

Spanish I Curriculum Pacing Guide		Montgomery County Public Schools	
1st – 4 th Quarters		Pacing: 4X4 Block (4.5 weeks), A/B Block, and Traditional	
Standards of Learning	Concepts	Resources	Pacing
<p>Interpersonal Communication</p> <p>SI.1 The student will exchange simple spoken and written information in Spanish.</p> <ol style="list-style-type: none"> Use basic greetings, farewells, and expressions of courtesy both orally and in writing. Express likes and dislikes, requests, descriptions, and directions. Ask and answer questions about familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather <p>SI.2 The student will brief oral and written exchanges in Spanish, using familiar phrases and sentences.</p> <ol style="list-style-type: none"> Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time. Use proper formal and informal forms of address in familiar situations. 	<ol style="list-style-type: none"> Introduced and emphasized in capítulo 1 (parte 1). This is also reinforced throughout the text. Introduced in capítulo 2 (parte 1 y 2) but expanded on capítulo 3 (parte 1). This information is reinforced and built upon in subsequent chapters of text. This information can be found throughout the text: <ul style="list-style-type: none"> Time/weather (capítulo 1) Questioning words and techniques (capítulo 2) School and leisure activities (capítulo 4) Family (capítulo 5) Each chapter has a spoken and written component in the form of daily practice, written exercises, and a chapter essay. Throughout text. Each chapter provides students with information and authentic materials. Throughout text. Classroom communicative activities are used. 	<ul style="list-style-type: none"> Video DVD/VHS* Audio CD* Cuaderno de vocabulario y gramática* Flashcards Student performance dialogues <p>(*All teachers should have these ancillary materials)</p> <ul style="list-style-type: none"> Ancillary materials Appropriate ancillary materials 	<p>PACING – 1ST 25% OF COURSE</p> <p><u>CAPÍTULO 1</u></p> <p><u>PARTE 1:</u></p> <ul style="list-style-type: none"> Introducing yourself and others Greetings Origin Subject and verb in sentence; Subject pronouns <p><u>PARTE 2:</u></p> <ul style="list-style-type: none"> Numbers 0>31 Ask and Give phone numbers Telling time Dates-days, months, seasons Alphabet-spelling words Give e-mail addresses Verb SER- to be Punctuation and accents <p><u>CAPÍTULO 2</u></p> <p><u>PARTE 1:</u></p> <ul style="list-style-type: none"> Describing people with SER- gender and number Birthdays and telling ages Numbers to 199 Question formation and question words <p>PACING – 2ND 25% OF COURSE</p>

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<p>3. Use nonverbal communication and simple paraphrasing to convey and comprehend messages.</p> <p>Interpretive Communication: Listening and Reading for Understanding</p> <p>SI.3 The student will understand simple spoken and written Spanish presented through a variety of media and based on familiar topics.</p> <p>1. Identify key words, cognates and some formulaic expressions when listening and reading.</p> <p>2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and formulaic expressions with significant contextual support.</p> <p>3. Follow simple instructions, such as those about classroom procedures or for using computers and other classroom technology.</p>	<p>1. Each chapter contains a <i>leamos y escribimos</i> section where this skill is practiced.</p> <p>2. Throughout text. Each chapter provides students with information and authentic materials such as; excerpts of phone directories, recipes, e-mails, menus, etc.</p> <p>3. Throughout text. Classroom instructions and directions begin in capítulo 1 and are reinforced and expanded on in the following chapter. Emphasis is given in capítulo 4 y 6 where mandatos are introduced.</p>	<ul style="list-style-type: none"> • Recorded music and lyrics • <i>Easy Spanish Reader</i> • Poems • Newspaper/magazines/ travel brochures from Spanish speaking countries • Appropriate ancillary materials • Appropriate ancillary materials • Music CDs 	<p><u>CAPÍTULO 2 - PARTE 2:</u></p> <ul style="list-style-type: none"> • Likes and dislikes of foods and other things • Describe things • Definite articles with nouns • Preposition “de” to show possession and relationship • Colors p. 80-81 <p><u>CAPÍTULO 3</u></p> <p><u>PARTE 1</u></p> <ul style="list-style-type: none"> • Verb GUSTAR with infinitives- what we <u>like</u> to do • Verb QUERER with infinitives- what we <u>want</u> to do • Pronouns after prepositions <p>MIDTERM</p> <p>PACING – 3RD 25% OF COURSE</p> <p><u>CAPÍTULO 3 - PARTE 2:</u></p> <ul style="list-style-type: none"> • Everyday activities • Frequency • Present tense of –AR verbs • Present tense of IR-to go and JUGAR –to play a sport • Weather expressions <p><u>CAPÍTULO 4</u></p> <p><u>PARTE 1:</u> Classroom and school supplies Indefinite articles</p>

