

## Spanish 1 Pacing Guide

<b>1<sup>st</sup> Nine Weeks</b> <b>Preliminary Lesson – Unit 2</b>	<b>2<sup>nd</sup> Nine Weeks</b> <b>Units 3-4</b>	<b>3<sup>rd</sup> Nine Weeks</b> <b>Units 5-6</b>	<b>4<sup>th</sup> Nine Weeks</b> <b>Units 7-8</b>
<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Alphabet, greetings, numbers, Days of the Week and Months of the Year, subject pronouns, begin on basic verbs (to be, to have, etc.)</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Vocab in relation to Day of the Dead, food &amp; beverages, talk about family, pet and ages, give dates and discuss birthdays, discuss clothing items, shopping and seasons, describe places, events and intro to food</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Describe houses &amp; household items, planning parties, responsibilities/chores, gifts, sports, parts of the body, health-related words &amp; expressions, outdoor activities</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Talk about technology, negative &amp; indefinite situations, events, talk on the phone, amusement park, extend invitations, places of interest, talk about typical day, daily routine, vacations, what you are doing</p>
<p style="text-align: center;"><b><u>Grammar</u></b></p> <p>Basic greetings, regular verb conjugations in the present tense for –AR verbs, “gustar” and verbs like “gustar”, use of pronouns, adjective-noun agreement, article-noun agreement, irregular verbs in the present tense (ir, ver, ser, estar)</p>	<p style="text-align: center;"><b><u>Grammar</u></b></p> <p>Express possession &amp; possessive adjectives, learn comparatives, introduce conjugations of present tense of –ER/-IR verbs, interrogatives, learn “gustar” used with infinitive, “tener” expressions, stem-changing verbs (e→ie, o→ue, e→i), direct object pronouns, &amp; learn to talk about how one will do something in the near future (ir+a+infinitive)</p>	<p style="text-align: center;"><b><u>Grammar</u></b></p> <p>“Ser” vs. “estar”, ordinal numbers, discuss more irregular verbs, affirmative tú commands, “saber” vs. “conocer”, “jugar”, “doler”(talk about pain), preterite of –AR verbs, preterite of –car, -gar, &amp; -zar verbs</p> <p>Quarterly project demonstrating writing ability and grammar</p>	<p style="text-align: center;"><b><u>Grammar</u></b></p> <p>Preterite of –ER/-IR verbs, affirmative &amp; negative words, the use of “¡Qué+adj.!” , preterite of “ser”, “ir” &amp; “hacer”, pronouns after prepositions, reflexive verbs, present progressives, indirect object pronouns, demonstrative adjectives</p>
<p style="text-align: center;"><b><u>Reading</u></b></p> <p>Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)</p>	<p style="text-align: center;"><b><u>Reading</u></b></p> <p>Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)</p>	<p style="text-align: center;"><b><u>Reading</u></b></p> <p>Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)</p>	<p style="text-align: center;"><b><u>Reading</u></b></p> <p>Various activities that are in relation to material being learned (i.e. group readings when introducing new vocabulary)</p>

