

Crest Memorial School Curriculum and Pacing Guide

Grade: 5

Subject Area: Spanish

Adoption Date: 12/1/2011

Revision Date: August 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. At 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

	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Oral place presentation ● End of unit textbook comprehension test
Benchmark	<ul style="list-style-type: none"> ● Baseline place labeling geography assessment
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects

Pacing Guide	
Unit Title	Number of days

Greetings	8
El dia de los muertos	5
Me gusta	15
Mi horario escolar	26

Unit Learning Goals

Recognize words and phrases use 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: Paso a Paso 1	● 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	<ul style="list-style-type: none"> ● Problema: Write 3 ways to say hello and two ways to say goodbye. Use text p. 7 & 10 ● greetings list ● Vocab games
● Day 2: Initiate and respond to greetings	7.1.NM.PRSNT.3	<ul style="list-style-type: none"> ● Problema: Write the word that's missing from each phrase. Use your list. 1.¿Cómo ____? 2. Muy____gracias 3. ¿Cómo te

		<p>_____? 4. Me _____ Juan. 5. ¿De _____eres?</p> <ul style="list-style-type: none"> ● Greetings video ● Practice workbook PP-1
<ul style="list-style-type: none"> ● Day 3: Initiate and respond to greetings 	7.1.NM.IPERS.1	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: good morning, good night, good afternoon, see you late, where are you from? ● De donde eres presentation ● Vocab game ● HW: Writing Audio and Video Activity page 1
<ul style="list-style-type: none"> ● Day 4: Initiate and respond to greetings 	7.1.NM.IPERS.2 7.1.NM.IPERS.4	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: table, desk, pen, chalkboard, book. Use red book p. 13 ● present classroom vocab ● text p. 13 written/ oral ● Practice workbook pp-3 ● partners TPR race ● HW: finish red Writing Audio and Video Activity page 11
<ul style="list-style-type: none"> ● Day 5: Use numbers to talk about age and date 	7.1.NM.IPERS.1	<ul style="list-style-type: none"> ● Problema: Use text p. 274 to put these numbers in order from least to greatest: quince, veinte, trece, treinta, tres ● number vocab ● Quizlet vocab game ● math worksheet ● HW: xword
<ul style="list-style-type: none"> ● Day 5: Use numbers to talk about age and date 	7.1.NM.IPERS.1	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: 15, 20, 7, 6, 12

		<ul style="list-style-type: none"> ● Writing Audio and Video Activity page p. 2&3 ● numbers video (standard deviants)
<ul style="list-style-type: none"> ● Day 6: Describe calendars by practicing vocabulary 	<p>7.1.NM.IPERS.1 7.1.NM.IPRET.1</p>	<ul style="list-style-type: none"> ● Problema: Put these days of the week in order in Spanish. Use the calendar or text p. 16: domingo, viernes, jueves, sabado, miercoles ● calendar video ● days worksheet symbols
<ul style="list-style-type: none"> ● Day 7: Describe calendars by practicing vocabulary 	<p>7.1.NM.IPRET.3</p>	<ul style="list-style-type: none"> ● Problema: Put these days of the week in order in Spanish. Use the calendar or text p. 16: jueves, viernes, lunes, sabado, martes ● Activities:1. wb 4&5 ● birthdays with Toro/wheel ● birthday guessing game ● HW: date worksheet 61 A&B
<ul style="list-style-type: none"> ● Day 8: Describe calendars by practicing vocabulary 	<p>7.1.NM.IPRET.3</p>	<ul style="list-style-type: none"> ● Problema: Type the days of the week in order in Spanish. Start with Sunday ● Practice workbook 6&9 ● text p. 18 #2 ● Writing Audio and Video Activity page p. 4 ● review game
<ul style="list-style-type: none"> ● Day 8: Describe calendars and classrooms 	<p>7.1.NM.IPERS.1</p>	<ul style="list-style-type: none"> ● chapter review/organizer ● review game ● test

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 El Dia de Los Muertos holiday in Mexico

Core Instructional Materials

- culture based texts

Supplemental Materials

- culture based videos

Daily Targets

NJSLS Performance Expectations

Instructional Activities

- Day 1: recognize cultural practices associated with Dia de los Muertos holiday

7.1.NM.IPRET.4

- Analyze video clips and infographic to find observations, patterns and draw conclusions about how and why Dia de los Muertos is celebrated
- [👤 CGI 3D Animated Short Film 👤 : "Dia De Los Muertos" - by Team Whoo Kazoo + Ringling | TheCGBros](#)
- Complete How and Why worksheet

