Crest Memorial School Curriculum and Pacing Guide	
Grade: 4	Subject Area: Spanish
Adoption Date: 12/1/2011	Revision Date: August 16, 2024

Mission and Vision Statements

Mission: World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world. A the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

Vision: An education in world languages fosters a population that: • Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace. • Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication. • Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems. • Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Integration of Technology

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem

21st Century Skills

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect
 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Career Education
9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

Interdisciplinary Connection
6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Accommodations and Modifications	
Special Education	● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
English Language Learners	● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices

Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational "breaks" as necessary ● Chunking content into "digestible bites" ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	● Oral place presentation ● End of unit textbook comprehension test
Benchmark	● Baseline place labeling geography assessment
Alternative	● Performance Tasks ● Projects

Pacing Guide	
Unit Title	Number of days
Bienvenidos al Español	12
El Cuerpo	6
La Navidad	4
La Granja	8

La Vida Diaria	13

Unit Learning Goals

Recognize words and phrases used to greet people
Use appropriate descriptive language, grammatical conventions and syntax to ask and respond to questions in the classroom
Use culturally authentic gestures when greeting others

Core Instructional Materials	Supplemental Materials
● Textbook: Viva Espanol	● Grammar & culture based videos

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Initiate and respond to greetings	7.1.NM.IPERS.4 7.1.NM.IPERS.1	● Direct Instruction: names ● Yo me llamo song ● catch/respond
● Day 2: Initiate and respond to greetings	7.1.NM.IPRET.1	● Text p. 1 and 2 ● Cómo te llamas power point ● Present vocab list for greetings (packet) ● Como estas song
● Day 3: Initiate and respond to greetings	7.1.NM.IPRET.2	● DI how to complete warm up ● Problema: use the 1st p. of your packet to write 3 ways to say hello in Spanish ● Text p. 3 ● greetings ws (box handout)

● Day 4: Describe objects using number vocabulary	7.1.NM.IPRET.3	● Problema: Put these Spanish numbers in order from least to greatest: tres, uno, dos, cuatro, cinco ● count numbers/ sing songs ● count calendar ● numbers ws ● Vocab game: sparkle
● Day 5: Describe objects using number vocabulary	7.1.NM.IPRET.3	● Problema: Write these numbers in Spanish from greatest to least: 11, 15, 8, 20, 14 ● math xword continued ● Quizlet learn ● matching
● Day 6: Describe objects using number vocabulary	7.1.NM.IPERS.1	● numbers ws/gimkit ● Vocab game: around the world ● numbers quiz
● Day 7: Describe a classroom by practicing vocabulary	7.1.NM.IPRET.1	● Problema: ABC order in Spanish: 15, 20, 7, 6, 12 ● present new vocab (classroom objects 7&13) ● Quizlet learn ● Quizlet matching
● Day 8: Describe a classroom by practicing vocabulary	7.1.NM.IPERS.1	● Problema: ABC order in Spanish: pen, table, chair, clock, ruler ● watch classroom videos ● wb p. 8-10 (lg grp) ● La clase ws

● Day 9: Describe a classroom by practicing vocabulary	7.1.NM.PRSNT.1
	
	7.1.NM.PRSNT.4
		● Problema: Unscramble and then write the English meaning
		   1. Jello Re
		   2. Libel Or
		   3. Arable And
		   4. Algal Re
		   5. Alas Ill
		
		● pkt 14-15 (lg grp)
		● classroom ws (animals)
		● Vocab game

● Day 10: Describe objects by using colors	7.1.NM.PRSNT.5	● present color vocabulary ● play flash card games ● Q&A with flag colors ● tally flag colors ● graph flag results
● Day 11: Describe a calendar by practicing vocabulary	7.1.NM.PRSNT.5	● Present days of the week vocab (Miley Powerpoint) ● vocab song ● copy into packets ● vocabulary game (quizlet live)
● Day 12: Describe a calendar by practicing vocabulary	7.1.NM.PRSNT.4	● los dias ws ● vocab game (gimkit)
● Day 12: Describe objects in a classroom	7.1.NM.IPERS.1	● wb p. 29 ● review game

		● Quiz- classroom objects, colors, days

Inclusive concepts
● Interpret some common cultural practices associated with the target culture(s). 7.1.NM.IPRET.4

Unit Learning Goals
Recognize words and phrases that describe the human body Use appropriate descriptive language, grammatical conventions and syntax to ask and respond to questions about bodies

Core Instructional Materials	**Supplemental Materials**
● Textbook: Viva Espanol	● Grammar & culture based videos

