

Pacing Guide- Spanish 1	Objective	Instructional Strategies/Materials- -En Espanol 1, McDougal Littell, Copyright 2004. CDs/DVDs	Assessment
Week one-September	Learn the Spanish alphabet, phonics and pronunciation. Use target language to identify supplies and materials needed for everyday classroom activities	Teacher created written worksheets and oral activities	Teacher created written vocabulary test
Week two-September	Use appropriate greetings, introductions, and farewells for both formal and informal conversation	Preliminary Lesson in textbook pp. 1-5 and various teacher created worksheets	Teacher created written vocabulary test
Week three-September	identify countries and capitals in which target language is spoken. Use target language to state where you are from	Preliminary Lesson in textbook pp. 6-8 and various teacher created worksheets	Teacher created written map test
Week four-September	identify and say the days of the week and the numbers 0-10 as well as telling your phone number	Preliminary Lesson in text pp. 12-13	Teacher created written vocabulary test

Week five-October	Process all unit information to use target language in small written and oral conversations in a classroom setting	all pages Preliminary Lesson (pp. 1-21)	Student performance orally in front of class. Written and listening assessment in the form of the Preliminary Lesson Unit Test from textbook.
Week six-October	Distinguish the different greetings and pronouns used in formal and informal conversations. Learn the verb "to be"/"ser"	Textbook Unit 1/Lesson 1. Teacher created written worksheets and oral activities. Text pp. 34-35. DVD	Teacher created written vocabulary test
Week seven-October	Use target language to express likes and dislikes of various simple activities	Teacher created written worksheets and oral activities. Text pp. 39. "me gusta" video.	Teacher created written vocabulary test
Week eight-October	Process all unit information to use target language in small written and oral conversations in a classroom setting. Learn various cultural differences at end of unit reading	all pages Unit 1/Lesson 1 pp. 28-47. Unit CD	Student performance orally in front of class. Written and listening assessment in the form of the Prel Unit 1/Lesson 1 Test from textbook.
Week nine-October	Learn of the Mexican Tradition of the "Dia de los Muertos" or Day of the Dead	various teacher created activities and informational video	classroom discussion and journal
Week ten-November	Review nine-weeks information emphasis on major vocabulary and conversational skills	powerpoint review, teacher created worksheets and listening activities	Teacher created Quarter one Assessment using various textbook quizzes. Text pp. 1-47

Week eleven- November	Use target language to describe the physical appearance and personality of yourself and others.	teacher created worksheets, oral activities, powerpoint and Unit 1/Lesson 2 pp. 59-62. DVD	Teacher created vocabulary quiz
Week twelve- November	Use language to describe clothing and colors. Learn the significance of nouns/adjectives having gender and number.	powerpoint review, teacher created worksheets and listening activities, Unit 1/Lesson 2 pp. 56-60	Teacher created vocabulary quiz
Week thirteen- November/December	Communicate in sentence-length conversations recombining and reformulating already learned phrases	Games, listening activities, teacher created worksheets, textbook supplied worksheets Unit 1/Lesson 2. CD	classroom participation, Textbook Unit Test- Unit 1/Lesson 2
Week fourteen- December	Name and describe the relationships between family members. Use the verb "to have"/tener to express possession	Textbook Unit 1/Lesson 3 pp. 78-81. Unit DVD	Teacher created vocabulary quiz
Week fifteen- December	Use possessive adjectives to describe family relationships. Learn and use the numbers 11-100 to express age. Discuss cultural differences in the celebration of Christmas	Various teacher created worksheets and oral activities. Unit 1/Lesson 3 pp. 82-83	Teacher created vocabulary quiz

Week sixteen-January	Present your family including birthdays, ages, interests, appearance and personalities. Discuss the importance of the 15th birthday celebration/ quinceanera. Also discuss the Epiphany (Jan. 6)	Student prepared visual presentation and various worksheets Unit 1/Lesson pp. 86-89	oral presentation/ Textbook Unit Test Unit1/ Lesson 3
Week seventeen-January	Reinforce all previously learned Semester one content knowledge through the target language	Teacher prepared powerpoints and review sheets to prepare for semester exam. Textboo pp. 2-93	class participation and exam review packet
Week eighteen-January	Semester exam week	semester exam	semester exam
Week nineteen-January	Learn to use a variety of common verbs in the present tense for all people.	Various teacher created worksheets and Textbook Unit 2/Lesson 1 pp. 109-110	Teacher created vocabulary/grammar quiz

