

Crest Memorial School Curriculum and Pacing Guide	
Grade: 6	Subject Area: Spanish
Adoption Date: 12/1/2011	Revision Date: February 16, 2024

Mission and Vision Statements
<p><i>Mission:</i> 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.</p> <p><i>Vision:</i> An education in world languages fosters a population that:</p> <ul style="list-style-type: none"> • 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
<p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p> <p>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem</p>

21st Century Skills
<p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p>

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

	<ul style="list-style-type: none"> ● 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
Los Pasatiempos	26
La comida	22

La Familia	25
La ropa	22
Las vacaciones	24

Unit Learning Goals

Recognize words and phrases that describe pastimes
 Use appropriate descriptive language, grammatical conventions and syntax to describe leisure time activities
 Analyze the cultural practices for pastimes in Spanish speaking countries

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

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Describe pastimes by practicing vocabulary 	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● Define Vocab List 3-1 ● Quizlet learn ● Vocab game
<ul style="list-style-type: none"> ● Day 2: Describe pastimes by practicing vocabulary 	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Share “this reminds me of” clues ● Vocab game ● Vocab worksheet 3-1
<ul style="list-style-type: none"> ● Day 3: Describe pastimes by practicing vocabulary 	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● text p. 110-111 oral ● text p. 113 written (partners)

		<ul style="list-style-type: none"> ● Vocab game
<ul style="list-style-type: none"> ● Day 4: Describe pastimes by practicing vocabulary 	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Problema: Study ● Practice workbook 3-1, 3-2 ● vocab game ● quiz 3-1
<ul style="list-style-type: none"> ● Day 5: Describe pastimes by practicing vocabulary 	<p>7.1.NH.IPERS.4 7.1.NH.IPERS.1</p>	<ul style="list-style-type: none"> ● Problema: write 2 things in Spanish that you do for fun and 2 things that you have to do ● Define new vocab list (3-2) ● flash cards ● flash card games ● HW: Writing Activity worksheet
<ul style="list-style-type: none"> ● Day 6: Describe pastimes by practicing vocabulary 	<p>7.1.NH.IPERS.2</p>	<ul style="list-style-type: none"> ● Share “this reminds me of” clues ● play vocab game ● HW: 3xs
<ul style="list-style-type: none"> ● Day 7: Describe pastimes by practicing vocabulary 	<p>7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1</p>	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: spring, summer, winter, fall, season ● text p. 118-120 oral ● Writing Activity worksheet 18 ● vocab game
<ul style="list-style-type: none"> ● Day 8: Describe pastimes by practicing vocabulary 	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Practice workbook p. 3-3, 3-4 ● vocab game ● quiz

<ul style="list-style-type: none"> ● Day 9 & 10: Describe pastimes by using IR 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Text p. 126 A ● present IR ● Ven Connmigo worksheet 35 & 36 ● HW: IR chart <p>-----</p> <ul style="list-style-type: none"> ● Problema: Make 4 sentences using go I, you, he, we, gym, park, beach, pool. ● Practice workbook 3-5 ● text/ball game ● IR worksheet
<ul style="list-style-type: none"> ● Day 11: Describe pastimes by using the simple future tense (Ir a + infinitive) 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema:red text 126 B ● Direct instruction Ir+A (text) ● Practice workbook 3-6 ● Ir+ a video
<ul style="list-style-type: none"> ● Day 12: Describe pastimes by using con 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Use your list/book to find the word con. Then do Text 134 B ● Direct instruction: Con ● text p. 135 & 136 #3 ● Practice workbook 3-7 ● Writing Activity worksheet p. 21 ● game (if time) ● HW: finish Writing Activity worksheet p. 21
<ul style="list-style-type: none"> ● Day 13: Describe pastimes by using Estar 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: text 134A ● Direct instruction: Estar ● Ven Connmigo worksheet 31&32 ● grammar game