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
● Day 1: Describe bodies by practicing vocabulary	7.1.NM.IPRET.1 7.1.NM.IPRET.3	● Problema: Put these numbers in order from least to greatest: quince, catorce, once uno, doce, veinte ● present new vocab ● make flash cards ● play flash card games ● vocab ws
● Day 2: Describe bodies by practicing vocabulary	7.1.NM.IPRET.3 7.1.NM.IPRET.4	● Problema: List all the body parts in Spanish that you have 2 of. ● teach/sing body parts song

		"Pobre Jose" power point/rhyme - Create monsters using dice - write sentences
● Day 3: Describe bodies by practicing vocabulary	7.1.NM.IPERS.1 7.1.NM.PRSNT.4	- Problema: Translate into Spanish: 6 feet, 4 heads, 5 arms - finish monster drawing/ paragraph - present projects
● Day 4: Describe bodies by practicing vocabulary	7.1.NM.IPRET.2	- Problema: Translate into Spanish: the eyes blue, the mouth pink, the hair black - Ws 35-36 - play simon dice - ws 39/47 (monkey) (individual)
● Day 5: Describe bodies by practicing vocabulary	7.1.NM.IPERS.1	- I spy game/ monster ws - review game - body part quiz
● Day 6: Describe bodies by practicing vocabulary	• 7.1.NM.PRSNT.4	- Problema: ABC order in Spanish: eyes, ears, mouth, nose, face - gingerbread project - review game

Inclusive concepts
● Interpret some common cultural practices associated with the target culture(s). 7.1.NM.IPRET.4

Unit Learning Goals
Analyze the cultural practices for La Navidad

Core Instructional Materials	Supplemental Materials
Too Many Tamales by Gary Soto *The Legend of the Poinsettia* by Tomie de Paola *Carlos Light the Farolito* by Jean Ciavonne	Culture based videos

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: recognize cultural practices associated with La Navidad holiday	7.1.NM.IPRET.4 7.1.NM.PRSNT.5	● What foods do you normally eat during the holidays? (Answer in English) ● Sing Feliz Navidad ● Listen to story "Too Many Tamales" ● Complete listening guide ● watch tamale video clip
● Day 2: recognize cultural practices associated with La Navidad holiday	7.1.NM.IPRET.4 7.1.NM.PRSNT.5	● In what ways do we use nature to help us celebrate during this time of year? ● Watch Poinsettia video https://youtu.be/ymgdsWr326A ● Listen to "the Legend of the Poinsettia" ● Complete listening guide
● Day 3: recognize cultural practices associated with La Navidad holiday	7.1.NM.IPRET.4 7.1.NM.PRSNT.5	● Watch poinsettia dance https://youtu.be/9xVQXQnZWz8 ● Draw poinsettias https://youtu.be/sOBfWEWaH_w

● Day 4: recognize cultural practices associated with La Navidad holiday	7.1.NM.IPRET.4 7.1.NM.PRSNT.5	● Read Carlos Light the Farolito ● Complete las posadas ws ● make posadas map

Inclusive concepts
● Interpret some common cultural practices associated with the target culture(s). 7.1.NM.IPRET.4

Unit Learning Goals
Recognize words and phrases that describe animals Use appropriate descriptive language, grammatical conventions and syntax express needs and emotions

Core Instructional Materials	**Supplemental Materials**
● Textbook: Viva Espanol ● *El Granjero Garces*	● Grammar and culture based videos

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
● Day 1: Describe animals by practicing vocab	7.1.NM.IPRET.3	● Use packet p. 39 to put these words in ABC order in Spanish: cat, dog, horse, bunny, pig ● present new vocabulary ● flash cards/ flash card games ● vocab ws
● Day 2: Describe animals by practicing vocab	7.1.NM.IPERS.1 7.1.NM.IPRET.3	● Problema: Use your color sheet or your packet to write one color in Spanish that

		each of these animals can be: el cerdo, la gallina, el caballo, la vaca, el conejo ● ws p. 40-41 (lg group) ● ws 42(individual) ● vocab game
● Day 3: Describe animals by practicing vocab	7.1.NM.PRSNT.4	● Problema: List 5 animals in Spanish that you can find on a farm ● 1. Listen to "El granjero Garces" ● 2. identify animals on the farm ● 3. Create farm, label animals/ body parts/ colors/ numbers
● Day 4: Describe animals by practicing vocab	7.1.NM.IPRET.4	● Problema: Translate: two dogs, three pigs, four hens, five roosters, six rabbits ● finish farms ● vocab review games (dibujar, cuatro rincones) ● present farms
● Day 5: Express emotions and needs by practicing vocabulary	7.1.NM.IPERS.2 7.1.NM.IPERS.3	● Problema: look at p. 45 in your packet. Predict what is wrong with 4 of the animals ● present new vocab ● play flash card games ● complete vocabulary ws
● Day 6: Express emotions and needs by practicing vocabulary	7.1.NM.IPERS.2 7.1.NM.IPERS.3	● Problema: ABC order in Spanish: sick, tired, thirsty, hungry, scared ● Sing tener song ● vocab centers: ws p. 46 & 47, smartboard, hoops, ping-pong