- Day 2: recognize cultural practices associated with Dia de los Muertos holiday

7.1.NM.IPRET.4

- Watch Day of the Dead BrainPop
- <https://www.brainpop.com/topic/day-of-the-dead/movie/>
- Complete Ofrenda worksheet (lg grp)

		<ul style="list-style-type: none"> ● Individual research worksheet
<ul style="list-style-type: none"> ● Day 3: recognize cultural practices associated with Dia de los Muertos holiday 	7.1.NM.PRSNT.5	<ul style="list-style-type: none"> ● Create a cultural artifact (ofrenda) that incorporates elements of the celebration and explains their significance related to Day of the Dead
<ul style="list-style-type: none"> ● Day 4 and 5: recognize cultural practices associated with Dia de los Muertos holiday 	7.1.NM.PRSNT.5	<ul style="list-style-type: none"> ● Watch <i>El Libro de la Vida</i> ● Complete viewing guide

Inclusive concepts

<ul style="list-style-type: none"> ● Interpret some common cultural practices associated with the target culture(s). 7.1.NM.IPRET.4
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Unit Learning Goals

<p>Recognize words and phrases that describe likes, dislikes and personalities</p> <p>Use appropriate descriptive language, grammatical conventions and syntax to describe preferences</p> <p>Analyze the cultural practices for friendship Spanish speaking countries</p>
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Core Instructional Materials

Supplemental Materials

<ul style="list-style-type: none"> ● Textbook: Paso a Paso 1 	<ul style="list-style-type: none"> ● Grammar & culture based videos
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Daily Targets

NJSLs Performance Expectations

Instructional Activities

<ul style="list-style-type: none"> ● Day 1: Express likes and dislikes by practicing vocabulary 	7.1.NM.IPERS.3	<ul style="list-style-type: none"> ● Activate prior knowledge: brainstorm hobbies ● present vocabulary 1-1
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		<ul style="list-style-type: none"> ● Vocab games ● Writing Audio and Video Activity page 5
<ul style="list-style-type: none"> ● Day 2: Express likes and dislikes by practicing vocabulary 	7.1.NM.IPERS.3	<ul style="list-style-type: none"> ● Share “this reminds me of” clues ● Text page 30 & 31 ● Vocab game
<ul style="list-style-type: none"> ● Day 3: Express likes and dislikes by practicing vocabulary 	7.1.NM.IPRET.2 7.1.NM.IPERS.3	<ul style="list-style-type: none"> ● TPR (move sides of the room) ● text p. 30-33 teacher Q&A ● text p. 35 #1, 3 & 4 written ● Vocab game
<ul style="list-style-type: none"> ● Day 4: Express likes and dislikes by practicing vocabulary 	7.1.NM.IPERS.3 7.1.NM.IPRET.3	<ul style="list-style-type: none"> ● Problema: Write 2 things you like to do and 2 things you don’t like to do. Use me gusta and no me gusta. ● Practice workbook p. 1&2 ● Vocab game
<ul style="list-style-type: none"> ● Day 5: Express likes and dislikes by practicing vocabulary 	7.1.NM.IPERS.3 7.1.NM.IPRET.3	<ul style="list-style-type: none"> ● Practice workbook p. 3 ● Review game ● Quiz 1-1
<ul style="list-style-type: none"> ● Day 6: Describe personalities by practicing vocabulary 	7.1.NL.PRSNT.1	<ul style="list-style-type: none"> ● Problema: list 3 adjectives that describe your personality in English ● Copy and define new vocab 1-2 ● Vocab games ● Writing Audio and Video Activity page 7

<ul style="list-style-type: none"> ● Day 7: Describe personalities by practicing vocabulary 	<p>7.1.NM.IPERS.3</p>	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: cautious, stingy, athletic, hardworking, lazy ● Share “this reminds me of clues ● vocab game
<ul style="list-style-type: none"> ● Day 8: Describe personalities by practicing vocabulary 	<p>7.1.NM.IPRET.2 7.1.NM.IPERS.3</p>	<ul style="list-style-type: none"> ● text p. 40 #1-3 oral ● Text p 42 #13, 14 & 16 written ● vocab game
<ul style="list-style-type: none"> ● Day 9: Describe personalities by practicing vocabulary 	<p>7.1.NM.IPERS.3 7.1.NM.IPRET.3</p>	<ul style="list-style-type: none"> ● Practice workbook p. 1-4, 1-5 ● vocab game ● quiz
<ul style="list-style-type: none"> ● Day 10: Describe personalities by using adjectives 	<p>7.1.NM.IPERS.1</p>	<ul style="list-style-type: none"> ● Red text 48 B & C ● text p. 50 & 51 ● Practice workbook 1-6, 1-7 ● symbols worksheet
<ul style="list-style-type: none"> ● Day 11: Compare personalities and preferences 	<p>7.1.NM.IPRET.3</p>	<ul style="list-style-type: none"> ● Problema: Find the errors in these sentences: Me gusta ordenada también. Yo soy nadar. ● text p. 55&56, Text p. 58 written ● Practice workbook 1-8, 1-9 ● vocab game ● Writing Audio and Video Activity page 8
<ul style="list-style-type: none"> ● Day 12 to 15: Express likes and describe personalities 	<p>7.1.NM.IPERS.1 7.1.NM.IPERS.3</p>	<ul style="list-style-type: none"> ● Test review