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<p style="text-align: center;"><b><u>Writing</u></b></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons</p> <p style="text-align: center;"><i>Quarterly project demonstrating writing ability</i></p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <p>Constructing a paragraph for project on Day of the Dead, various writing assignments in activities constructing sentences related to grammar lessons</p> <p style="text-align: center;"><i>Quarterly project demonstrating writing ability</i></p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons</p> <p style="text-align: center;"><i>Quarterly project demonstrating writing ability</i></p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <p>Various writing assignments in activities constructing sentences related to grammar lessons</p> <p style="text-align: center;"><i>Quarterly project demonstrating writing ability</i></p>
<p style="text-align: center;"><b><u>Listening</u></b></p> <p>Be able to understand basic class instructions in Spanish &amp; responses to questions</p>	<p style="text-align: center;"><b><u>Listening</u></b></p> <p>Begin to be able to understand instructions related to lessons, continue practice understanding class instructions &amp; responses to questions</p>	<p style="text-align: center;"><b><u>Listening</u></b></p> <p>Begin to be able to understand instructions related to lessons, continue practice understanding class instructions &amp; responses to questions</p>	<p style="text-align: center;"><b><u>Listening</u></b></p> <p>Begin to be able to understand instructions related to lessons, continue practice understanding class instructions &amp; responses to questions</p>
<p style="text-align: center;"><b><u>Speaking</u></b></p> <p>Conversational activities with related to grammar topics</p> <p>Be able to ask to go to the bathroom, office or to get water in Spanish</p> <p style="text-align: center;"><i>Quarterly project demonstrating speaking ability</i></p>	<p style="text-align: center;"><b><u>Speaking</u></b></p> <p>Conversational activities related to grammar topics</p> <p>Presentation of culture project</p> <p style="text-align: center;"><i>Quarterly project demonstrating speaking ability</i></p>	<p style="text-align: center;"><b><u>Speaking</u></b></p> <p>Conversational activities related to grammar topics</p> <p style="text-align: center;"><i>Quarterly project demonstrating speaking ability</i></p>	<p style="text-align: center;"><b><u>Speaking</u></b></p> <p>Conversational activities related to grammar topics</p> <p style="text-align: center;"><i>Quarterly project demonstrating speaking ability</i></p>
<p style="text-align: center;"><b><u>Culture</u></b></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p style="text-align: center;"><b><u>Culture</u></b></p> <p style="text-align: center;"><i>Day of the Dead Project</i></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p style="text-align: center;"><b><u>Culture</u></b></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>	<p style="text-align: center;"><b><u>Culture</u></b></p> <p style="text-align: center;"><i>Culture Food Project</i></p> <p>Learn about traditions of natives to various Spanish-speaking countries discussed in the units</p>

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<u>Standards</u>	<u>Standards</u>	<u>Standards</u>	<u>Standards</u>
<p><b>MLI.IP1:</b> Use basic greetings, farewells, and expressions of courtesy. Ask for clarification. Comprehend basic directions.</p> <p><b>MLI.IP2:</b> Use formal and informal forms of address. Understand simple instructions.</p> <p><b>MLI.IP2:</b> Differentiate among statements, questions, and exclamations. Give basic information about self and others using suggested topics. Demonstrate Novice-Mid proficiency in oral and written presentations.</p> <p><b>MLI.CCC4:</b> Give information about current events of target cultures. Understand the impact of current events of target cultures.</p>	<p><b>MLI.IP1:</b> Express like/dislike, emotions, and agreement/disagreement. Make simple requests.</p> <p><b>MLI.INT1:</b> Identify the main ideas and some details when reading and listening.</p> <p><b>MLI.CCC2:</b> Compare cultural patterns of behavior and interaction. Demonstrate awareness of students' own cultures. Recognize similarities/differences between target language and English. Recognize basic sound distinctions and their effect on communication.</p> <p><b>MLI.CCC4:</b> Give information about current events of target cultures. Understand the impact of current events of target cultures.</p>	<p><b>MLI.P2:</b> Demonstrate Novice-Mid proficiency when presenting rehearsed material &amp; comprehension of rehearsed material.</p> <p><b>MLI.CU1:</b> Identify commonly held cultural viewpoints. Describe cultural customs and traditions.</p> <p><b>MLI.CCC4:</b> Give information about current events of target cultures. Understand the impact of current events of target cultures.</p>	<p><b>MLI.IP1:</b> Ask questions and provide responses based on suggested topics. Use sequenced information meaningfully.</p> <p><b>MLI.IP2:</b> Initiate, participate in, and close a brief exchange. Demonstrate Novice-Mid proficiency in oral and written exchanges.</p> <p><b>MLI.INT1:</b> Comprehend simple, culturally authentic reading materials.</p> <p><b>MLI.CCC4:</b> Give information about current events of target cultures. Understand the impact of current events of target cultures.</p>