		<ul style="list-style-type: none"> ● estar worksheet 11
<ul style="list-style-type: none"> ● Day 14: Describe pastimes by using Estar 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Write 3 sentences. Use Estar, I, you, we, sick, tired, busy ● text p. 136 &137 <p>-----</p> <ul style="list-style-type: none"> ● Problema: Write 3 sentences. Use Estar, he, they , you all, at (en), beach, pool, gym ● Practice workbook 3-8, 3-9 ● grammar game ● HW IR worksheet 19
<ul style="list-style-type: none"> ● Day 15: Describe pastimes by using Estar 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Write 5 different sentences using the verb ESTAR and the places on p. 116 ● Teacher's Complete Spanish Handbook worksheet p. 95-97 ● estar video/note taking ● Writing Activity worksheet 21-22
<ul style="list-style-type: none"> ● Day 16: Describe pastimes by using Estar and Ir 	<p>7.1.NH.IPRET.2 7.1.NH.IPRET.1</p>	<ul style="list-style-type: none"> ● Problema: Translate: I go to the park. You are in (en) the gym. He goes to the beach. We are in the pool. ● Magic Kingdom small group scavenger hunt
<ul style="list-style-type: none"> ● Day 17 and 18: Describe pastimes 	<p>7.1.NH.PRSNT.3</p>	<ul style="list-style-type: none"> ● Problema: Problema: Look through your passport. Find 2 nouns, 2 verbs and 2 excuses in Spanish ● chapter review

		<ul style="list-style-type: none"> ● Chapter test
<ul style="list-style-type: none"> ● Day 19 and 20: Describe pastimes 	7.1.NH.IPERS.2 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Silla caliente
<ul style="list-style-type: none"> ● Day 21 and 22: Describe a sport in detail 	7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Hazlo: write in Spanish 2 sports you play or have ever played and 1 sport you do not play ● Move to 4 corners: water sports, cold weather sports, indoor sports, outdoor sports ● Brainstorm lists ● translate ● choose sport, start project ● Project work
<ul style="list-style-type: none"> ● Day 23: Describe a sport in detail 	7.1.NH.IPRET.2 7.1.NH.IPRET.1	<ul style="list-style-type: none"> ● text 140 answer using prior knowledge ● large group reading ● text p. 140 and 141 ● baseball card using big huge labs
<ul style="list-style-type: none"> ● Day 24 to 26: Recognize some common gestures and cultural practices associated with pastimes in the target culture 	7.1.NH.IPRET.4	<ul style="list-style-type: none"> ● Watch video <i>Juego de Béisbol</i>

Inclusive concepts

- Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.6

Unit Learning Goals

Recognize words and phrases that describe meals
 Use appropriate descriptive language, grammatical conventions and syntax to describe meals
 Analyze the cultural practices for meals in Spanish speaking countries

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

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Describe meals by practicing vocabulary 	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● Problema: text p. 146 answer each question in English (3) ● Define Vocab List 4-1 ● Quizlet learn ● Vocab game
<ul style="list-style-type: none"> ● Day 2: Describe meals by practicing vocabulary 	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Share “this reminds me of” clues ● Vocab game ● Vocab worksheet 4-1
<ul style="list-style-type: none"> ● Day 3: Describe meals by practicing vocabulary 	7.1.NH.IPERS.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● Problema: Write the Spanish word for each of the 3 meals. Then write your favorite thing to eat for each of those meals. ● text p. 150-153 ● Vocab game
<ul style="list-style-type: none"> ● Day 4: Describe meals by practicing vocabulary 	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Practice workbook 4-1, 4-2 ● vocab review game

		<ul style="list-style-type: none"> ● prueba 4-1
<ul style="list-style-type: none"> ● Day 5: Describe meals by practicing vocabulary 	<p>7.1.NH.IPERS.4 7.1.NH.IPERS.1</p>	<ul style="list-style-type: none"> ● Read the note on p. 153. Write 2 meals she is shopping for. Write what meal is missing. Write something she could buy for the missing meal ● Define Vocab List 4-2 ● Quizlet learn ● Vocab game
<ul style="list-style-type: none"> ● Day 6: Describe meals by practicing vocabulary 	<p>7.1.NH.IPERS.2</p>	<ul style="list-style-type: none"> ● Share “this reminds me of” clues ● Vocab game ● Vocab worksheet 4-2
<ul style="list-style-type: none"> ● Day 7: Describe meals by practicing vocabulary 	<p>7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1</p>	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: carrots, green beans, peas, onions, lettuce ● text p. 154-59 oral ● text p. 160-1 written ● Vocab game: sueños en el cesto
<ul style="list-style-type: none"> ● Day 8: Describe meals by practicing vocabulary 	<p>7.1.NH.IPRET.2 7.1.NH.IPRET.1</p>	<ul style="list-style-type: none"> ● Problema: Use the blue box on p. 157 to translate: I should eat some peas. They are delicious and good for your health. ● food video/ note taking ● Vocab game: voice game
<ul style="list-style-type: none"> ● Day 9: Describe meals by practicing vocabulary 	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Practice workbook 4-3, 4-4 ● vocab game ● quiz 4-2

