

Introductory Spanish Pacing Guide

Welcome to Introductory Spanish!

Introductory Spanish is your students' first exposure to the exciting experience of learning a second language! Designed with middle schoolers in mind, Introductory Spanish lays a solid foundation for more in-depth study of the Spanish language in high school courses. Through thematic vocabulary lists, objective-oriented activities, native speaker examples, and engaging instructional videos, students will learn the basic vocabulary they need to interact with people in their new language. Lively photos, cultural notes, stunning panoramas, and comprehensible authentic resources will take your students on a virtual tour of the places, people, and practices of the Spanish-speaking world.

What's in a chapter?

Introductory Spanish has a wide range of grammatical, interpersonal, and cultural components to keep your students actively engaged as they learn about the Spanish language and Spanish-speaking cultures. Here's what you will find in Introductory Spanish with some ideas for how to use them:

Introducción and Vocabulario These two sections are the “heart” of the chapter. While they will be the primary focus of the first day of instruction, you will want to spend some time over the next several days reviewing these concepts with your students. You may even wish to break this content into smaller, more manageable chunks that correspond to each day's learning objective and present each subset one day at a time.

Ejemplos These short conversations are recorded by native Spanish speakers to give your students examples of how to use the chapter vocabulary in context. While you can simply play each *Ejemplo* for your students to listen to, you can get more out of these valuable resources by having students re-enact them with a partner. You can even ask some of your more adventurous students to perform the *Ejemplos* for the class!

Nota cultural This section explores a facet of Spanish-speaking culture that relates to the chapter theme. Take advantage of this compelling information to engage your students in a lively discussion before assigning the included comprehension questions.

¡Vamos a charlar! Each chapter comes with three or more discussion prompts to get your students conversing in the target language. These prompts are interspersed throughout the chapter to support specific language objectives.

Actividades Each chapter includes five or more activities that you can use for formative assessment. These activities are typically spread out over five days of instruction and are tied to the daily performance objectives.

Panorama This captivating image gives your students a 360° glimpse into the Spanish-speaking world. Follow-up activities prompt your students to interact with the image and apply chapter vocabulary to a relevant situation that could occur at that location.

Materiales auténticos Each chapter includes two or three authentic resources to help your students see the interplay between language and culture. From songs and infographics to narrated videos and even television shows, the *Materiales auténticos* are sure to help your students appreciate the “real world” applications of their learning.

Videos Use the videos by Señor Bluemel and the classic Teacher’s Discovery® videos to reinforce the core concepts of the chapter in a fun and engaging way.

Preguntas personales These three questions encourage students to use the chapter vocabulary to talk about themselves. Using the convenient Voces® student recording tool, you can listen to each student’s responses and assign a speaking grade.

Destreza, Prueba, and Examen Each chapter in Introductory Spanish has three assessments. The *Destreza* and *Prueba* are short formative assessments that you can use to check on your students’ progress, and the *Examen* is a longer summative assessment to be used at the end of the chapter.

Game Center Located in the top toolbar, the Game Center gives your students opportunities to review chapter vocabulary through play. Students can choose to play alone or with a partner in games such as Match, Round Up, and Flash Card Challenge, or you can engage the whole class in a spirited Blooket game.

Vocabulary Games and Activities Middle school students have a unique need for movement and social interaction. You can meet this need and further your students’ learning with our convenient guide located in the Introduction section of the course. You can match these games to the chapter vocabulary you think they are best suited for. Keep a rotation of these activities as you progress through the chapters to preserve novelty and interest in your classroom.

Pacing Your Course

The Introductory Spanish Pacing Guide is driven by ACTFL-inspired Can-Do statements, so you can be sure that your students are on track for success with every lesson. We recommend posting each day’s Can-Do statements prominently in your classroom and building them into your class-opening routines to impart a sense of purpose and direction upon your students.

Since each teaching situation can be as unique as the students in the classroom, we offer two instructional profiles to choose from to meet your individual needs:

- The **deep diver** profile is designed for a full year course of four nine-week marking periods with 40- to 50-minute class periods. In this model, students spend the first week building a background of language structures and vocabulary so that they can use them in cultural and conversational contexts the second week. Each chapter will take approximately two weeks (typically between 8 to 11 school days) to complete.

- The **surface skimmer** profile is designed for students on an exploratory rotation of an 18-week semester. In this model, students study the language and culture simultaneously to get a brief yet insightful look into the Spanish-speaking world. Each chapter will take approximately one week (five days) to complete.

If your teaching situation does not match one of these profiles, Introductory Spanish is easily adaptable and fully customizable, so you can take this course and make it your own. If you are short on time, you can omit sections or shorten activities using the Voces Editor. You can also divide this course over multiple years using either of the above models as a guide and completing fewer chapters each year. If you have extra time, either during a class period or within the school year, you can use the Voces Editor to supplement existing activities or build your own activities. You can also take a more expansive look at Spanish-speaking culture using the *Exploración cultural* or experience the joys of authentic entertainment with *Go! Vive a tu manera*, both at the end of the course directory.

