Pacing Schedule for Spanish 1
*Realidades* series, Prentice Hall

**QUARTER 1: Para empezar, capítulos 1A, 1B y 2A**

**I. Unit Outcomes and Skill Set**
A. Listening and speaking: students will be able to engage in 1-2 minute conversations to be able to:
   1. Greet people at different times of day.
   2. Introduce themselves to others.
   3. Respond to classroom directions.
   5. Identify parts of the body.
   6. Talk about things in the classroom.
   7. Ask questions.
   8. Use the Spanish alphabet to spell words.
   9. Talk about things related to the calendar.
   10. Describe weather conditions.
   11. Identify the seasons.
   12. Explain activities they like and do not like to do.
   13. Describe personality traits.
   14. Explain their school day.

*¡OJO! Explain department rubric for communicative activities.*

B. Writing Component: students will be able to write a 50-75 word composition.

C. Reading Component: students will be able to read lists, schedules, postcards, letters and advertisements.

D. Cultural Component: students will understand:
   1. Names in the Spanish-speaking world
   2. The difference between tú and Usted
   3. Reversed seasons in Northern and Southern Hemispheres
   4. Mexican holidays: El día de los muertos
   5. Suggested prayer: Oración de San Ignacio
   6. Possible songs: see *Realidades* music CD; “Me gustas tú” (Manu Chao); “Bonito” (Jarabe de Palo)

**II. Grammar and Vocabulary**
- *Para empezar*: greetings and leave-takings; introductions; forms of address; ask/tell how you and others are; classroom commands; numbers 1-100; body parts; people and objects in the classroom; months; days of the week; weather expressions; seasons
- Nouns and singular, definite articles
- Hay
- Activities
- *Gustar* + infinitives
- Subject pronouns (ALL)
- Ser: INCLUDE ALL FORMS
- Adjectives to describe personality traits
- Definite and indefinite articles
- Word order: placement of adjectives
- Class subjects
- Ordinal numbers
- School Activities
- Things you need for school
- Adjectives to describe classes and teachers
- Present tense of –AR verbs

III. Assessment: essays, projects and tests

- Capítulo 1A: collage on likes and dislikes
- Capítulo 1B: Mi familia y yo OR poema diamante: “Buenos amigos”
- MIDTERM: comprehensive test with in-class essay
  1. Covers vocabulary and grammar through chapter 2A
  2. Subject pronouns and ALL forms of SER
  3. Format:
     a. 10-15 listening
     b. 20-25 vocabulary and grammar
     c. 10 Fill-in: –AR verbs, SER and adjectives
     d. Pen pal letter (20 pts.)

QUARTER 2: capítulos 2B, 3A, 3B, 4A

I. Unit Outcomes and Skill Set

A. Listening and speaking: students will be able to engage in 1 ½ - 2 minute conversations to be able to:
   1. Talk about the classroom and where objects are located.
   2. Talk about foods and beverages for breakfast and lunch.
   3. Talk about food and activities to maintain good health.
   4. Describe food.
   5. Order food in a restaurant. (SEE CAP. 5B)
   6. Talk about places to go when you are not at school.

B. Writing Component: students will be able to write a 75 word composition
   1. Work on expanding topic, as well as mechanics and correct punctuation.
   2. By the end of the semester, introduce students to most common department writing/editing codes.

C. Reading Component: students will be able to read menus, postcards, letters, advertisements and short magazine articles.

D. Cultural Component: students will understand:
   1. Typical breakfast in Spanish-speaking countries.
   2. Meal times in Spanish-speaking countries.
   3. Fruits and vegetables from the Americas.
   4. Regional cuisines.
5. (Optional) Food festival in Spain: La Tomatina
6. Christmas and New Year’s traditions in Spanish-speaking countries
7. The design of town and cities around a main square (la plaza)
8. Suggested prayer: Padre Nuestro

II. Grammar and Vocabulary
- Classroom items, furniture and parts
- Prepositions of location
- The verb *estar*
- Plural nouns and articles
- Foods and beverages
- Verbs to talk about eating and drinking (comer y beber)
- Adverbs
- Present tense of –er and –ir verbs
- Me gusta(n), me encanta(n)
- Health and exercise vocabulary
- Expressions to indicate hunger, thirst, a preference, agreement and disagreement
- Quantities
- Plural adjectives
- The verb *ser* (Review)
- Restaurant vocabulary and expressions for ordering food. (SEE CAP. 5B)
- Leisure activities
- Places
- Expressions for where you go and with whom
- Expressions for when things are done and where someone is from
- The verb *ir*
- Interrogative words