<ul style="list-style-type: none"> ● Day 10: Describe meals by using plural nouns and articles 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5 7.1.NH.IPRET.1</p>	<ul style="list-style-type: none"> ● Problema: Use list 4-2 in your passport to write 5 plural nouns in Spanish and English ● read 167 lg grp ● Ven Connigo worksheet 11 ● smart board sort los/las ● gusta gustan sort ● foldable sort with 20 words
<ul style="list-style-type: none"> ● Day 11: Describe meals by using plural nouns and adjectives 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Write these foods in Spanish in a plural form: The apple, the carrot, the peas, the green beans, the onion ● Practice workbook 4-5 ● I spy game ● Teacher's Complete Spanish Handbook worksheet 63-66
<ul style="list-style-type: none"> ● Day 12: Describe meals by using plural nouns and adjectives 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Write these foods in Spanish in a plural form: (use unos or unas for some) A grape, an orange, a banana, a potato, a soda ● Or Problema: text p. 166 A bullet 1 4 examples ● Ven Connigo worksheet 25 (adjective agreement) ● Practice workbook 4-6 ● plural nouns game (cuatro rincones/ kahoot) HW: adjective chart
<ul style="list-style-type: none"> ● Day 13 and 14: Describe meals by using plural nouns and adjectives 	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.3</p>	<ul style="list-style-type: none"> ● Problema: Write these foods in Spanish in a plural form: the grape, the orange,

		<ul style="list-style-type: none"> the banana, the potato, the soda ● adjective agreement kahoot ● Problema: make any corrections to these phrases: <ul style="list-style-type: none"> ○ los sopas bueno ○ La platano verda ○ El manzanas rojos ● restaurant review
● Day 15: Describe meals by using ER verbs	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: text p. 174 A ● Direct instruction ER verbs/ note taking ● text 175-177 oral ● ER verb video ● HW: Writing Activity worksheet 27
● Day 16: Describe meals by using ER verbs	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: Writing Activity worksheet 26 F- Write the person, the correct form of COMER and the food. Example: Juan no come papas fritas ● text p. 178 & 179 ● Practice workbook 4-9 ● dice game ● HW: Spanish Verb Drills ER verbs xwd/chart
● Day 17 and 18: Describe meals	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> ● Problema: Write a subject pronoun in Spanish for each compound subject: Tu y yo, Crew y yo, Layla y Emma, Sergio y Levi, Ryan y usted ● Writing Activity worksheet 27- follow

		<p>the model. Use text p. 148-157 if you don't know the pictures</p> <ul style="list-style-type: none"> ● Chapter review ● Chapter test
<ul style="list-style-type: none"> ● Day 19 and 20: Describe meals 	<p>7.1.NH.IPERS.2 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Silla Caliente
<ul style="list-style-type: none"> ● Day 21 and 22: Describe meals 	<p>7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● My Food Plate Project

Inclusive concepts

<ul style="list-style-type: none"> ● Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.6
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Unit Learning Goals

<p>Recognize words and phrases that describe families Use appropriate descriptive language, grammatical conventions and syntax to describe families Analyze the cultural practices for family gatherings and values in Spanish speaking countries</p>

Core Instructional Materials

<ul style="list-style-type: none"> ● Textbook : Paso a Paso 1 	<p style="text-align: center;">Supplemental Materials</p> <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: Describe families by practicing vocabulary 	<p>7.1.NH.IPERS.4 7.1.NH.IPERS.1</p>	<ul style="list-style-type: none"> ● Problema: Answer questions on p. 188
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		<ul style="list-style-type: none"> ● Define Vocab List 5-1 ● Quizlet learn ● Vocab game
● Day 2: Describe families by practicing vocabulary	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Share “this reminds me of” clues ● Vocab game ● Vocab worksheet 5-1
● Day 3: Describe families by practicing vocabulary	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: son, grandmother, uncle, sister, boy cousin ● la familia video/ note taking ● text p. 192-195 oral/ partners ● text p. 196 written ● Vocab game
● Day 4: Describe families by practicing vocabulary	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Practice workbook 5-1, 5-2 ● vocab review game ● prueba 5-1
● Day 5: Describe families by practicing vocabulary	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● Problema: Put these numbers in order from least to greatest in Spanish: 90, 70, 60, 100, 80 (Use red text p. 191) ● Define Vocab List 5-2 ● Quizlet learn ● Vocab game
● Day 6: Describe families by practicing vocabulary	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Share “this reminds me of” clues ● Vocab game ● Vocab worksheet 5-2