		<ul style="list-style-type: none"> ● Test ● Write Yo Soy paragraph
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Inclusive concepts
<ul style="list-style-type: none"> ● Interpret some common cultural practices associated with the target culture(s). 7.1.NM.IPRET.4

Unit Learning Goals
<p>Recognize words and phrases that describe school schedules</p> <p>Use appropriate descriptive language, grammatical conventions and syntax to describe classes and classroom objects and people</p> <p>Analyze the cultural practices for education in Spanish speaking countries</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Online benchmark assessment resource 	<ul style="list-style-type: none"> ● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Describe a schedule by practicing vocabulary 	7.1.NM.IPRET.1	<ul style="list-style-type: none"> ● Problema: Text p. 66 list 2 similarities and 2 differences ● present new vocab ● oral check ● Vocab games ● HW: matching worksheet

<ul style="list-style-type: none"> ● Day 2: Describe a schedule by practicing vocabulary 	7.1.NM.IPRET.3	<ul style="list-style-type: none"> ● Problema: List 5 “this reminds me of” clues for list 2-1 ● flash card games continued ● text p 68-71 oral ● text p. 73 written ● HW: WA 11
<ul style="list-style-type: none"> ● Day 3: Describe a schedule by practicing vocabulary 	7.1.NM.IPRET.3	<ul style="list-style-type: none"> ● Problema: List 5 classes in Spanish from favorite to least favorite ● Practice workbook 2-1, 2-2 (lg grp) ● Quien tienes game ● 10,000 pyramid game ● mochila worksheet
<ul style="list-style-type: none"> ● Day 4: Describe a schedule by practicing vocabulary 	7.1.NM.IPRET.3	<ul style="list-style-type: none"> ● Problema: unscramble and translate (Claimhalo Palacerat Cleanedour Aseasclinic hearoilor) ● mochila project ● mochila worksheet
<ul style="list-style-type: none"> ● Day 5: Describe a schedule by practicing vocabulary 	7.1.NM.IPRET.4	<ul style="list-style-type: none"> ● Cultural Perspective text p. 74/75 ● vocab game ● Quiz 2-1
<ul style="list-style-type: none"> ● Day 6: Describe a schedule by using time 	7.1.NM.IPRET.2	<ul style="list-style-type: none"> ● Problema: Put these numbers in order from greatest to least: veinte y cinco, treinta y siete, veinte y tres, once, catorce ● DI time, text p. 76-79 ● clocks/ teacher Q&A

		<ul style="list-style-type: none"> ● time game
<ul style="list-style-type: none"> ● Day 7: Describe a schedule by using time 	<p>7.1.NM.IPERS.1 7.1.NM.IPERS.2</p>	<ul style="list-style-type: none"> ● Problema: Write the following times in Spanish: 2:00, 1:20, 3:30, 4:45, 5:50 ● watch <i>Time the video</i> ● complete viewing guide/quiz ● cat clock game (my Spanish games.com) ● HW: WA 13
<ul style="list-style-type: none"> ● Day 8: Describe a schedule by using time 	<p>7.1.NM.IPERS.1 7.1.NM.IPERS.2</p>	<ul style="list-style-type: none"> ● Problema: Write these times in Spanish: 2:30, 3:45. 11:40, 1:10 ● Practice workbook 2-3, 2-4 ● time review game ● time quiz
<ul style="list-style-type: none"> ● Day 9: Describe people by using subject pronouns 	<p>7.1.NM.PRSNT.4</p>	<ul style="list-style-type: none"> ● Problema: Write the subject of each of these sentences: Mr. Smith runs. Mr. Del Conte jumps. Mrs. Stocker and Mr. Abbott talk. ● DI subject pronouns/foldable ● make flashcards/quizlet ● play vocab games ● Subject pronoun worksheet
<ul style="list-style-type: none"> ● Day 10: Describe people by using subject pronouns 	<p>7.1.NM.IPRET.1 7.1.NM.IPRET.4</p>	<ul style="list-style-type: none"> ● Problema: Problema: ABC order in Spanish: I, he, she, we, they, you informal ● song (do re mi) ● video (DVD)- with illustrated chart to define/tally ● ball game (flash cards)

