

**Foreign Language Pacing Calendar – Spanish I
Checkpoint A**

September Saludos y Despedidas	October Identificación Personal	November El Calendario	December El Tiempo y El Clima	January La Escuela
<ol style="list-style-type: none"> 1. Students interact with classmates; respond to greetings and farewells. 2. Students learn the alphabet. 3. Students learn numbers 1-100. 4. Students ask simple personal identification questions and respond appropriately. 5. Students locate and identify Spanish speaking countries. 	<ol style="list-style-type: none"> 1. Students introduce themselves, say goodbye, and exchange basic information. 2. Students ask or tell where someone is from. 3. Students greet each other at different times of the day. 4. Students ask an adult or a stranger questions of personal identification. 5. Students ask and respond to what is your phone number. 	<ol style="list-style-type: none"> 1. Students ask and respond to questions concerning the days of the week. 2. Students learn the months of the year. 3. Students ask and state the date. 4. Students ask and respond to when is your birthday. 5. Students will ask and state the time 	<ol style="list-style-type: none"> 1. Students will ask and respond to what is the weather like. 2. Students will ask and state the temperature. 3. Students will describe the weather for each season of the year. 4. Students will ask and state their favorite season and discuss activities associated with each of the season. 5. Students will explain the significance of some Hispanic holidays. 	<ol style="list-style-type: none"> 1. Students will identify classroom objects and school supplies. 2. Students ask and respond to where it is. 3. Students will summarize the use of masculine and feminine nouns while learning the colors. 4. Students ask and respond to questions about their class schedule. 5. Students discuss school schedules and daily activities.
<p>En Sus Marcas Ch. 1 SP. / Communication 1 Ch. 1, 2</p>	<p>En Sus Marcas Ch. 2 SP. / Communication 1 Ch. 1, 2 (intro) 4 (school)</p>	<p>En Sus Marcas Ch. 5 SP. / Communication 1 Ch. 7 (time)</p>	<p>En Sus Marcas Ch. 5, Lesson 10, pp. 204 SP. / Communication 1 Ch. 3</p>	<p>En Sus Marcas Ch. 2 SP. / Communication 1 Ch. 4</p>
<p align="center">Communication 1.1, 1.2, 1.3</p>	<p align="center">Communication 1.1, 1.2, 1.3</p>	<p align="center">Communication 1.1, 1.2, 1.3</p>	<p align="center">Communication 1.1, 1.2, 1.3</p>	<p align="center">Communication 1.1, 1.2, 1.3</p>

February La Ciudad	March La Comida y La Bebida	April La Familia	May Los Pasatiempos	June La Vida Diaria
<ol style="list-style-type: none"> 1. Students read and comprehend a dialogue. 2. Students identify different forms of asking questions. 3. Students identify different places in the city. 4. Students identify different kinds of transportation. 5. Students will discuss how to get to different places in the city. 6. Students will identify some of the jobs and professions people have in their community. 	<ol style="list-style-type: none"> 1. Students identify places of entertainment. 2. Students identify different foods and beverages. 3. Students read and interpret a restaurant menu. 4. Given a menu, students will order a meal and ask for the bill. 5. Students ask and state how food tastes. 6. Students will ask and respond to questions "is/are going to". 	<ol style="list-style-type: none"> 1. Students state relationships between family members. 2. Students ask and respond to how their family members are. 3. Students will interview a classmate and discuss family. 4. Students will ask and respond as to what is your family like. 5. Students ask and respond as to how many people are in their family. 6. Students identify possessive adjectives. 	<ol style="list-style-type: none"> 1. Students read and comprehend a dialogue. 2. Students ask and respond as to what you like to do and what you do not like to do. 3. Students identify different adjectives to describe people and activities. 4. Students ask and respond as to what you are like and what it is like. 5. Students identify different types of activities. 6. Students compare and contrast the equivalents in Spanish (SER & ESTAR) of the verb to be. 	<ol style="list-style-type: none"> 1. Students read and comprehend a dialogue. 2. Students react to different situations. 3. Students ask and respond to questions about extracurricular activities. 4. Students ask and respond to questions of personal identification. 5. Students ask and respond to questions about their daily life and activities. 6. Students learn numbers 101-999,999.
<p>En Sus Marcas Ch. 3</p> <p>SP. / Communication 1 Ch. 11, 12</p>	<p>En Sus Marcas Ch. 3</p> <p>SP. / Communication 1 Ch. 9</p>	<p>En Sus Marcas Ch. 4</p> <p>SP. / Communication 1 Ch. 5</p>	<p>En Sus Marcas Ch. 5</p> <p>SP. / Communication 1 Ch. 2</p>	<p>En Sus Marcas Ch.</p> <p>SP. / Communication 1 Ch.</p>
<p>Communication 1.1, 1.2, 1.3</p>	<p>Communication 1.1, 1.2, 1.3</p>	<p>Communication 1.1, 1.2, 1.3</p>	<p>Communication 1.1, 1.2, 1.3</p>	<p>Communication 1.1, 1.2, 1.3</p>