

Pacing Guide: Grade Spanish I					
Content and Duration	Content Expectation (GLCE/HSCE)	Student Learning Targets	Content Vocabulary	Required Activities	Common Assessments and Rubrics
Greetings and Introductions 2 weeks	1.1.N.SL.a	I can introduce myself in Spanish and greet others	Spanish Alphabet	In-class question and response	Vocabulary quiz
	1.1.N.SL.c		Locations and capitals of all 19 Spanish-speaking countries		
	1.1.N.RW.d	I can identify all 19 Spanish-speaking countries with capitals	Words that sound and look alike in Spanish and English	Alphabet song	Orally greet others.
	2.2.N.G.a			Internet practice (spanishspanish.com)	
	2.2.N.G.c			Flashcards	
	3.1.N.a	I can provide the sound each letter makes in the Spanish alphabet	Basic introductions such as “hello” “goodbye” and “my name is”	Spelling Bee	Write out required phrases when prompted.
	3.2.N.a			Note taking/Journal	
	4.1.N.a	I can identify the term “cognate”	I can say the days and months in Spanish	Worksheets	Partnered conversational activities
4.1.N.d					

<p>Personal Descriptions</p> <p><i>2 weeks</i></p>	<p>1.1.N.SL.d</p> <p>1.1.N.SL.e</p> <p>1.1.N.RW.b</p> <p>1.1.N.RW.e</p> <p>3.1.N.a</p> <p>3.2.N.a</p> <p>4.1.N.b</p> <p>4.2.N.a</p>	<p>I can describe myself physically in Spanish</p> <p>I can describe how someone is feeling in Spanish</p> <p>I can explain the difference between the verbs “Ser” and “Estar”</p> <p>I can tell time in Spanish</p> <p>I can count to 100 in Spanish</p> <p>I can use adjectives correctly in Spanish</p>	<p>Adjectives</p> <p>The verb “Estar” and forms</p> <p>The verb “Ser” with forms.</p> <p>Vocabulary relating to time</p> <p>Numbers 1-100</p>	<p>In-class question and response.</p> <p>Spaleon.com (verb conjugation practice)</p> <p>Flashcards</p> <p>Worksheets</p> <p>Spanishspanish.com (telling time)</p> <p>Spelling Bee</p> <p>Note taking</p> <p>Counting aloud</p>	<p>Vocabulary Quiz</p> <p>Orally count to 100</p> <p>Write all numbers to 100</p> <p>Express time orally and written</p> <p>Partnered activities using adjectives</p> <p>Daily journal</p>
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<p>Family</p> <p>2 weeks</p>	<p>1.1.N.SL.b</p> <p>1.1.N.SL.f</p> <p>1.1.N.SL.h</p> <p>1.1.N.RW.f</p> <p>1.2.N.L.a</p> <p>1.3.N.S.b</p> <p>3.1.N.a</p> <p>3.2.N.a</p>	<p>I can describe my family.</p> <p>I can explain cultural differences in the Latino family</p> <p>I can explain the difference between “ser” and “estar”</p>	<p>Extensive family vocabulary list</p> <p>Conjugation of “Ser” and “Estar”</p>	<p>In-class question and answer</p> <p>Note taking</p> <p>Spaleon.com</p> <p>Flashcards</p> <p>Spelling Bee</p> <p>Bingo</p> <p>Video on Latino heritage</p> <p>Worksheets</p> <p>Family tree activity</p>	<p>Vocabulary quiz</p> <p>Daily journal</p> <p>Orally describe a family member</p> <p>Written description of a family member</p>
