



Spanish I Pacing Guide

The Foreign Language Department believes in a holistic approach to language acquisition. We rely heavily on Teaching Proficiency through Reading and Storytelling (TPRS). Mini-concepts are constantly taught and recycled.

Overarching Standards

CMC.1.S1.7	Recognize pitch, rhythms, sound, emotions, and patterns.
CMP.9.S1.1	Recognize the differences in simple language structure (e.g. sounds, accent marks, punctuation, ex
CMP.9.S1.5	Compare Spanish linguistic sounds to their own (e.g., sound letter correspondence)
CMC.1.S1.6	Draw inferences based on oral, written, and/or visual messages.
CMC.1.S1.1	Interpret the principal message of environmental print, gestures, and intonation (e.g., signs, advertisements, contextualized passages, and body language
CMC.1.S1.2	Use reading and listening strategies to enhance comprehension.
CMP.9.S1.4	Compare the Spanish writing system to their own (e.g., orthographic symbols, numbers).
CMC.1.S1.3	Obtain main ideas and specific information from a variety of simple texts, familiar topics, and visual clues.
CMC.1.S1.4	Identify main ideas and specific information from a variety of auditory sources, with or without visual clues (e.g., cds, radio, tv, podcasts)
CMC.3.S1.2	Write on a variety of topics- lists and notes
CMC.3.S1.3	Use graphic organizers.
CMC.3.S1.6	Use syntax, orthography, and pronunciation effectively according to language development level.
CMC.2.S1.1	Engage in simple conversations- basic questions (Who, What, When, Where, Why, How, How much, How Many).
CMC.3.S1.4	Give brief, rehearsed presentations using learned vocabulary and grammar (e.g., skit, speech, interview)
CNN.8.S1.1	Recognize the existence of other worldviews (e.g. religion, politics, social customs, stereotyping, the arts).
CMN.12.S1.2	Participate in enrichment experiences (e.g., videos, festivals, music, travel).

1st Nine Weeks	
CLT.4.S1.1	Identify culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
CMC.1.S1.9	Recognize cognates, place names, and borrowings.
CMP.9.S1.2	Recognized shared and false cognates
CMN.11.S1.1	Recognize the use of the Spanish language in the global community (e.g., signs, business, social events, Internet).
CMC.2.S1.3	Exchange information about familiar topics: Personal information, Daily life (school), needs and wants, likes and dislikes)
CMC.2.S1.1	Engage in simple conversation: greetings and farewells, courtesy phrases, and introductions.
CMC.1.S1.8	Follow simple directions (e.g., classroom commands)
CMC.2.S1.5	Apply numeric concepts in context (numbers 0-50)
CMP.10.S1.2	Describe holidays and celebrations (e.g., Día de la Raza/Columbus Day, Hispanic Heritage Month, Independence Days)
CLT.5.S1.1	Identify tangible products (e.g., art, food, clothing, buildings, books, crafts (Guatemalan worry doll)
2nd Nine Weeks	
CMC.2.S1.3	Exchange information about familiar topics: body parts, family and friends
CNN.8.S1.2	Recognize the influence of products on other cultures (e.g., piñata, music, chocolate, coffee, sugar cane)
CMP.10.S1.2	Describe holidays and celebrations (e.g., Quinceañera and Día de los Muertos)
CMC.3.S1.1	Describe people, places, and possessions'
CMC.3.S1.2	Write on a variety of topics- short paragraphs and correspondence
CMC.2.S1.5	Apply numeric concepts in context (age, numbers 51-100, dates)
CMC.1.S1.5	Identify basic idiomatic expressions (e.g., tener + que, infinitive, tener expressions, hay que + infinitive, hacer, and weather
CMC.1.S1.2	Use reading and listening strategies to enhance comprehension (Pobre Ana)
CNN.8.S1.3	Discuss authentic or adapted materials of the Spanish language (e.g., songs, folk tales, short stories)
CLT.4.S1.2	Identify various aspects of universal cultural practices (e.g., customs, holidays, traditions)
CLT.6.S1.1	Identify unique cultural perspectives reflected in products (e.g., pinata, ojo de dios, pan de muerto)
CLT.4.S1.2	Identify differences in practices among cultures of the Spanish-speaking world (e.g., holiday traditions, wedding customs, national holidays)
CLT.6.S1.3	Compare and contrast perspectives among Spanish-speaking communities as related to products and practices (e.g., celebrations, music, literature)
CMN.11.S1.2	Participate in activities representative of Spanish-speaking communities (e.g., travel, media, music, sports, games, celebrations)

3rd Nine Weeks	
CMC.2.S1.3	Exchange information about familiar topics: Feelings and emotions, Pastimes, Clothing, Weather
CMC.2.S1.5	Apply numeric concepts in context (time, numbers 101-1000)
CMC.2.S1.2	Communicate using the present tense in context: immediate future
CLT.5.S1.5	Examine written, visual, and performing arts of Spanish-speaking cultures (e.g., music, plays, movies)
CMP.10.S1.1	Identify daily living patterns (transportation, shopping, places in the city)
CNN.7.S1.2	Recognize basic terms on familiar topics from other disciplines (e.g., mesa, sierra, Euro, mural, monuments)
CMC.2.S1.4	Apply learned phrases in order to meet basic needs (e.g., finding necessary places, making purchases)
CLT.5.S1.1	Identify tangible products (e.g., art, food, clothing, buildings, books, crafts(ojos de dios))
CMP.10.S1.2	Describe holidays and celebrations (e.g., Semana Santa)
CLT.5.S1.4	Recognize the relationship between environments and products of Spanish-speaking cultures (e.g., geography influences automobile design, climate influences clothing, natural resources influence food and medicine).
CMC.2.S1.2	Communicate using the present tense in context: present progressive
CMC.3.S1.5	Produce level-appropriate visual or multimedia demonstrations (e.g., poster, brochure, slide show, blog, podcast)
4th Nine Weeks	
CMP.10.S1.1	Identify daily living patterns (mealtimes, food)
CMP.2.S1.3	Exchange information about familiar topic: Food, Daily Life (home, work)
CLT.5.S1.3	Compare products from the different cultures of Spanish-speaking world.
CMC.1.S1.2	Use reading and listening strategies to enhance comprehension (Patricia Va a California)
CMP.10.S1.2	Describe holiday and celebration (e.g., Cinco de mayo)
CLT.5.S1.1	Identify tangible products (e.g., art, food, clothing, buildings, book, crafts (papel picado/paper flowers)).
CMP.10.S1.3	Identify the influence of historical and current ethnicities found in Spanish-speaking cultures (e.g., indigenous groups)
CNN.7.S1.1	Relate content learned from other disciplines to the Spanish-speaking world (e.g., rainforest, Galapagos Island-tortoises, weather trends, geography, measurements, currency conversions, food, musical instruments)
CMN.12.S1.3	Identify occupations that encourage language skills.
CMN.12.S1.1	Identify contemporary, influential individuals from the Spanish-speaking world (e.g., authors, artists, entertainers, political leaders, sports figures)
CLT.5.S1.2	Identify intangible products (e.g., entertainment, educational systems, philosophies)
CLT.6.S1.4	Identify historical and current events and historical and current figures that shape cultural perspectives (e.g., Cinco de mayo, Copa America de Futbol, Shakira, Juanes).