<ul style="list-style-type: none"> ● Day 7: Describe families by practicing vocabulary 	<p>7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1</p>	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: blonde, brunette, gray hair, red hair, twins ● text p. 202 oral ● text p. 204 (dry erase) p. 206-207 (name/description number) ● vocabulary game (quizlet live)
<ul style="list-style-type: none"> ● Day 8: Describe families by practicing vocabulary 	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Practice workbook 5-3, 5-4 ● vocab review game ● prueba 5-2
<ul style="list-style-type: none"> ● Day 9: Describe families by using tener 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: text p. 210 A ● Direct instruction tener: Text p. 210-212 oral ● Practice workbook p. 5-5 ● sp ball game w/ tener ● tener worksheet / Writing Activity worksheet 49
<ul style="list-style-type: none"> ● Day 10: Describe families by using tener 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: translate. I have a pencil. You have blue eyes. We have blonde hair. ● Teacher's Complete Spanish Handbook worksheet tener worksheet (lg grp) ● Quien es game ● Spanish Is Fun tener worksheet 340
<ul style="list-style-type: none"> ● Day 11: Describe families by using tener 	<p>7.1.NH.IPERS.2 7.1.NH.IPRET.5</p>	<ul style="list-style-type: none"> ● Problema: Write 5 sentences using tener.

	7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● text p. 212 #3&4 (writing comparisons using tener: Fill out for themselves, 1:30 to interview 2 friends (3:00 total), then model/write sentences, share with partners, share a similarity with me (they have blue eyes) ● grammar verb game
● Day 12: Describe families by using ser	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: Text p. 210 B&C ● Direct instruction SER ● text p. 213-214 ● Practice workbook 5-6 ● sp ball game with “ser”
● Day 13: Describe families by using ser	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: Translate: I am, you have, he is, she has, we are ● Teacher's Complete Spanish Handbook worksheet packet (ser) in partners ● kahoot game with ser ● ser stations/ Writing Activity worksheet 51 (quizlet, ping pong, basketball, smartboard)
● Day 14: Describe families by using ser	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Practice workbook 5-7 ● quizlet live ● Quiz
● Day 15: Describe families by using ser	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: text p. 218 A & B ● Direct instruction possessive adjectives (singular) text p. 218 C-219 ● Ven Conmigo worksheet 43

		<ul style="list-style-type: none"> ● Practice workbook p 5-8 ● PA quizlet game ● HW: PA translation worksheet
<ul style="list-style-type: none"> ● Day 16: Describe families by using ser 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: translate: my mom, your dad, his sister, my aunts, her cousins, your grandparents ● Practice workbook 5-9, 5-10 ● Writing Activity worksheet 34 ● quizlet live ● hw: Teacher's Complete Spanish Handbook worksheet 157 & 158
<ul style="list-style-type: none"> ● Day 17 and 18: Describe families 	<p>7.1.NH.PRSNT.3</p>	<ul style="list-style-type: none"> ● Chapter review ● Chapter test
<ul style="list-style-type: none"> ● Day 19 to 21: Describe families 	<p>7.1.NH.IPRET.7 7.1.NH.IPRET.1</p>	<ul style="list-style-type: none"> ● Problema: Compare the 2 photos on p. 208 in the red text. List one similarity and 2 differences in English. ● Youtube clip: Carmen Lomas Garza ● Read selection from <i>Family Pictures</i> by Carmen Lomas Garza ● Describe the painting <i>Sandia</i> by Carmen Lomas Garza (member, age, hair, physical description, personality) ● Share descriptions
<ul style="list-style-type: none"> ● Day 22 and 23: Describe families 	<p>7.1.NH.IPERS.2 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Silla Caliente

<ul style="list-style-type: none"> • Day 24 and 25: Describe families 	7.1.NH.IPRET.7	<ul style="list-style-type: none"> • Watch Family Video • Write sentences based on characters
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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.NH.IPRET.6
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Unit Learning Goals