Week twenty-February	Use adverbs that show how often a verb is done. Learn more school vocabulary and class subjects.	Various oral activities and written worksheets. Textbook pp. 107-111	Teacher created vocabulary quiz
Week twenty-one-February	Learn to express obligation (tener que/hay que) in the present tense	Various book activities, oral activities Textbook Unit 2/Lesson 1 pp. 113-114	Teacher created grammar and vocabulary quizzes. "Ideal Student" posters
Week twenty-two-February	Communicate in sentence-length conversations recombining and reformulating already learned phrases	Games, listening activities, teacher created worksheets, textbook supplied worksheets Unit 2/Lesson 1 pp. 102-121	oral presentation/ Textbook Unit Test Unit 2/ Lesson 1
Week twenty-three-February/March	Express future destination with community and school locations using "ir a" to say we are going to...	Various book activities and oral activities Textbook pp. 130-131	Teacher created vocabulary quiz
Week twenty-four March	Say what time it is and at what time an event occurs	Games, listening activities, teacher created worksheets, textbook supplied worksheets Unit 2/Lesson 2 pp132-133	Teacher created vocabulary quiz
Week twenty-five March	Learn the other verb "to be" and how it is used differently than "ser". Identify and use question words appropriately	Various book activities and oral activities Textbook pp. 134-137	Teacher created vocabulary quiz

Week twenty-six-March	World Language Appreciation Week	Various activities highlight culture and language appreciation including food, art, handicrafts, music and games	class participation
Week twenty-seven-April	Communicate in sentence-length conversations recombining and reformulating already learned phrases from Unit 2/Lesson 2	Textbook Unit 2/Lesson 2 pp. 124-143	oral presentation/ Textbook Unit Test Unit 2/ Lesson 1
Week twenty-eight-April	Express future plans with the verb "ir a" to express that we are going to do activities in a sequential order Learn to use people as direct objects and continue to use present tense with new verbs. Learn irregular present tense verbs: conocer, hacer, ir and how to use for different subjects	Various worksheets and oral activities. Textbook Unit 2/Lesson 3 pp. 153-158	Teacher created vocabulary quizzes
Week twenty-nine-April	Communicate in sentence-length conversations recombining and reformulating already learned phrases from Unit 2/Lesson 3	Textbook Unit 2/Lesson 3 pp. 146-167	oral presentation/ Textbook Unit Test Unit 2/ Lesson 3

Week thirty-May	Express feelings and emotions using the verb "estar" (to be). Talk about what just happened. Learn the verb "venir" to say where you have just come from	Textbook Unit 3/Lesson 1 pp 182-186	Teacher created vocabulary quizzes
Week thirty-one-May	Extend, accept or decline an invitation to various events and activities. Use polite phone manners.	Games, listening activities, teacher created worksheets, textbook supplied worksheets Unit 3/Lesson 1 pp. 183	Teacher created vocabulary quizzes
Week thirty-two-May	Process unit information for assessment	Textbook pp. 176-195	Textbook Unit 3/Lesson1 Unit Test
Week thirty-three-May	Communicate in sentence-length conversations recombining and reformulating already learned phrases from Unit 3/Lesson 1	Vocabulary from pp. 176-195	oral presentation (skit)
Week thirty-four-June	Reinforce all previously learned Semester one and two content knowledge through the target language	Teacher prepared powerpoints and review sheets to prepare for semester exam. Textbook pp. 2-195	class participation and exam review packet
Week thirty-five-June	semester exam	semester exam	semester exam

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MICHIGAN WORLD LANGUAGES STANDARDS	
2.2.N.E.a, 4.1.N.a, 4.1.N.d, 1.2.N.L.a	
1.2.N.SL.a, 1.1.N.SL.c, 1.1.N.RW.c	
2.2.N.G.a, 2.2.N.G.c,	

