

**TEMAS Pacing Guide for Traditional One-Year Schedule**

In the following Pacing Guide, we assume you will:

- Use *Temas* in a one-year course, culminating with the AP\* Spanish Language and Culture Exam
- Use *Temas* chapter content and assessments up to two weeks before the exam
- Spend the last two weeks exclusively on exam-format practice
- Use thematic material not previously selected for the remainder of the school year

Day	Topic	Warm-up/Activate	Present/Practice/Communicate	Reflect/Conclude/Connect
1	TEMA OPENER CONTEXTO 1: Puntos de partida; Desarrollo del vocabulario	<ul style="list-style-type: none"> <li>• Evoke student experiences and vocabulary for <i>Tema</i> using opener photo</li> <li>• Discuss <i>Preguntas esenciales</i> to activate vocabulary</li> <li>• Read <i>Puntos de partida</i>, answer reflection questions, and discuss as group</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Desarrollo de vocabulario</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs reflect on what they have shared and learned through contexto opener</li> <li>• HW: <i>Mi vocabulario</i></li> </ul>
2	CONTEXTO 1: Lectura 1	<ul style="list-style-type: none"> <li>• Restate theme and reflections</li> <li>• Read <i>Sobre la lectura</i> and review <i>Estrategia</i> as class</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Antes de leer</i> activities</li> <li>• Read <i>Lectura 1</i></li> <li>• Begin <i>Después de leer</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs restate connection of reading to theme</li> <li>• HW: Finish <i>Después de leer</i></li> </ul>
3	CONTEXTO 1: Lectura 2	<ul style="list-style-type: none"> <li>• Read <i>Sobre la lectura</i> and review <i>Estrategia</i> as class</li> <li>• Read <i>Sobre la lectura</i> and review <i>Estrategia</i> as class</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Antes de leer</i> activities</li> <li>• Read <i>Lectura 2</i></li> <li>• Begin <i>Después de leer</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs reflect on connection of reading to theme and to first reading</li> <li>• HW: Finish <i>Después de leer</i></li> </ul>
4	CONTEXTO 1: Audio; Conexiones culturales	<ul style="list-style-type: none"> <li>• Read <i>Introducción</i> and review <i>Estrategia</i> as class</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Antes de escuchar</i> activities</li> <li>• Listen to audio selection and complete <i>Mientras escuchas</i></li> <li>• Do <i>Después de escuchar</i></li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs reflect on connection of audio to theme and readings</li> <li>• HW: Read <i>Conexiones culturales</i> and prepare oral presentation</li> </ul>
5	CONTEXTO 2: Desarrollo del vocabulario	<ul style="list-style-type: none"> <li>• Discuss <i>Preguntas esenciales</i> to activate vocabulary</li> <li>• Read <i>Puntos de partida</i>, answer reflection questions, and discuss as group</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Desarrollo de vocabulario</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs reflect on what they have shared and learned through context opener; as time permits, connect with preceding context</li> <li>• HW: <i>Mi vocabulario</i></li> </ul>

Day	Topic	Warm-up/Activate	Present/Practice/Communicate	Reflect/Conclude/Connect
6	CONTEXTO 2: Lectura 1	<ul style="list-style-type: none"> <li>• Students restate theme and reflections</li> <li>• Read <i>Sobre la lectura</i> and review <i>Estrategia</i> as class</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Antes de leer</i> activities</li> <li>• Read <i>Lectura 1</i></li> <li>• Begin <i>Después de leer</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs restate connection of reading to theme</li> <li>• HW: Finish <i>Después de leer</i></li> </ul>
7	CONTEXTO 2: Lectura 2	<ul style="list-style-type: none"> <li>• Read <i>Sobre la lectura</i> and review <i>Estrategia</i> as class</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Antes de leer</i> activities</li> <li>• Read <i>Lectura 2</i></li> <li>• Begin <i>Después de leer</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs reflect on connection of reading to theme and to first reading</li> <li>• HW: Finish <i>Después de leer</i></li> </ul>
8	CONTEXTO 2: Audio; Conexiones culturales	<ul style="list-style-type: none"> <li>• Read <i>Introducción</i> and review <i>Estrategia</i> as class</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Antes de escuchar</i> activities</li> <li>• Listen to audio selection and complete <i>Mientras escuchas</i></li> <li>• Do <i>Después de escuchar</i></li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs reflect on connection of audio to theme and readings</li> <li>• HW: Read <i>Conexiones culturales</i> and prepare oral presentation</li> </ul>
9	LÉXICO	<ul style="list-style-type: none"> <li>• Introduce the topic; brainstorm with class to activate prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs look over presentation</li> <li>• Spot-check understanding, clarify questions</li> <li>• Do <i>Práctica</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• HW: Study for <i>Prueba</i></li> </ul>
10	ASSESSMENT	<ul style="list-style-type: none"> <li>• <i>Prueba 1: Contextos 1 y 2</i></li> </ul>	<ul style="list-style-type: none"> <li>• Selected test items from <i>AP* Spanish Language and Culture Exam Preparation</i> workbook</li> </ul>	<ul style="list-style-type: none"> <li>• HW: <i>Prueba 2: Léxico</i></li> </ul>
11	CONTEXTO 3: Desarrollo del vocabulario	<ul style="list-style-type: none"> <li>• Discuss <i>Preguntas esenciales</i> to activate vocabulary</li> <li>• Read <i>Puntos de partida</i>, answer reflection questions, and discuss as group</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Desarrollo de vocabulario</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs reflect on what they have shared and learned through context opener; as time permits, connect with preceding context</li> <li>• HW: <i>Mi vocabulario</i></li> </ul>
12	CONTEXTO 3: Lectura 1	<ul style="list-style-type: none"> <li>• Restate theme and reflections</li> <li>• Read <i>Sobre la lectura</i> and review <i>Estrategia</i> as class</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Antes de leer</i> activities</li> <li>• Read <i>Lectura 1</i></li> <li>• Begin <i>Después de leer</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs restate connection of reading to theme</li> <li>• HW: Finish <i>Después de leer</i></li> </ul>
13	CONTEXTO 3: Lectura 2	<ul style="list-style-type: none"> <li>• Read <i>Sobre la lectura</i> and review <i>Estrategia</i> as class</li> </ul>	<ul style="list-style-type: none"> <li>• Do <i>Antes de leer</i> activities</li> <li>• Read <i>Lectura 2</i></li> <li>• Begin <i>Después de leer</i> activities</li> </ul>	<ul style="list-style-type: none"> <li>• Student pairs reflect on connection of reading to theme and to first reading</li> <li>• HW: Finish <i>Después de leer</i></li> </ul>