III. Assessment: essays, projects and tests
- Capítulo 3A: restaurant menu (give 1/2 – 2 wks to complete and due before Thanksgiving)
- Capítulo 2B/3A/3B: La cena del Día de Acción de Gracias (assign before Thanksgiving due one week after return from Thanksgiving)
- Capítulo 4A: Carta a un amigo
- SEMESTER EXAM: comprehensive test with in-class essay
  1. Covers vocabulary and grammar through chapter 4A
  2. Format:
     a. 30 listening comprehension
     b. 190 multiple choice questions dealing with grammar, vocabulary and reading
     c. 25 fill-ins with verb conjugations and adjective agreement
     d. 75 word essay (restaurant review or magazine article on health)
QUARTER 3: capítulos 4B, 5A, 5B

I. Unit Outcomes and Skill Set
   A. Listening and speaking: students will be able to engage in 2-3 minute conversations to be able to:
      1. Talk about activities outside of school.
      2. Extend, accept or decline invitations.
      3. Talk about families.
      4. Talk about parties and celebrations.
      5. Describe family members.
   B. Writing Component: students will be able to write a 75 word composition.
   C. Reading Component: students will be able to read invitations, postcards, letters, advertisements and short magazine articles.
   D. Cultural Component: students will understand:
      1. Cultural differences regarding extracurricular activities
      2. Family celebrations
      3. Quinceañera traditions
      4. Last names in the Spanish-speaking world
      5. Possible song: “Las mañanitas”
      6. Suggested prayer: Ave María
      7. ¿Eres tú, María? (Realidades video series)

II. Grammar and Vocabulary
   - Leisure activities
   - Adjectives for how someone feels. (Review estar)
   - Expressions to extend, accept or decline invitations
   - Expressions for what time something happens
   - Ir + a+ infinitive to express the simple future
   - The verb jugar
   - Family members
   - Parties
   - The verb tener
   - Possessive adjectives
   - People
   - Adjectives for people and things
   - Expressions for feelings and needs
   - Restaurant vocabulary and table settings. (Many expressions are covered in quarter 2 with cap. 3. Students are responsible for learning vocabulary.)
   - The verb venir
   - Uses of ser versus estar

III. Assessment: essays, projects and tests
   - Capítulo 4B/5A: Una invitación (invitation and written response)
   - Capítulo 5B: Mi familia o La familia de mi compañero(a) o Los cinco famosos
- Portfolio/Scrapbook (40 point project)
- Rap en español (canción original): group project assigned after 5B; performances during or week after midterm.

QUARTER 4: capítulos 6A, 6B, 7A (selected grammar), 7B (grammar only), 8A

I. Unit Outcomes and Skill Set
   A. Listening and speaking: students will be able to engage in 2 ½ - 3 minute conversations to be able to:
      - Talk about rooms in the house
      - Talk about household chores
      - Tell someone to do something
      - Talk about plans, desires and preferences
      - Talk about things done in the past
      - Talk about travel and vacation
   B. Writing Component: students will be able to write a 75-100 word composition.
   C. Reading Component: students will be able to read postcards, letters, advertisements, brochures and short magazine articles.
   D. Cultural Component: students will understand:
      1. Typical architectural designs in Spanish-speaking countries: el patio; the city versus the suburbs
      2. ¿Eres tú, María? (Realidades video series)

II. Grammar and Vocabulary
   - Bedroom items
   - Electronic equipment
   - Colors
   - Adjectives to describe things
   - Making comparisons
   - The superlative
   - Stem-changing verbs: poder and dormir
   - Rooms in the house
   - Household chores
   - Affirmative tú commands.
   - Irregular tú commands: INCLUDE ALL: haz, pon, ven, ten, sé, ve, di, sal.
   - No debes + infinitive (Review)
   - OMIT: present progressive
   - OMIT: clothes, stores and shopping (NOTE: Introduce new vocabulary as necessary for teaching grammar from this chapter.)
   - Numbers 200-1,000
   - The stem-changing verbs pensar, querer and preferir
   - Helping verbs + infinitive
   - OMIT: demonstrative adjectives
   - Preterite of –ar verbs
   - Preterite of –car and –gar verbs
- Direct object pronouns: lo, la, los, las
- Places to visit on vacation
- Things to do and see on vacation
- Modes of transportation
- Expressions to talk about vacations
- The preterite of –er and –ir verbs
- The preterite of irregular verbs: ver and ir
- ADD: The preterite of irregular verbs ser, dar, hacer; optional: tener and estar
- The personal “a”

III. Assessment: essays, projects and tests
- Capítulo 6A: Mi dormitorio
- Capítulo 6B: Real estate ad (brochure) and/or phone message
- Capítulo 6B: Advice letter
- Tarjeta postal (sent during Spring Break)
- Capítulo 7B/8A: Mis vacaciones de Semana Santa o Mi viaje a ________