<p>Recognize words and phrases that describe clothing (color, fit, cost) Use appropriate descriptive language, grammatical conventions and syntax to describe clothing Analyze the cultural practices for shopping in 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: Describe clothing by practicing vocabulary 	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> • Define Vocab List 6 • Quizlet learn • Vocab game
<ul style="list-style-type: none"> • Day 2: Describe clothing by practicing vocabulary 	7.1.NH.IPERS.2	<ul style="list-style-type: none"> • Share “this reminds me of” clues • Vocab game • Vocab worksheet 6

<ul style="list-style-type: none"> ● Day 3: Describe clothing by practicing vocabulary 	<p>7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1</p>	<ul style="list-style-type: none"> ● Problema: Write 5 "This reminds me of clues" for list 6 ● text p. 234-237 oral, 238 written ● Vocab game ● Writing Activity worksheet 35
<ul style="list-style-type: none"> ● Day 4: Describe clothing by practicing vocabulary 	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: socks, bargain, sweatshirt, department store, expensive ● Practice workbook 6-1, 6-2 ● clothing video ● board race game
<ul style="list-style-type: none"> ● Day 5: Describe clothing by practicing vocabulary 	<p>7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1</p>	<ul style="list-style-type: none"> ● Problema: read text p. 240 answer #1&2 on p. 241 ● text p. 244-245 (oral) ● text p. 246 & 247 written ● vocab game (i spy)
<ul style="list-style-type: none"> ● Day 6: Describe clothing by practicing vocabulary 	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Practice workbook 6-3, 6-4 ● vocab review game ● prueba 6
<ul style="list-style-type: none"> ● Day 7 and 8: Describe clothing by using adjectives 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: text p. 252 A ● Direct Instruction: Poster ● text p. 253 #2 written ● Practice workbook 6-5 ----- ● Writing Activity worksheet 37 written ● Kahoot 6-5 ● HW: worksheet 20-21

<ul style="list-style-type: none"> ● Day 9: Describe clothing by using adjectives 	<p>7.1.NH.IPRET.1</p>	<ul style="list-style-type: none"> ● El revoltijo activity (small groups) ● make color/ adj list ● scavenger hunt ● label poster
<ul style="list-style-type: none"> ● Day 10 and 11: Describe clothing by using demonstrative adjectives 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● problema 252 B ● Direct instruction demonstrative adj voc/ note taking ● Ven Connmigo worksheet 59 ● 3xs hw ----- ● graphic organizer ● workbook 6-6 ● demonstrative adj game
<ul style="list-style-type: none"> ● Day 12: Describe clothing by using demonstrative adjectives 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Translate: This shirt, that blouse, these socks, those shoes ● text p. 255 oral ● watch demonstrative adj video ● complete viewing guide
<ul style="list-style-type: none"> ● Day 13: Describe clothing by using demonstrative adjectives 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Translate: This sweatshirt, that skirt, these sneakers, those shorts ● Teacher's Complete Spanish Handbook worksheet 282 & 284 ● demonstrative adjective kahoot ● sacrifice game
<ul style="list-style-type: none"> ● Day 14 and 15: Describe clothing by using direct object pronouns 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Find the direct object in

		<p>these sentences: Give the shoes to me. Give them to me. Bring the jacket to school. Bring it to school. (*The direct object receives the action of the verb)</p> <ul style="list-style-type: none"> • Direct instruction direct object pronouns (it) • note taking/graphic organizer • text p. 261-263 (oral) • Practice workbook p. 6-7, 6-8 • HW Writing Activity worksheet 59/60 or 39
<ul style="list-style-type: none"> • Day 16 and 17: Describe clothing 	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> • Problema: match the nouns to the direct object pronouns that could replace them: <p>Lo camisas</p> <p>La zapatos</p> <p>Los chaqueta</p> <p>Las sueter</p> <ul style="list-style-type: none"> • Chapter review • Chapter test
<ul style="list-style-type: none"> • Day 18 to 20: Describe clothing 	7.1.NH.IPERS.1	<ul style="list-style-type: none"> • Create clothing catalog
<ul style="list-style-type: none"> • Day 21 to 22: Describe clothing 	7.1.NH.IPERS.2 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> • Problema: find 6 errors in these phrases: la pantalones gris Los camisa blanco El faldas verdas