Capítulo 1: Greetings

Deep Diver

Day	Objective	Activities
1	<ul style="list-style-type: none">➤ I can recognize basic greetings vocabulary.	Can-Do Pre-Assessment <i>Introducción</i> <i>Vocabulario</i> <i>Actividades 1–2</i> Play a game in the Game Center
2	<ul style="list-style-type: none">➤ I can respond to an introduction or basic greeting.	Review <i>Vocabulario</i> <i>Video</i> <ul style="list-style-type: none">- <i>Introducción al español con Señor Bluemel</i> <i>¡Vamos a charlar! 1</i> <i>Actividad 3</i> <i>Materiales auténticos</i> <ul style="list-style-type: none">- <i>Lengua de señas</i>
3	<ul style="list-style-type: none">➤ I can greet someone appropriately in formal and informal situations.	Review <i>Vocabulario</i> <i>Ejemplo 1</i> <i>Actividades 4–5</i> <i>Panorama</i> <ul style="list-style-type: none">- <i>De Chihuahua al Pacífico</i>
4	<ul style="list-style-type: none">➤ I can recognize the correct greeting in formal and informal situations.	Review <i>Vocabulario</i> <i>Ejemplo 2</i> <i>¡Vamos a charlar! 2</i> <i>Actividades 6–7</i> Play a game in the Game Center
5	<ul style="list-style-type: none">➤ I can respond appropriately to an introduction or basic greeting.	Review <i>Vocabulario</i> <i>Ejemplo 3</i> <i>¡Vamos a charlar! 3</i> <i>Actividades 8–10</i>
6	<ul style="list-style-type: none">➤ I can understand what is meant by the term “Latin America” and explain the importance of studying this region.	<i>Nota cultural</i> Class Blooket competition <i>Destreza</i>
7	<ul style="list-style-type: none">➤ I can describe different, culturally appropriate ways to greet people verbally and nonverbally.	<i>Video</i> <ul style="list-style-type: none">- Greetings vocabulary <i>Materiales auténticos</i> <ul style="list-style-type: none">- <i>Saludos sin contacto de manos</i>

8	<ul style="list-style-type: none"> ➤ I can identify social practices associated with greetings, introductions, and leave-taking. 	<i>Preguntas personales</i> <i>Prueba</i> Review <i>Resumen de trabajo</i>
9	<ul style="list-style-type: none"> ➤ Assessment 	<i>Lista de vocabulario</i> <i>Examen</i> Review Can-Do Checklist

Capítulo 1: Greetings		
Surface Skimmer		
Day	Objectives	Activities
1	<ul style="list-style-type: none"> ➤ I can recognize basic greetings vocabulary. ➤ I can respond to an introduction or basic greeting. 	<i>Introducción</i> <i>Vocabulario</i> <i>Actividades 1–3</i> (as time permits) Play a game in the Game Center
2	<ul style="list-style-type: none"> ➤ I can recognize the correct greeting in formal and informal situations. ➤ I can greet someone appropriately in formal and informal situations. 	Review <i>Vocabulario</i> <i>Video</i> <ul style="list-style-type: none"> - <i>Introducción al español con Señor Bluemel</i> <i>Ejemplo 1</i> <i>Actividades 4–6</i> (as time permits) <i>Materiales auténticos</i> <ul style="list-style-type: none"> - <i>Lengua de señas</i>
3	<ul style="list-style-type: none"> ➤ I can introduce myself and ask how someone is. ➤ I can respond appropriately to an introduction or basic greeting. 	Review <i>Vocabulario</i> <i>Ejemplos 2–3</i> <i>¡Vamos a charlar!</i> (choose 1-3 activities as time permits) <i>Actividad 8</i>
4	<ul style="list-style-type: none"> ➤ I can understand what is meant by the term “Latin America” and explain the importance of studying this region. 	Review <i>Vocabulario</i> <i>Nota cultural</i> <i>Preguntas personales</i> <i>Panorama</i> <ul style="list-style-type: none"> - <i>De Chihuahua al Pacífico</i>
5	<ul style="list-style-type: none"> ➤ I can describe different, culturally appropriate ways to greet people verbally and nonverbally. ➤ I can identify social practices associated with greetings, 	<i>Video</i> <ul style="list-style-type: none"> - Greetings vocabulary (video only) <i>Materiales auténticos</i> <ul style="list-style-type: none"> - <i>Saludos sin contacto de manos</i> <i>Destreza and/or Prueba</i>

	introductions, and leave-taking.	
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