Day	Topic	Warm-up/Activate	Present/Practice/Communicate	Reflect/Conclude/Connect
14	CONTEXTO 3: Audio; Conexiones culturales	•Read <i>Introducción</i> and review <i>Estrategia</i> as class	•Do <i>Antes de escuchar</i> activities •Listen to audio selection and complete <i>Mientras escuchas</i> •Do <i>Después de escuchar</i>	•Student pairs reflect on connection of audio to theme and readings •HW: Read <i>Conexiones culturales</i> and prepare oral presentation
15	CONTEXTO 4: Desarrollo del vocabulario	•Discuss <i>Preguntas esenciales</i> to activate vocabulary •Read <i>Puntos de partida</i> , answer reflection questions, and discuss as group	•Do <i>Desarrollo de vocabulario</i> activities	•Student pairs reflect on what they have shared and learned through context opener; as time permits, connect with preceding context •HW: <i>Mi vocabulario</i>
16	CONTEXTO 4: Lectura 1	•Restate theme and reflections •Read <i>Sobre la lectura</i> and review <i>Estrategia</i> as class	•Do <i>Antes de leer</i> activities •Read <i>Lectura 1</i> •Begin <i>Después de leer</i> activities	•Student pairs restate connection of reading to theme •HW: Finish <i>Después de leer</i>
17	CONTEXTO 4: Lectura 2	•Read <i>Sobre la lectura</i> and review <i>Estrategia</i> as class	•Do <i>Antes de leer</i> activities •Read <i>Lectura 2</i> •Begin <i>Después de leer</i> activities	•Student pairs reflect on connection of reading to theme and to first reading •HW: Finish <i>Después de leer</i>
18	CONTEXTO 4: Audio; Conexiones culturales	•Read <i>Introducción</i> and review <i>Estrategia</i> as class	•Do <i>Antes de escuchar</i> activities •Listen to audio selection and complete <i>Mientras escuchas</i> •Do <i>Después de escuchar</i>	•Student pairs reflect on connection of audio to theme and readings •HW: Read <i>Conexiones culturales</i> and prepare oral presentation
19	ORTOGRAFÍA Y PUNTUACIÓN	•Introduce the topic and brainstorm with class to activate prior knowledge	•Student pairs look over presentation •Spot-check understanding, clarify questions •Do <i>Práctica</i> activities	•HW: Study for <i>Prueba</i>
20	ASSESSMENT	• <i>Prueba 3: Contextos 3 y 4</i>	•Selected test items from <i>AP* Spanish Language and Culture Exam Preparation</i> workbook	•HW: <i>Prueba 4: Ortografía y puntuación</i>

Day	Topic	Warm-up/Activate	Present/Practice/Communicate	Reflect/Conclude/Connect
21	CONTEXTO 5/6 (choose one)	•Read <i>Puntos de partida</i> , answer reflection questions, and discuss as group	•Do <i>Desarrollo de vocabulario</i> activities •Do <i>Ampliación</i> activities	•Student pairs reflect on connection of context to preceding contexts •HW: Read remaining <i>Contexto</i>
22	CINEMATECA	•Reflect on film poster and complete <i>Antes de ver</i> activities	•View film while completing <i>Mientras miras</i> activities	•HW: Review film; complete <i>Después de ver</i>
23	INTEGRACIÓN/ASSESSMENT	Complete <i>Integración del tema</i> , <i>Examen del tema</i> , or other assessment		
24	INTEGRACIÓN/ASSESSMENT	Complete <i>Integración del tema</i> , <i>Examen del tema</i> , or other assessment		

Here are some additional pacing options for using *Temas*:

### One-year course, not specifically targeted to the exam

*Temas* is an integrated, culture-centered, authenticity-rich experience for all upper-level students of Spanish. The six themes, divided evenly over your academic year, will provide a rewarding outcome for all students, whether or not they plan on taking standardized assessments.

### Using *Temas* Over Two Years

*Temas* provides a wealth of material that could easily serve a two-year, upper-level sequence. You may consider using half the themes for each year, or perhaps you would prefer to explore a couple of contexts of each theme during the first year and then focus on the same themes, through the remaining contexts, in the second year. A two-year scenario provides more opportunities for extended practice on interpersonal and presentational speaking and writing; if students are planning on taking the AP\* Language and Culture Exam, there is additional time to practice test-taking strategies.

### *Temas* in Block Scheduling

In the Pacing Guide above, you will find basic approaches to the various contexts and themes, which apply to block scheduling as much as to traditional class periods. Use reflection moments within the class period, as well as at the opening and closing of each class session, to provide students with more time to absorb their experiences and to plan for self-expression. With *Temas*, the focus is on how students can use Spanish to express themselves.