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<p>Clothing & AR Verbs</p> <p>3 weeks</p>	<p>1.1.N.SL.i</p> <p>1.1.N.SL.k</p> <p>1.3.N.S.c</p> <p>2.1.N.H.c</p> <p>3.1.N.a</p> <p>3.2.N.a</p> <p>5.2.N.a</p>	<p>I can express what I am wearing</p> <p>I can explain how to conjugate an “AR” verb in Spanish</p> <p>I can understand all colors</p> <p>I can explain the immigration situation from both a Mexican and American perspective</p> <p>I can understand the song “La Bamba”</p>	<p>Clothing vocabulary list</p> <p>List of “AR” verbs</p> <p>List of colors</p> <p>Video on immigration</p> <p>Exploration of the lyrics “La Bamba” and its cultural impact</p>	<p>In-class questions and answer</p> <p>Conjugation practice (spaleon.com)</p> <p>Dice game (verb conjugation)</p> <p>Spelling Bee</p> <p>Flashcards</p> <p>Note taking</p> <p>Discussion on immigration</p> <p>Listening to the song La Bamba</p> <p>Discussing orally what people in class are wearing</p> <p>Worksheets</p>	<p>Vocabulary quiz</p> <p>Listening activities</p> <p>Daily journal</p> <p>Ser vs. Estar quiz</p> <p>Orally recite colors</p> <p>Write a description of what someone is wearing</p> <p>Immigration essay assignment</p>
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Food & ER/IR Verbs 3 weeks	1.1.N.SL.i	I can order food in Spanish	Food vocabulary list	Movie "Selena"	Vocabulary test
	1.1.N.SL.j			Flashcards	Verb test
	1.1.N.RW.i	I can explain how to conjugate "ER" & "IR" verbs	List of "ER" & "IR" verbs	Bingo	Daily journal
	1.1.N.RW.j			Spelling Bee	"Como La Flor" listening activity
	3.1.N.a	I can read a menu in Spanish	Lyrics to the song "Como La Flor"	Waiter simulation activity	Pen pal letter assessment
	3.2.N.a	I understand the life of Selena and her cultural impact	Basic phrases: Expressing age, birthday, where you are from, where you live, what you are wearing, likes and dislikes	Spanishspanish. com (food)	Orally state food likes and dislikes
	5.2.N.a	I understand the song "Como La Flor"	Examples of menus from Hispanic restaurants.	Spaleon.com (ER/IR verbs)	Orally order food in Spanish
		I can write a basic pen pal letter expressing basic personal information in Spanish		Worksheets	Write food orders in Spanish
		I can express what food I like and dislike		Discussion on cultural impact of Selena	Menu project
				Dice game (verb conjugation)	
				In-class questions and answer	

<p>Stem- Changing Verbs & City</p> <p>3 weeks</p>	<p>1.1.N.SL.g</p> <p>1.1.N.RW.g</p> <p>2.1.N.F.b</p> <p>2.1.N.E.b</p> <p>2.2.N.E.c</p> <p>3.1.N.a</p> <p>3.2.N.a</p>	<p>I can navigate around a foreign city</p> <p>I can explain basic phrases useful for asking questions to strangers</p> <p>I can identify Latin-American currency</p> <p>I can conjugate “stem-changing” verbs</p> <p>I understand vocabulary relating to a city (hospital, church) etc.</p>	<p>City vocabulary list</p> <p>List of “stem-changing” verbs</p> <p>Examples of maps from large Latin-American cities</p> <p>Basic phrases: “More slowly please”, “where is the _____”, “how much” “how many”</p> <p>Learn directions</p> <p>Currency conversion rates</p>	<p>Conjugation practice (spaleon.com)</p> <p>Dice game (verb conjugation)</p> <p>In-class questions and answer</p> <p>Worksheets</p> <p>Spelling Bee</p> <p>Flashcards</p> <p>Lost tourist simulation</p>	<p>Stem-changing verb quiz</p> <p>Vocabulary quiz</p> <p>Orally talk to a stranger</p> <p>Label building in a city</p> <p>Daily journal</p> <p>Listening activities</p>