● Day 7 and 8: Express emotions and needs by practicing vocabulary	7.1.NM.IPERS.2 7.1.NM.IPERS.3	- vocab ws (symbols) - cerca del mundo game - quiz: animals/tener expressions - Problema: Put these numbers in order from least to greatest: cinco, siete, dos, ocho, once - present numbers to 30 - wb p. 51 & 52 (lg grp) - wb p. 53 & 54 (individual) - Play vocab game (sparkle)

Inclusive concepts
● Interpret some common cultural practices associated with the target culture(s). 7.1.NM.IPRET.4

Unit Learning Goals
Recognize words and phrases that describe daily life including families, weather and clothing Use appropriate descriptive language, grammatical conventions and syntax to ask and respond to questions about daily life

Core Instructional Materials	**Supplemental Materials**
● Textbook: Viva Espanol	Grammar and culture based videos

Daily Targets	**NJSLS Performance Expectations**	**Instructional Activities**
● Day 1: Describe families by practicing vocab	7.1.NM.IPRET.3	- Problema: Write these numbers in order from greatest to least: quince, treinta, catorce, veinte, diez - present new vocab (la familia) - complete p.57-60

		● vocab games
● Day 2 and 3: Describe families by practicing vocab	7.1.NM.IPRET.3 7.1.NM.IPERS.1	● Problema: ABC order in Spanish: mom, brother, dad, grandmom, sister, grandfather, ● introduce family tree project ● students create family trees
● Day 4: Describe weather by practicing vocab	7.1.NM.IPRET.3	● Problema: list any weather words that you already know in Spanish (think about the farm animals) ● present new vocabulary ● make flash cards ● play flash card games ● Vocab ws
● Day 5: Describe weather by practicing vocab	7.1.NM.IPERS.6 7.1.NM.PRSNT.6 7.1.NM.IPRET.5	● Problema: Write for what weather would you need: snowboots, an umbrella, a scarf and gloves, a bathing suit, a windbreaker or light jacket ● weather song ● siete arriba/concentration game ● graph and compare weather patterns in Cape May and Mexico City ● Discuss climate change
● Day 6: Describe weather by practicing vocab	7.1.NM.IPRET.5 7.1.NM.IPRET.4 7.1.NM.IPRET.1	● Unscramble and translate: soleach, fairecho, immolatecheap, achievenot ● que falta game ● view video clip of weather forecast https://www.youtube.com/watch?v=wnkxP9Q4new ● read weather map for South America/ make sentences using weather terms ● Predict weather for cities in South

		America: label pictures/ write sentences predicting weather. ● Share weather predictions
● Day 7: Describe weather by practicing vocab	7.1.NM.IPERS.1	● Problema: Write each of the 4 seasons and a way that the weather could be in Spanish: example: Summer- hace calor. ● weather window project ● vocab game
● Day 8: Describe weather by practicing vocab	7.1.NM.IPERS.1	● vocab ws ● vocab review game (cerca del mundo) ● vocab quiz (weather)
● Day 9: Describe clothing by practicing vocab	7.1.NM.IPRET.3	● Problema: List 4 things that you are wearing (in English) and what color they are (in Spanish) ● present new vocabulary ● create flashcards using color vocabulary ● play flashcard games
● Day 10: Describe clothing by practicing vocab	7.1.NM.IPERS.1	● el/la/los/las game ● que falta/ siete arriba game ● text 89 & 90 (juntos) ● clothing ws
● Day 11: Describe clothing by practicing vocab	7.1.NM.IPRET.3	● write description of their outfit using clothing and color words ● guess who game ● clothing ws: crossword/symbols

		- create paper dolls - describe how they're dressed with clothing/color (write) - play mata mosca with dolls
● Day 12: Describe clothing by practicing vocab	7.1.NM.IPERS.1	- present clothing paragraphs - play que falta/ siete arriba game - clothing ws - clothing quiz
● Day 13: Describe clothing by practicing vocab	7.1.NM.IPRET.4:	- Problema: list 5 clothing items and colors you see in this photo - large group reading/ Direct instruction on traditional clothing - describe traditional clothing photos - create Mexican paper dolls

Inclusive concepts
● Interpret some common cultural practices associated with the target culture(s). 7.1.NM.IPRET.4