

Ganado Unified School District

High School Spanish 1

(9-12)

2018-2019

PACING Guide SY: 2018/2019

Timeline & Resources	AZ Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Quarter 1-(9 weeks)</p> <p>Text: Asi se dice Lv 1</p> <p>Web: https://srlivisclass.weebly.com/</p>	<p>STANDARD COMMUNICATION</p> <p>Students understand and interpret written and spoken communication on a variety of topics in the target language</p>	<p>-What benefits can come from learning a second/third language?</p> <p>-How can I use Spanish in my future?</p>	<p>-Talk about when/how knowing Spanish will benefit an individual intellectually, educationally, and monetarily.</p>	<p>-Basic classroom lingo/policies.</p>
<p>Capitulo 1 - Como somos</p> <p>Pages 20 -52</p>	<p>WNLS-IC.N1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>-What are nouns, adj, and articles?</p> <p>-How is the verb SER used?</p> <p>-How are TU and USTED used?</p>	<p>-Identify and describe people and things</p> <p>-Tell where someone is from</p> <p>-Tell what subjects you take and express opinions about them</p> <p>-Talk about Spanish speakers in the U.S.</p>	<p>-Identifying a person or thing</p> <p>-Describing a person</p> <p>-Finding out information</p> <p>-Identifying nationalities</p> <p>-Describing classes/courses</p> <p>-Identifying school subjects</p>
<p>Capítulo 2-La familia y la clase</p> <p>Pages 56-86</p>	<p>WNLS-PS.N1</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>-How is the verb TENER used?</p> <p>-What are possessive adj?</p>	<p>-Talk about families and pets</p> <p>-Describe a house or apartment</p> <p>-Describe rooms and some furnishings</p> <p>-Discuss a family from Ecuador</p>	<p>-Describing family members</p> <p>-Discussing housing</p>
<p>Quarter 2-(9 weeks)</p>	<p>WNLS-CUL.N1</p> <p>Learners use the language to investigate, explain, and reflect on</p>	<p>-What are present tense AR verbs?</p>	<p>-Talk about what you do in school</p>	<p>-Talking about school and school activities</p>

<p>Capítulo 3-En clase y despues</p> <p>Pages 90-122</p>	<p>the relationship between the practices and perspectives of the cultures studied.</p>	<p>-How are the verbs IR/DAR/ESTAR used?</p> <p>-What are the contractions al and del?</p>	<p>-Identify some school clothes and school supplies</p> <p>-Talk about what you and your friends do after school</p> <p>-Compare school and after-school activities in Spanish-speaking countries and the U.S.</p>	<p>-Identifying some school supplies</p> <p>-Identifying some clothing</p> <p>-Talking about after-school activities</p> <p>-Talking about shopping</p>
<p>Capítulo 4-Que comemos y donde</p> <p>Pages 126-156</p>	<p>WNLS-CON.N1</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>-What is the present tense of regular ER and IR verbs?</p> <p>-What are some expressions with the infinitive- ir a, tener que, acabar de?</p>	<p>-Identify foods and discuss meals</p> <p>-Talk about places where you eat</p> <p>-Order food or a beverage at a café</p> <p>-Compare eating habits in Spain, Latin America, and the U.S.</p>	<p>-Talking about meals</p> <p>-Identifying some foods</p> <p>-Identifying some drinks</p> <p>-Talking about a café</p>
<p>Capítulo 5-Deports</p> <p>Pages 160-190</p>	<p>WNLS-COMP.N1</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>-What is the present tense of stem-changing verbs?</p> <p>-How are the verbs interesar/aburrir/gustar used?</p>	<p>-Talk about sports</p> <p>-Describe a soccer uniform</p> <p>-Identify colors</p> <p>-Compare team sports in the U.S. and Spanish-speaking countries</p>	<p>-Identifying sports</p> <p>-Talking about a sporting event in general</p> <p>-Describing a soccer game</p> <p>-Describing a baseball game</p> <p>-Describing a basketball game</p> <p>-Identifying colors</p>
<p>Quarter 3--(9 weeks)</p> <p>Capítulo 6-El Bienestar</p> <p>Pages 194-224</p>	<p>WNLS-IC.I1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>-How are SER and Estar used?</p> <p>-What are indirect object pronouns?</p>	<p>-Describe people's personality, conditions, and emotions</p> <p>-Explain minor illnesses</p> <p>-Talk about a doctor's appointment</p> <p>-Learn about a literary genre-the picaresque novel.</p>	<p>-Describing emotions and feelings</p> <p>-Discussing personality and behavior</p> <p>-Describing some minor health problems</p>
<p>Capítulo 7-De vacaciones</p> <p>Pages 228-260</p>	<p>WNLS-PS.I1</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate</p>	<p>-What is the preterite tense of regular AR verbs?</p> <p>-What is the preterite of IR and SER?</p>	<p>-Talk about summer and winter weather and activities</p> <p>-Discuss summer and winter resorts in Spanish-Speaking countries</p>	<p>-Describing weather</p> <p>-Describing the beach and summer activities</p> <p>-Identifying beach gear</p>

	media and adapting to various audiences of listeners, readers, or viewers.	-What are direct object pronouns?		-Describing a ski resort and winter activities
Capítulo 8-En tu tiempo libre Pages 264-292	WNLS-CUL.II Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	-What is the preterite of ER and IR verbs? -How are the verbs OIR and LEER used? -What are affirmative and negative words?	-Talk about a birthday party -Discuss concerts, movies, and museums -Discuss Hispanic art and music	-Describing a concert -Going to the movies -Describing a museum visit -Describing a party
Quarter 4--(9 weeks) Capítulo 9-Vamos de compras Pages 296-326	WNLS-CON.II Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	-What are some more numbers in Spanish? -How are the verbs SABER and CONOCER used? -What are comparative and superlatives?	-Talk about buying clothes -Talk about buying food -Compare shopping in Spanish-speaking countries with shopping in the U.S.	-Identifying some more articles of clothing -Shopping for clothes -Shopping for food -Shopping in an indigenous market
Capítulo 10-En avion Pages 330-360	WNLS-COMP.II Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	-What are verbs that have G in the YO form of the present tense? -What is the present progressive tense?	-Talk about packing for a trip and getting to the airport -Tell what you do at the airport -Talk about being on an airplane -Discuss air travel in S. America	-Leaving for a trip -Describing airport activities -Describing a flight
Capítulo 11-Una rutina diferente Pages 364-394	WNLS-COM.II Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	-What are reflexive verbs? -What are commands with favor de?	-Identify more parts of the body -Talk about daily routine -Talk about backpacking and camping	-Stating daily activities -Identifying articles for grooming and hygiene -Identifying more parts of the body -Describing camping