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<p>Interpretive Communication: Listening and Reading for Understanding</p> <p>SI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in Spanish.</p> <p>1. Differentiate among basic types of statements, questions, and exclamations.</p> <p>2. Use basic culturally appropriate gestures, body language, and intonation to clarify the message.</p> <p>Presentational Communication: Speaking and Writing</p> <p>SI.5 The student will present information orally and in writing in Spanish, using a variety of familiar vocabulary, phrases, and structural patterns.</p> <p>1. Present basic information gathered from informal conversations, class presentations,</p>	<p>1. Throughout text but introduced in the following chapters:</p> <ul style="list-style-type: none"> • Statements and exclamations (capítulo 1) • Questions (capítulo 2 and expanded on in most all subsequent chapters) <p>2. This is the teacher’s responsibility to model such things as students’ progress through text. Capítulo 2 y 7 emphasize making inferences and understanding motivations through body language and tone.</p> <p>1. Information is given throughout the text (in each chapter) that will help students learn to express themselves orally.</p> <p>2. Throughout text. The information can be found specifically in the following chapters:</p> <ul style="list-style-type: none"> • Descriptions/likes and dislikes 	<ul style="list-style-type: none"> • Video ancillaries • Appropriate ancillary materials • (Peer interviews and presentation of classmate. • Family tree project • Extending invitations based on an event poster • Classroom produced news/entertainment program) • Appropriate ancillary materials • Family tree with pictures and descriptions of each person • Flashcards • (Family tree project • Creating la casa de mis sueños • Soy... presentations • Interviews and presentations of likes and dislikes 	<p>How much? How many? Verb TENER- to have and TENER IDIOMS verb VENIR- to come to/from a place ¿A qué hora?</p> <p>PACING – 4TH 25% OF COURSE</p> <p><u>CAPÍTULO 4 - PARTE 2:</u> Plans and invitations school events and places Verb IR + infinitives Present tense of –ER and –IR verbs Tag questions Verbs with irregular “yo” forms (HACER, PONER, TRAER, SABER, VER, SALIR) “DE” with Salir and Saber</p> <p><u>CAPÍTULO 5</u></p> <p><u>PARTE 1:</u> Family relationships Possessive adjectives Stem-changing verbs o-ue Stem-changing verbs e-ie</p> <p><u>PARTE 2:</u> The house Responsibilities Verb ESTAR-to be located Negative words Verbs like “gustar”: TOCAR, PARECER</p> <p>FINAL EXAM</p>

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<p>interviews, readings, and/or a variety of media sources.</p> <p>2. Present basic information about topics as oneself, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on present time.</p> <p>3. Demonstrate increasing attention to accurate intonation and pronunciation.</p> <p>4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling.</p> <p>5. Write simple sentences on familiar topics in short paragraph syte.</p> <p>Presentational Communication: Speaking and Writing</p> <p>SI.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and/or songs.</p>	<p>(capítulo 2)</p> <ul style="list-style-type: none"> • Present tense verbs (capítulo 3 y 4) • School (capítulo 4) • Family (capítulo 5) <p>3. Teacher should use a variety of techniques to ensure correct pronunciation (listen and repeat, repeat with teacher, read aloud, recordings)</p> <p>4. Text vocabulary</p> <p>1. Teacher should model this daily in presentations and instruction to students.</p>	<ul style="list-style-type: none"> • Audio/Video ancillaries • Appropriate ancillary materials • Appropriate ancillary materials. • (Games such as: ¿Quién soy?, ¿Dónde está...?, ¿De dónde eres/es/son...?) • Appropriate ancillary materials. • (Similarities/Differences project) • Appropriate ancillary materials. • Videos regarding celebrations 	

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<p>1. Use appropriate verbal and nonverbal techniques, such as voice inflection, gestures, and facial expressions.</p> <p>2. Communicate coherent ideas using appropriate visual and/or technological support.</p> <p>Cultural Perspectives, Practices, and Products</p> <p>SI.7 The student will develop an awareness of common perspectives, practices, and products of Spanish-speaking cultures.</p> <p>1. Identify main viewpoints of the cultures, such as those relating to the concept of time, education, transportation, and the roles of family members.</p> <p>2. Identify key customs and traditions of the Spanish-speaking cultures, such as greetings, celebrations, holiday practices, and forms of address that demonstrate politeness.</p> <p>3. Identify important historical and contemporary individuals and/or groups associated with</p>	<p>2. Teacher should use texts, workbooks, videos, and CDs.</p> <p>1. Time (capítulo 1) School (capítulo 4) Family (capítulo 5)</p> <p>2. Greetings and formal vs. informal manner of speech are addressed in the cultura section of capítulo 1. Information regarding holidays and celebrations can be found in the cultura section of each chapter.</p> <p>3. Each chapter of the text includes a cultura section where typically a Spanish speaking country (exceptions are Texas and Florida sections) is highlighted. Each cultura section includes <i>a conocer...</i> where this</p>	<ul style="list-style-type: none"> • Videos on various events and historical figures • (-La Batalla de Puebla Pancho Villa • -Francisco Franco and the Spanish Civil War • -Spotlight on...) • Appropriate ancillary materials • Examples of art (This was found in ancillary materials of a different textbook - <i>Buen Viaje</i>) • Appropriate ancillary materials • (-Country reports [PowerPoint]) • Appropriate ancillary materials • (-Country reports [PowerPoint]) 	

