ROBCO Spanish 1 Pacing Guide: Asi Se Dice – Level 1
Fall 2026: Q1 = 47 days / Q2 = 40 days

- **8/4 - 8/7 = Introduction to Spanish (2.5 days)**
  - Teacher / Student Introductions
  - Introduction to classroom policies and procedures
  - Familiarization with Spanish 1 Resources
    - Así Se Dice, Teams, etc.
  - Why study/learn Spanish
  - Basic Spanish concepts:
    - Greetings, colors and shapes, animals
- **8/10 - 8/26 = Preliminary Lessons A-G (13 days)**
  - Topics:
    - Greeting people
    - Saying good-bye
    - Speaking politely
    - Counting 0-100
    - Finding out the price of an item
    - Days of the week
    - Months of the year
    - Asking and giving the date
    - Asking and telling the time
    - The seasons and the weather
  - Vocabulary List for the Preliminary Lessons
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      Vocabulary List - Prelim. Lessons.pdf
- **8/27 - 9/15 = Chapter 1 (13 days)**
  - Topics:
    - Describing physical characteristics
    - Describing personality traits
    - Nationalities
    - School subjects and expressing opinions about them
  - Vocabulary List for Chapter 1
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      Vocabulary List - Chapter 1.pdf
  - Gramar:
    - Nouns, adjectives, and articles
    - The verb ser

        - **Tú** vs. **Usted**
    - Functions: The student will be able to…
        - Describe people and things
        - Tell where someone is from
        - Tell what subjects they take and express opinions about them
- **9/16 - 10/6 = Chapter 2 (13 days)**
    - Topics:
        - Families and pets
        - Houses and Apartments
        - Rooms and furniture
    - Vocabulary List for Chapter 2
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Vocabulary List - Chapter 2.pdf
    - Grammar:
        - The verb tener
        - Possessive adjectives
    - Functions: The student will be able to…
        - Talk about families and pets
        - Describe a house or apartment
        - Describe rooms and some furniture
- **10/5 - 10/9 = Review and Midterms (3 days)**
    - County-wide Assessment
        - Midterm Exam (cumulative): Consisting of Preliminary Lessons, Chapter 1, and Chapter 2
- **10/12 - 10/16 = Fall Break (5 days)**
- **10/19 - 11/6 = Chapter 3 (13 days)**
    - Topics:
        - In the classroom
        - School clothes and school supplies
        - After-school activities
    - Vocabulary List for Chapter 3
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Vocabulary List - Chapter 3.pdf
    - Grammar:
        - Present tense of -ar verbs
        - The verbs ir, dar, and estar
        - The contractions al and del
    - Functions: The student will be able to…

        - Talk about what they do in school
        - Identify some school clothes and supplies
        - Talk about what they and their friends do after school
- **11/9 - 11/24 = Chapter 4 (12 days)**
    - Topics:
        - Foods and beverages
        - Eating at a café
    - Vocabulary List for Chapter 4
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Vocabulary List - Chapter 4.pdf
    - Grammar:
        - Present tense of -er and -ir verbs
        - Expressions with infinitives –
            - ir a, tener que, and acabar de
    - Functions: The student will be able to…
        - Identify food and drinks
        - Describe breakfast, lunch, and dinner
        - Find a table, order a meal, and pay the bill at a café
- **11/30 - 12/11 = Chapter 5 (10 days)**
    - Topics:
        - Sports: Soccer, Baseball, Basketball, Tennis
        - Uniforms
        - Colors
    - Vocabulary List for Chapter 5
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Vocabulary List - Chapter 5.pdf
    - Grammar:
        - Present tense of stem-changing verbs
        - The verbs gustar, interesar, aburrir
    - Functions: The student will be able to…
        - Talk about sports
        - Describe a soccer uniform
        - Identify colors
- **12/14 - 12/18 = Review and Final Exam (4.5 days)**
    - County-wide Assessment
        - Final Exam (cumulative): Consisting of Chapters 3-5

Notes:

- Teachers have the option to utilize resources other than the Así Se Dice textbook as long as the vocabulary and grammar concepts are being taught in accordance with the scope and sequence of the ROBCO Pacing Guide.
- Teachers are *highly encouraged* to incorporate cultural topics, projects, and/or activities to develop student's cultural competence.
- The timeline presented is for guidance purposes only and may change due to changes to the district calendar by the Board of Education (inclement weather, special elections, emergencies, etc.).