • cardinal numbers 0-100 • time • age • dates 	El Dia y La Fecha S3 PC	Cual es la fecha de tu cumpleaños?
3	Students shall present to an audience of listeners and/or readers in Spanish (presentational).	El Tiempo S1 PC	Speaking Assignment
CMC.3.SI.1	Describe people, places, and possessions	Los Colores S1 PD	Writing Assignment
CMC.3.SI.2	Write on a variety of topics <ul style="list-style-type: none"> • lists • notes • correspondence • short paragraphs 	La Comida S3 PC	Writing Assignment
CMC.3.SI.3	Use graphic organizers		

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CMC.3.SI.4	Give brief, rehearsed presentations using learned vocabulary and grammar (e.g., skit, speech, interview)	Los Lugares S1 PE	Speaking Assignment
CMC.3.SI.5	Produce level-appropriate visual or multimedia demonstrations (e.g., poster, brochure, slideshow, <i>blog</i> , <i>podcast</i>)	Los Lugares S1 PF	Venezuela
CMC.3.SI.6	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level	Las Actividades S1 PE	Tabla de Mensajes
4	Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).	La Familia S3 PB	El Dia del Santo
CLT.4.SI.1	Identify culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)	Saludos S1 PC	Saludos
CLT.4.SI.2	Identify various aspects of <i>universal cultural practices</i> (e.g., customs, holidays, traditions)	El Dia y La Fecha S1 PB	More about San Fermin
CLT.4.SI.3	Identify differences in <i>practices</i> among cultures of the Spanish-speaking world (e.g., holiday traditions, wedding customs, national holidays)	La Familia S1 PD	Quinceaneara

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5	Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).	Los Colores S3 PC	Artesanias in Costa Rica
CLT.5.SI.1	Identify <i>tangible products</i> (e.g., art, food, clothing, buildings, books, crafts)	La Comida S1 PB	Las Comidas y las Bebidas
CLT.5.SI.2	Identify <i>intangible products</i> (e.g., entertainment, educational systems, philosophies)	La Escuela y La Rutina S1 PC	Escuelas y escuelas
CLT.5.SI.3	Compare <i>products</i> from the different cultures of the Spanish-speaking world	La Comida S1 PD	El Almuerzo
CLT.5.SI.4	Recognize the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., geography influences automobile design; climate influences clothing; natural resources influence food and medicine)	El Tiempo S3 PB	Las Pampas
CLT.5.SI.5	Examine written, visual, and performing arts of Spanish-speaking cultures (e.g., music, plays, movies)	Saludos S3 PC	La Cucaracha

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6	Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).	La Familia S3 PB	El Dia del Santo
CLT.6.SI.1	Identify unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., <u>piñata</u> , <u>ojo de Dios</u> , <u>pan de muerto</u>)	La Hora S3 PB	Locro—La comida en Ecuador
CLT.6.SI.2	Identify unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., to break <u>piñata</u> during <u>las Posadas</u> , <u>Semana Santa</u> , <u>lotería</u> , <u>quinceañera</u>)	La Familia S1 PB	El Proyecto
CLT.6.SI.3	Compare and contrast <i>perspectives</i> among Spanish-speaking communities as related to <i>products</i> and <i>practices</i> (e.g., celebrations, music, literature)	La Familia S1 PF	El Proyecto
CLT.6.SI.4	Identify historical and current events and historical and current figures that shape cultural <i>perspectives</i> (e.g., <u>Cinco de Mayo</u> , <u>Copa América de Fútbol</u> , Shakira, Juanes)	Saludos S3 PD	Pancho Villa
7	Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).	El Tiempo S1 PD	Cual es la temperatura

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CNN.7.SI.1	Relate content learned from other disciplines to the Spanish-speaking world (e.g., rainforest, Galapagos tortoises, weather trends, geography, measurement, currency conversion, food, musical instruments)	Los Colores S3 PA	Eco Tourism in Costa Rica
CNN.7.SI.2	Recognize basic terms on familiar topics from other disciplines (e.g., mesa, sierra, Euro, mural, monuments)		
8	Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i>).	La Familia S1 PB	El Proyecto
CNN.8.SI.1	Recognize the existence of other worldviews (e.g., religion, politics, social customs, stereotyping, the arts)	La Familia S3 PB	El Dia del Santo
CNN.8.SI.2	Recognize the influence of <i>products</i> on other cultures (e.g., <i>piñata</i> , music, chocolate, coffee, sugar cane)	La Hora S1 PC	Otavallo, Ecuador
CNN.8.SI.3	Discuss <i>authentic</i> or <i>adapted</i> materials of the Spanish language (e.g., songs, folk tales, short stories)	Los Lugares S3 PA	Un Trabalenguas
9	Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).	Los Colores S1 PB	Masculino/Feminino

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CMP.9.SI.1	Recognize the differences in simple language structure (e.g., sounds, accent marks, punctuation, <i>syntax</i>)	Saludos S1 PB	The Spanish Alphabet
CMP.9.SI.2	Recognize shared and <i>false cognates</i>	La Escuela y La Rutina S3 PB	Más Cognados
CMP.9.SI.3	Recognize forms of address in a variety of familiar situations (e.g., <u>nene</u> , <u>mami</u> , <u>Señora</u> , <u>Don</u>)	Saludos S2 PB	Tu o Ud.?
CMP.9.SI.4	Compare the Spanish writing system to their own (e.g., orthographic symbols, numbers)	La Hora S2 PB	Más números
CMP.9.SI.5	Compare Spanish linguistic sounds to their own (e.g., sound-letter correspondence)	Saludos S1 PB	The Spanish Alphabet
10	Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).	Las Actividades S3 PA	Te invito
CMP.10.SI.1	Identify daily living patterns (e.g., food, mealtimes, transportation, shopping, body language, greetings, time)	La Comida S1 PD	El Almuerzo
CMP.10.SI.2	Describe holidays and celebrations (e.g., <u>Día de la Raza</u> / Columbus Day)	La Familia S3 PB	El Día del Santo

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CMP.10.SI.3	Identify the influence of historical and current ethnicities found in Spanish-speaking cultures (e.g., <i>indigenous</i> groups)	La Hora S1 PF	Ecuador
11	Students shall use Spanish in the classroom, school, and beyond (involvement).	La Hora S2 PC	Before we go on...let's talk
CMN.11.SI.1	Recognize the use of the Spanish language in the global community (e.g., signs, businesses, social events, Internet)		
CMN.11.SI.2	Participate in activities representative of Spanish-speaking communities (e.g., travel, media, music, sports, games, celebrations)		
CMN.11.SI.3	Identify ways to use Spanish language skills in the community		
12	Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).	Las Actividades S1 PC	El Proyecto
CMN.12.SI.1	Identify contemporary, influential individuals from the Spanish-speaking world (e.g., authors, artists, entertainers, political leaders, sports figures)		
CMN.12.SI.2	Participate in enrichment experiences (e.g., videos, festivals, music, travel)		



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CMN.12.SI.3	Identify occupations that encourage Spanish language skills	Saludos S1 PA	Uses of Spanish
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