<p>House & Furniture, “Go” Verbs</p> <p>3 weeks</p>	<p>1.3.N.S.a</p> <p>2.1.N.H.a</p> <p>3.1.N.a</p> <p>3.2.N.a</p> <p>5.2.N.a</p>	<p>I can identify rooms and furniture within a house in Spanish</p> <p>I can conjugate “Go” verbs</p> <p>I can understand the lyrics to the song ‘Oye como va’ by Santana</p> <p>I can explain the conquest of Mexico</p>	<p>Furniture vocabulary list</p> <p>House vocabulary list</p> <p>‘Oye como va’ lyrics</p> <p>Movie: “Conquistadors-Hernán Cortés”</p>	<p>In-class question and answer</p> <p>Note taking</p> <p>Spaleon.com</p> <p>Flashcards</p> <p>Spelling Bee</p> <p>Bingo</p> <p>‘Oye como va’-lyric interpretation and oral simulation</p> <p>Worksheets</p> <p>“Go” verb song</p> <p>“Go” verb TPR hand motions</p> <p>Discussion about Cortés and Mexican conquest</p>	<p>“Go” verb quiz</p> <p>Vocabulary quiz</p> <p>Oral & written activities</p> <p>Blueprint project</p> <p>Daily journal</p> <p>Listening activities</p> <p>‘Oye como va’ listening activity</p> <p>Mexican conquest essay</p>
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<p>Reflexive Verbs & Body</p> <p>3 weeks</p>	<p>1.1.N.SL.b</p> <p>1.1.N.SL.e</p> <p>2.2.N.F.a</p> <p>3.1.N.a</p> <p>3.2.N.a</p> <p>5.2.N.a</p>	<p>I can identify a reflexive verb in Spanish</p> <p>I can conjugate a reflexive verb in Spanish</p> <p>I can identify parts of the body in Spanish</p> <p>I can understand the song 'bidi bidi bom bom' by Selena</p> <p>I can express that something hurts in Spanish</p> <p>I can explain my daily routine in Spanish</p>	<p>Reflexive verb list</p> <p>Body part vocabulary</p> <p>Lyrics to 'bidi bidi bom bom'</p> <p>Basic hospital vocabulary</p> <p>Manipulating reflexive verbs to express pain "me duele"</p>	<p>In-class question and answer</p> <p>Note taking</p> <p>Spaleon.com</p> <p>Flashcards</p> <p>Spelling Bee</p> <p>Bingo</p> <p>'bidi bidi bom bom' lyric interpretation and oral simulation</p> <p>Worksheets</p>	<p>Reflexive verb quiz</p> <p>Vocabulary quiz</p> <p>Identify and label parts of the body</p> <p>Hospital room listening activity</p> <p>Daily journal</p> <p>Oral & written activities</p> <p>'Bidi bidi bom bom' listening activity</p>
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<p>Professions & Positive/Negative Commands</p> <p>3 weeks</p>	<p>1.2.N.L.a</p> <p>1.2.N.R.a</p> <p>2.1.N.F.e</p> <p>2.1.N.E.c</p> <p>2.2.N.E.b</p> <p>3.1.N.a</p> <p>3.2.N.a</p> <p>5.2.N.c</p>	<p>I can identify the command-forms of verbs</p> <p>I can conjugate a verb into a positive command</p> <p>I can conjugate a verb into a negative command</p> <p>I can explain what my parents do for a living</p> <p>I can recite the 'irregular commands' song from memory</p> <p>I can explain what I want to be when I get older</p> <p>I can explain what 'quinceañera' is</p>	<p>Professions vocabulary</p> <p>List of irregular positive commands</p> <p>List of irregular negative commands</p> <p>'irregular commands' song lyrics</p> <p>Video: 'Quinceañera'</p>	<p>In-class question and answer</p> <p>Note taking</p> <p>Spaleon.com</p> <p>Flashcards</p> <p>Spelling Bee</p> <p>Bingo</p> <p>'irregular commands' song lyric memorization</p> <p>'irregular commands' song TPR hand motions</p> <p>Worksheets</p> <p>'Quinceañera' activity</p>	<p>Professions verb quiz</p> <p>Commands quiz</p> <p>Describe how professionals dress</p> <p>Job-site listening activity</p> <p>"Yo quiero ser.." (I want to be) project</p> <p>Daily journal</p> <p>Oral & written activities</p> <p>'Quinceañera' webquest</p>
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