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<p>significant events from Spanish-speaking cultures.</p> <p>4. Identify some products of Spanish-speaking cultures, for example natural and manufactured items, creative and fine arts, forms of recreation, pastimes, dwellings, regionally-specific language, and symbols.</p> <p>SI.8 The student will recognize that perspectives, practices, and products of the Spanish-speaking cultures studied are interrelated.</p> <p>1. Recognize that the viewpoints, customs and traditions, and products of speakers of Spanish reflect Spanish-speaking cultures, such as the concept of extended family, a girl’s 15th birthday, and typical food.</p> <p>2. Identify major cities, regions and geographical features in Spanish-speaking countries and the reasons they are significant in the cultures of those countries.</p>	<p>information can be found.</p> <p>4. Each chapter of the text includes a <i>cultura</i> section where typically a Spanish speaking country (exceptions are Texas and Florida) is highlighted. Each <i>cultura</i> section includes a <i>conocer...</i> where this information can be found.</p> <p>1. <i>Cultura</i> sections throughout text.</p> <p>2. Each chapter includes a <i>Geocultura</i> section that gives information such as maps, major cities, monetary unit, population, government, as well as provides information about historical significance of places and events in the country.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • “Why do I need to know Spanish” packet • Spanish in my life poster • (Spanish in my world project) • Appropriate ancillary materials • Current newspapers/ magazines • (Current events share 1st Monday of each month) 	

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<p>Making Connections through Language</p> <p>SI.9 The student will connect information about Spanish language and Spanish-speaking culture(s) with concepts studied in other subject areas.</p> <p>1. Identify the use of Spanish language and cultures in other subject areas.</p> <p>2. Relate content from other subject areas to topics discussed in Spanish class, such as current events from Spanish-speaking countries or regions or the influence of Spanish-speaking explorers and settlers on various regions of the United States.</p> <p>Linguistic and Cultural Comparisons</p> <p>SI.10 The student will compare basic elements of the Spanish language to those of English and/or other languages.</p> <p>1. Recognize cognates, genders, level-appropriate idioms, and differences in writing systems.</p>	<p>1. Teacher responsibility to make connections in every unit and speak specifically to how Spanish is both beneficial and used by all.</p> <p>2. Historical connections as well as literary connections can be made throughout the text in each section of <i>a conocer...</i> and the <i>geocultura</i>.</p> <p>1. Throughout text. Emphasis is given in capítulo 2 which focuses on Puerto Rico, capítulo 3 which focuses on Texas, and capítulo 8 which focuses on Florida. These three chapters highlight Spanish speakers living in the U.S. (or territories of it).</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials 	

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<p>2. Recognize differences sound systems including basic sound distinctions and intonation patterns and their effect on the communication of meaning.</p> <p>Linguistic and Cultural Comparisons</p> <p>SI.11 The student will demonstrate understanding of the significance of culture through comparisons between Spanish-speaking cultures studied and those of the United States.</p> <p>1. Compare patterns of behavior and interaction found in the United States with those found in the Spanish-speaking societies studied.</p> <p>2. Recognize differences in social practices and personal interactions among cultures.</p> <p>3. Recognize unique elements of the student’s own culture.</p>	<p>2. This information is presented throughout the text. A country study in each chapter highlights regional variations and differences among speakers of Spanish and cultures of the United States.</p> <p>3. These comparisons can be found throughout the text.</p> <p>1. This information is given throughout the entire text. Each chapter of <i>Exprésate</i> is divided into 2 parts. Each part introduces a vocabulary topic and a grammatical topic. There is a continual focus on language acquisition through the study of grammar in Spanish and comparing it to English. Cognates are found throughout the text and should be identified as cognates for students. Gender is discussed in capítulo 2, and sounds of letters and punctuation in capítulo 1.</p> <p>2. This information is again given throughout the text and it is the teacher’s responsibility to help students make those connections.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • “Why do I need to learn Spanish” packet • Local university resources (Hispanic awareness activities) 	

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<p>Interacting in School and Global Communities</p> <p>SI.12 The student will use Spanish language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.</p> <p>1. Find and present examples of the Spanish language and Spanish-speaking cultures studied gathered from interaction with Spanish speakers, authentic media, and/or technology.</p> <p>2. Use resources, such as individuals and organizations in the community or accessible through technology, to gain information about the Spanish-speaking world.</p>	<p>1. Throughout text. Some examples of practical uses for Spanish study are given in the resource pages of text (T68-T71). Information also can be found in the <i>Geocultura</i> and <i>A conocer</i> sections.</p> <p>2. Throughout the text ideas are presented that will help the teacher locate additional resources in their community. Each chapter also gives the countries Internet address (<i>Geocultura</i>) to encourage future study.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials 	