4.1.N.c	
1.1.N.SL.h, 1.1.N.SL.j, 1.1.N.RW.h, 1.2.N.L.b	
1.2.N.L.b	
2.1.N.F.e, 4.2.N.a, 4.2.N.b	
1.1.N.SL.h	

1.1.N.RW.e, 1.1.N.RW.g, 1.3.N.S.b,1.3.N.W.a	
1.3.N.W.a, 1.1.N.RW.e, 1.1.N.RW.g, 1.3.N.S.b,	
1.1.N.RW.e, 1.2.N.L.b, 1.1.N.RW.h	
4.2.N.a, 4.2.N.b, 1.1.N.RW.b, 2.1.N.F.a	

5.2.N.a, 1.3.N.W. a, 1.3. N.W.b, 1.3.N.W.c, 3.1.N.a, 2.2.N.F.d, 1.2.N.R.b	
3.1.N.a	
3.1.N.a	

1.1.N.SL.h	
1.3.N.W.b	
3.1.N.a	

1.1.N.SL.a	
	Sept/Oct Level 1
1.1.N.SL.b	
	Nov Sp 2-Weather Sept/June Sp 1-Health/Physical Condition Dec Sp 1-family Nov Sp 1 friends

1.1.N.SL.c	
1.1.N.SL.d	September/October Level 1
1.1.N.SL.d	
	May Level 1
	Nov Level 1
1.1.N.SL.f	
Ask questions about feelings, emotions and health of friends, family, classmates and answer using a list of traits	May Level 1

1.1.N.SL.g	
Ask questions about the attributes of places and things in their immediate environment and answer using a list of traits	Nov Level 1
Exchanging Information	
1.1.N.SL.h	
Exchange information in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	Oct Level 1/interests Jan Level 1/school Dec Level 1/family Feb Level 2/memorable experiences
1.1.N.SL.i	
Ask for and obtain information in everyday situations in the target language about time, place, price, size, relating to restaurants, stores, transportation, and services	Feb Level 1/time and place Nov Level 2/price and size Dec Level 2/restaurant and stores
Exchanging Opinions	
1.1.N.SL.j	
Share likes and dislikes in the target language with a classmate	Oct Level 1/interests
Interpersonal Reading/Writing (RW)	
Exemption: No Formal Writing System Signed	
Socializing	
1.1.N.RW.a	
Use the target language in email messages, text messages, blogs, webpages, letters, and notes to greet, take leave, or make introductions	
1.1.N.RW.b	

Exchange information by asking and answering basic questions in writing about the weather, health/physical conditions, self, family, and friends

Nov Sp 2-Weather Sept/June Sp 1-Health/Physical Condition Dec Sp 1-family Nov Sp 1 friends

1.1.N.RW.c	
Recognize and use appropriate register/honorifics in limited, simple social correspondence	September/October Level 1
1.1.N.RW.d	
Request, offer, invite, and reply appropriately in writing using memorized phrases	May Level 1
Identifying and Describing	
1.1.N.RW.e	
Ask questions in writing about physical appearance, character and personality traits of friends, family, classmates, and answer in writing using a list of traits	Nov Level 1
1.1.N.RW.f	
Ask questions in writing about feelings, emotions and health of friends, family, classmates, and answer in writing using a list of traits	May Level 1
1.1.N.RW.g	
Ask questions in writing about the attributes of places and things in their immediate environment, and answer in writing using a list of traits	Nov Level 1
Exchanging Information	
1.1.N.RW.h	

Exchange information in writing in the target language on familiar topics such as personal interests, memorable experiences, school activities, and family life	Oct Level 1/ interests Jan Level 1 /school Dec Level 1/family Feb Level 2/ memorable experiences
1.1.N.RW.i	
Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services	Feb Level 1/time and place Nov Level 2/price and size Dec Level 2/restaurant and stores
Exchanging Opinions	
1.1.N.RW.j	
Share likes and dislikes in the target language with a classmate in writing, using email messages, notes, and letters	
1.1.N.RW.k	
Share opinions and preferences in the target language with their classmates in writing using email messages, notes, letters	
1.2 Interpretive Communication	
Students understand and interpret written and spoken language on a variety of topics.	
Interpretive Language - or Signed (SL)	
Listening (L) Exemption: No Longer Spoken	
1.2.N.L.a	
Demonstrate understanding of oral classroom language in the target language including directions, commands, and requests	