		<ul style="list-style-type: none"> ● mall worksheet
<ul style="list-style-type: none"> ● Day 11: Describe people by using subject pronouns 	7.1.NM.IPRET.4	<ul style="list-style-type: none"> ● Problema: Write a Subject pronoun in Spanish for each of these subjects: Kaylee, Alessandro, Jenna and Nick, Diego, Matthew and I ● watch standard deviants video: pronouns ● complete viewing guide ● using pronouns worksheet
<ul style="list-style-type: none"> ● Day 12: Describe people by using subject pronouns 	7.1.NM.IPRET.1	<ul style="list-style-type: none"> ● Problema: text p. 89 #2 ● Practice workbook 2-5, 2-6 ● Subject pronoun chart worksheet ● Subject pronoun review game (dora pelota)
<ul style="list-style-type: none"> ● Day 13: Describe people by using subject pronouns 	7.1.NM.IPRET.3	<ul style="list-style-type: none"> ● Subject pronoun worksheet (alumnos) ● Subject pronoun game: cerca del mundo ● quiz
<ul style="list-style-type: none"> ● Day 14: Describe actions using AR verbs 	7.1.NM.IPRET.1	<ul style="list-style-type: none"> ● Problema: text p. 86 ● AR chart note taking foldable ● AR worksheet (chart)
<ul style="list-style-type: none"> ● Day 15: Describe actions using AR verbs 	7.1.NM.IPRET.1	<ul style="list-style-type: none"> ● Problema: Translate: I swim, you play the guitar, He listens to music, We draw, They skate. ● Finish chart worksheet (bottom) (T/P/S)

		<ul style="list-style-type: none"> ● quizlet live AR verbs
<ul style="list-style-type: none"> ● Day 16: Describe actions using AR verbs 	7.1.NM.IPRET.4	<ul style="list-style-type: none"> ● AR video clips ● SVD dice game
<ul style="list-style-type: none"> ● Day 17: Describe actions using AR verbs 	7.1.NM.IPRET.1	<ul style="list-style-type: none"> ● Problema: Translate: I talk on the telephone, You swim, She draws in art class, We practice sports at 6: 45. ● AR Practice workbook (hablar/trabajar) ● Verb ball game ● AR worksheet
<ul style="list-style-type: none"> ● Day 18: Describe actions using AR verbs 	7.1.NM.IPRET.4	<ul style="list-style-type: none"> ● Standard deviants video (AR verbs Day 6) ● viewing guide ● game ● worksheet
<ul style="list-style-type: none"> ● Day 19: Describe actions using AR verbs 	7.1.NM.IPRET.4	<ul style="list-style-type: none"> ● TD Action verb video Day 7 ● Note taking/ conjugations with dice
<ul style="list-style-type: none"> ● Day 20: Describe actions using AR verbs 	7.1.NM.IPRET.1	<ul style="list-style-type: none"> ● Slides Day 8 ● dice game ● worksheet
<ul style="list-style-type: none"> ● Day 21: Describe actions using AR verbs 	7.1.NM.IPRET.1	<ul style="list-style-type: none"> ● AR verbs Day 9 worksheet ● game ● quiz

<ul style="list-style-type: none"> ● Day 22: Describe actions using AR verbs 	7.1.NM.IPRET.4	<ul style="list-style-type: none"> ● Problema: Write 3 sentences using AR verbs. ● youtube video clips ● verb flowers ● Writing Audio and Video Activity page 14-15 ● Grammar game
<ul style="list-style-type: none"> ● Day 23: Describe actions using AR verbs 	7.1.NM.IPRET.2	<ul style="list-style-type: none"> ● Practice workbook 2-7, 2-8 ● Battleship verb game
<ul style="list-style-type: none"> ● Day 24: Describe a schedule by using articles 	7.1.NM.IPRET.1	<ul style="list-style-type: none"> ● Problema: text p. 94 A and C ● text p 94 (oral) ● text p. 96 written ● Practice workbook. 2-9 ● worksheet 17
<ul style="list-style-type: none"> ● Day 25 and 26 Describe a schedule 	7.1.NM.IPRET.1 7.1.NM.IPERS.1	<ul style="list-style-type: none"> ● Review worksheet ● Game ● Test 2

Inclusive concepts

<ul style="list-style-type: none"> ● Interpret some common cultural practices associated with the target culture(s). 7.1.NM.IPRET.4
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