		<ul style="list-style-type: none"> ● silla caliente
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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.NH.IPRET.6

Unit Learning Goals
<p>Recognize words and phrases that describe vacations Use appropriate descriptive language, grammatical conventions and syntax to describe vacations Analyze the cultural practices for vacationing in Spanish speaking countries</p>

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

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Describe vacations by practicing vocabulary 	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● Define Vocab List 7-1 ● Quizlet learn ● Vocab game
<ul style="list-style-type: none"> ● Day 2: Describe vacations by practicing vocabulary 	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Share “this reminds me of” clues ● Vocab game ● Vocab worksheet 7-1

<ul style="list-style-type: none"> ● Day 3: Describe vacations by practicing vocabulary 	<p>7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1</p>	<ul style="list-style-type: none"> ● Problema: unscramble and translate: Alasactasrat Abeatenposer Slantasmooan Overallcapitals Stolemoral ● text p. 24-27 oral ● dice activity with preferir worksheet or quizlet games ● board race
<ul style="list-style-type: none"> ● Day 4: Describe vacations by practicing vocabulary 	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Practice workbook 7-1, 7-2 ● vocab review game ● prueba 7-1
<ul style="list-style-type: none"> ● Day 5: Describe vacations by practicing vocabulary 	<p>7.1.NH.IPERS.4 7.1.NH.IPERS.1</p>	<ul style="list-style-type: none"> ● Define Vocab List 7-2 ● Quizlet learn ● Vocab game
<ul style="list-style-type: none"> ● Day 6: Describe families by practicing vocabulary 	<p>7.1.NH.IPERS.2</p>	<ul style="list-style-type: none"> ● Share “this reminds me of” clues ● Vocab game ● Vocab worksheet 7-2
<ul style="list-style-type: none"> ● Day 7: Describe vacations by practicing vocabulary 	<p>7.1.NH.IPRET.3 7.1.NH.IPERS.3</p>	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: scarf,

	7.1.NH.PRSNT.1	<ul style="list-style-type: none"> rain coat, hat, gloves, boots ● text 34-35 oral ● vocab stations ● quizlet live
● Day 8: Describe vacations by practicing vocabulary	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● Problema: Write something in Spanish that you can wear for each of these weather conditions: Hace calor, hace frío, hace fresco, llueve, nieva ● la MALETA introductions ● el tiempo video ● vocab review game (sacrifique)
● Day 9: Describe vacations by practicing vocabulary	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Practice workbook 7-3,7-4 ● vocab review game ● prueba 7-2
● Day 10: Describe vacations by using poder	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Direct instruction poder notes (blue sheet) ● text p. 43&44 ● Practice workbook 7-5 ● verb game ● HW: TRANSLATION SHEET (TCHS)
● Day 11: Describe vacations	7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● Present the unpacking of a suitcase for a vacation
● Day 12: Describe vacations by using querer and pensar	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: text p. 42 A &D ● Direct instruction querer/pensar text p.

		<ul style="list-style-type: none"> 45&46 Practice workbook 7-7, verb ball game
<ul style="list-style-type: none"> Day 13: Describe vacations by using para + infinitive 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> Direct instruction para + infinitive(text p. 50&52) Practice workbook 7-6 escribir text p. 52 #3&4 Writing Activity worksheet 44 grammar game
<ul style="list-style-type: none"> Day 14: Describe vacations by using personal a 	<p>7.1.NH.IPRET.5 7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> Problema: text p. 50 C Direct instruction la a personal (text p. 53/54 oral) Practice workbook 7-9, 7-10 Writing Activity worksheet grammar game
<ul style="list-style-type: none"> Day 15 and 16: Describe vacations 	<p>7.1.NH.PRSNT.3</p>	<ul style="list-style-type: none"> Problema: Writing Activity worksheet 46 G: Write “Felipe” then “busca” then whatever he’s looking for. Add an “a” if he’s looking for a person. Chapter review Chapter test
<ul style="list-style-type: none"> Day 17-20 Describe vacations 	<p>7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> Spain Travel Project
<ul style="list-style-type: none"> Day 21 and 22 Describe vacations 	<p>7.1.NH.IPERS.2 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> silla caliente
<ul style="list-style-type: none"> Day 23 and 24 Describe vacations 	<p>7.1.NH.IPRET.4</p>	<ul style="list-style-type: none"> Watch Travel Video

Inclusive concepts

- Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.6