1.2.N.L.b	
Understand interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences	Oct Level 1/interests Jan Level 1/school Dec Level 1/family
1.2.N.L.c	
Understand main idea of a visual media or live presentation (film/DVD, TV shows and commercials, theatre and musical production)	
1.2.N.L.d	
Understand main idea of an audio presentation (CD, lecture, radio, podcast, songs/music)	
Interpreting Written Exemption: No Language-Reading (R) Formal Writing System Signed	

1.2.N.R.a	
Demonstrate understanding of written classroom language in the target language including directions, commands, and requests	
1.2.N.R.b	
Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ads, websites/internet, poetry or stories	Every month in the lesson summary
1.2.N.R.c	
Understand written interpersonal communication on topics of personal interest such as preferences, family life, friends, leisure and school activities, and everyday occurrences (email, letters, messages, notes, and text messages)	
1.3 Presentational Communication	
Students present information, concepts, and ideas to an audience of listeners or readers on a	
Presentational Language -Speaking (S) or Signed (SL) Exemption: No Longer Spoken	
1.3.N.S.a	
Present songs, poems or stories in the target language	
1.3.N.S.b	

Present brief personal descriptions on familiar topics in target language such as self, friends, family, home, and school	Oct Level 1/interests Nov Level 1 friends, themselves Jan Level 1/school Dec Level 1/family Mar Level 2/home
1.3.N.S.c	
Record materials in the target language, such as a puppet show, fashion show, or weather report	June Level 2 puppet show, Oct Level 2 fashion show Nov. Level 2 Weather Report
Presentational Language-Writing (W)	
Exemption: No Formal Writing System Signed	
1.3.N.W.a	
Illustrate and present materials in the target language such as an advertisement, poster, or menu	Nov Level 1 Physical traits Dec Level 2 menu
1.3.N.W.b	
Prepare illustrated stories (big books, posters, dioramas, cartoons) about activities or events in student's personal life, and share these with an audience	*April Level 1 sequence event stories
1.3.N.W.c	
Write brief personal descriptions on familiar topics in the target language such as self, friends, family, home, and school	Oct Level 1/interests Nov Level 1 friends, themselves Jan Level 1/school Dec Level 1/family
STRAND 2: CULTURES	
2.1 Practices and Perspectives	
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	

Understanding the impact of historic events and governmental systems within the target cultures (H)	
2.1.N.H.a	
Identify and explain the impact of three major historic events and their impact on the culture of a community or country in which the language is spoken	
2.1.N.H.b	
Name the governmental system(s) and key political figures in a country in which the language is spoken	
2.1.N.H.c	
Identify one important political issue in a country in which the language is spoken	
2.1.N.H.d	
Identify and describe significant current events in a country in which the language is spoken	

2.1.N.H.e.	
Identify and explain how the language and culture expanded throughout the world	
Understanding the role of family and community within the target culture(s) (F)	
2.1.N.F.a	
Describe family structures and the role of friends within a community or culture in which the language is spoken	Dec Level 1
2.1.N.F.b	
Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)	Dec Level 2/Food Feb Mar Level 1/time and school
2.1.N.F.c	
Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)	*Mar Level 2/housing, Dec Level 2 shopping and food prep
2.1.N.F.d	
Describe typical leisure activities commonly practiced within a community or culture in which the language is spoken	Oct Level 2 Sports
2.1.N.F.e	

Explain the practices and significance of an important: *civil or religious holiday or celebration AND *regional holiday or celebration AND *personal or family holiday or celebration within a community or culture in which the target language is spoken	Oct Level 1/Day of Dead, Dec Level 1,2/Christmas , April Level 1,2 /Easter
Understanding education, employment, and the economy in the target cultures (E)	
2.1.N.E.a	
Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken	Jan Level 1/school schedule
2.1.N.E.b	
Identify the economic system in a community or culture in which the language is spoken	Nov Level 2/money
2.1.N.E.c	
Identify ways in which people of all ages earn money and/or make a living in a community or culture in which the language is spoken	
2.2 Products and Perspectives	
Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	
Understanding the impact of geography and natural resources on the target cultures (G)	
2.2.N.G.a	

Identify countries, their capital and major cities in which the language is spoken	Sept Level 1
2.2.N.G.b	
Identify major geographic features (rivers, mountains, deserts, forests) of a country in which the language is spoken	*Nov Level 2/weather
2.2.N.G.c	
Identify the neighboring countries and geographic features surrounding a country in which the language is spoken	*Sept Level 1/neighboring countries but NOT geographic features
2.2.N.G.d	
Describe the climate and typical seasonal weather patterns in various parts of a country in which the language is spoken	Nov Level 2

Understanding the importance of cultural and creative heritage within the target cultures (C)	
2.2.N.C.a	
Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as natural sites)	
<i>Exemption: No Longer Spoken</i>	
2.2.N.C.b	
Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)	*April Level 2/art
Understanding the artifacts associated with family and community life within the target	
2.2.N.F.a	
Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, foods, transportation, health care, public services)	
2.2.N.F.b	
Identify products that were native to a community, region, or country in which the language is spoken	*Nov Level 2/food
2.2.N.F.c	

Describe the products needed for leisure activities commonly practiced within a community, region, or culture in which the language is spoken	*Oct Level 2 Sports
2.2.N.F.d	
Describe and explain the significance of the products associated with an important: *civil or religious holiday or celebration AND *regional holiday or celebration AND *personal or family holiday or celebration within a community or culture in which the target language is spoken	*various holiday discussions
Understanding the artifacts associated with education, employment, and the economy in the target cultures (E)	
2.2.N.E.a	
Identify facilities, supplies, and materials needed for schooling and activities in a community or culture in which the language is spoken	Sept Level 1 Jan level 1
2.2.N.E.b	
Identify the major natural resources, commercial products, services, and industries of a country in which the language is spoken	
2.2.N.E.c	
Recognize the currency of a country in which the language is spoken	Dec Level 2/money
STRAND 3: CONNECTIONS	
3.1 Knowledge	

Students reinforce and further their knowledge of other disciplines through the world language.	
3.1.N.a	
Reinforce previously learned content knowledge through the target language	Grammar concepts, punctuation, math, social studies, science, fine arts
3.2 Point of View	
Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.	
3.2.N.a	
Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one's own culture than in the target culture	

STRAND 4: COMPARISONS	
4.1 Comparing Languages	
Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.	
4.1.N.a	
Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)	all months/all levels
4.1.N.b	
Identify basic differences and similarities in grammatical structures between one's own	all months/ all levels
4.1.N.c	
Identify basic differences and similarities in register/honorifics between one's own language and the target language	Sept Level 1
4.1.N.d	
Identify basic differences and similarities in phonological features (such as pronunciation, intonation, and tone) between one's own language and the target language	Sept Level 1
<i>Exemption for 4.2.N.d only: No Longer Spoken, Signed</i>	
4.2 Comparing Cultures	
Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	

4.2.N.a	
Identify basic target culture practices and compare them to one's own	Holidays and end of chapter readings
4.2.N.b	
Identify basic target culture products and compare them to one's own	Holidays and end of chapter readings
STRAND 5: COMMUNITIES	
5.1 Use of Language	
Students use the language both within and beyond the school setting.	
5.1.N.a	
Exchange information in the target language with people locally and around the world through avenues such as pen and key pals, email, and electronic presentations	
5.1.N.b	
Provide services to others in the school district through activities in the target language such as skits and/or musical presentations, or by reading to others in the target language	
5.2 Personal Enrichment	
Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	
5.2.N.a	
Willingly use the target language within the classroom setting	all months/ all levels

5.2.N.b	
Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment	
5.2.N.c	
Identify careers where skills in another language or cross-cultural understanding are needed	