

Crest Memorial School Curriculum and Pacing Guide	
Grade: 7	Subject Area: Spanish
Adoption Date: 4/1//14	Revision Date: February 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. 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	<ul style="list-style-type: none"> <li>● follow 504/IEP accommodations</li> <li>● create visual word wall with labels</li> <li>● highlight and define important vocabulary</li> <li>● ask yes/no questions</li> <li>● provide sentence frames or sentence stems</li> <li>● allow for use of pictures</li> <li>● create a word map</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● create visual word wall with labels</li> <li>● highlight and define important vocabulary</li> <li>● ask yes/no questions</li> <li>● provide sentence frames or sentence stems</li> <li>● allow for use of pictures</li> <li>● create a word map</li> </ul>
Students At-Risk of Failure	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> <li>● Use mnemonic devices</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>

Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>
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<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Oral place presentation</li> <li>● End of unit textbook comprehension test</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● End of unit textbook comprehension test</li> <li>● Projects</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Projects</li> </ul>

<b>Pacing Guide</b>	
Unit Title	Number of days
La casa	25
El cuerpo	20
La ciudad	24
Lo que te gustaría ver	23
El restaurante mexicano	22

El medio ambiente	18
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Unit Learning Goals
Recognize words and phrases that describe where you live Use appropriate descriptive language, grammatical conventions and syntax to describe houses and household chores Analyze the use of patios and casitas in Spanish speaking countries

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Paso a Paso</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar &amp; culture based videos</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Describe a house and chores	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: Text 64 Give one way they are similar and one way they are different</li> <li>● define vocab list</li> <li>● create flashcards/quizlet</li> <li>● play flashcard games/quizlet</li> </ul>
Day 2: Describe a house and chores	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Share clues</li> <li>● Vocab game</li> </ul>
Day 3: Describe a house and chores	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: list 4 chores in Spanish that you do at your house</li> <li>● text p. 68 and 69 oral</li> <li>● p. 70 written (in partners)</li> <li>● Writing Audio and Video Activities 48</li> <li>● vocab game</li> </ul>
Day 4: Describe a house and chores	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Practice Workbook 8-1/8-2</li> </ul>

		<ul style="list-style-type: none"> <li>● toro game/ sink or swim</li> <li>● vocab quiz</li> </ul>
Day 5: Describe a house and chores	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: Name a chore that can be done in each of these rooms: lavadero, cocina, dormitorio, sala, baño</li> <li>● Present vocab list</li> <li>● make flash cards</li> <li>● Quizlet games</li> </ul>
Day 6: Describe a house and chores	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Share clues</li> <li>● Vocab game</li> </ul>
Day 7: Describe a house and chores	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: ABC order in Spanish square, wood, leather, dresser, closet</li> <li>● text p. 76 &amp; 77 oral</li> <li>● vocab game</li> <li>● WA 47</li> </ul>
Day 8: Describe a house and chores	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Problema: read green text p. 78. Write top bottom or middle based on the reading. Then write 2 phrases from the reading that prove you're right</li> <li>● la casa video with T chart</li> <li>● Vocab game</li> </ul>
Day 9: Describe a house and chores	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Practice Workbook 8-3, 8-4</li> <li>● vocabulary game</li> <li>● vocab quiz 8-2</li> </ul>
Day 10: Use Poner and Hacer to describe a house and chores	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: text p. 84</li> <li>● poner/hacer</li> </ul>

		<ul style="list-style-type: none"> <li>● text p. 85- 87 #3 oral</li> <li>● Practice Workbook p. 8-5</li> <li>● verb game</li> <li>● HW: Writing Audio and Video Activities 49</li> </ul>
Day 10: Use -ir verbs to describe where you live	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: text p. 90 A</li> <li>● Direct Instruction -IR verbs</li> <li>● text p. 90-92</li> <li>● pkt p 8-6</li> <li>● verb dice game</li> </ul>
Day 11 and 12: Use -ir verbs to describe where you live	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: use vivir with yo to say what you live near (cerca de) and far (lejos de) then do it for a friend.</li> <li>● Create maps of Wildwood Crest using “cerca de and lejos de “</li> <li>● Write paragraphs describing map</li> </ul>
Day 13: Use preferir to describe houses and household chores	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: text p. 90 B</li> <li>● Direct Instruction preferir/ text p. 93</li> <li>● Practice Workbook 8-7</li> <li>● preferir kahoot</li> </ul>
Day 14: Use possessive adjectives to describe a house	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● VCM worksheet</li> <li>● Direct Instruction possessive adjectives (text p. 95, 97)</li> <li>● pkt p. 8-8, 8-9</li> <li>● Possessive adj. worksheet</li> </ul>
Day 15: Use possessive adjectives to describe a house	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: Match these nouns with a possessive adjective: My, his, their, our,</li> </ul>

		lamps, chair, mirror, tables <ul style="list-style-type: none"> <li>● ctsh 157-161 partners</li> <li>● game kahoot/quizlet</li> <li>● Possessive adj worksheet</li> </ul>
Day 16: Use possessive adjectives to describe a house	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: text p. 95 #7 a-e Write the possessive adjective and the word amigo</li> <li>● Ed puzzle video: Possessive adjectives</li> <li>● complete viewing guide (standard deviants)</li> </ul>
Day 17: Use possessive adjectives to describe a house	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Possessive adj quack video</li> <li>● note taking</li> <li>● possessive adj. game (sacrifique)</li> </ul>
Day 18-20: Describe a house and chores	7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Test review</li> <li>● Chapter 8 test</li> </ul>
Day 21-22: Describe houses and chores	7.1.NH.IPERS.2 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Silla caliente</li> </ul>
Day 23: Compare and contrast houses and homes in Spanish speaking countries	7.1.NH.IPRET.6	<ul style="list-style-type: none"> <li>● House Hunters Video</li> </ul>
Day 24-26: Discuss use of and describe patios	7.1.NH.IPRET.6	<ul style="list-style-type: none"> <li>● Problema: read p. 72 patios. Answer p. 73 #1&amp;2</li> <li>● Actividad cultural: visit site Festival de los Patios Cordobeses.</li> <li>● complete website guide</li> <li>● design patio</li> </ul>

Day 25: Describe houses and chores	7.1.NH.IPRET.7	<ul style="list-style-type: none"> <li>• La casa drawing activity</li> </ul>
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**Inclusive concepts**

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 how you're feeling and tell where you're hurt</p> <p>Use appropriate descriptive language, grammatical conventions and syntax to describe how you're feeling</p> <p>Analyze the cultural practice of dance and physical wellbeing</p>
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**Core Instructional Materials**

<ul style="list-style-type: none"> <li>• Paso a Paso</li> </ul>	<b>Supplemental Materials</b>
	<ul style="list-style-type: none"> <li>• Grammar &amp; culture based videos</li> </ul>

**Daily Targets**

**NJSLS Performance Expectations**

**Instructional Activities**

Day 1: Describe how you're feeling	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>• Problema: Look at the pictures on Text p. 106 and answer the questions in the yellow box</li> <li>• present new vocab: to name parts of the body</li> <li>• play quizlet games</li> <li>• HW Writing Audio and Video Activities 53</li> </ul>
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Day 2: Describe how you're feeling	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Problema: Think of 5 "this reminds me of clues" for list 9-1</li> <li>● Vocab game</li> </ul>
Day 3: Describe how you're feeling	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: ABC order in Spanish</li> <li>● text p. 110-111 oral</li> <li>● text p. 112 written</li> <li>● Quizlet Live</li> </ul>
Day 4: Describe how you're feeling	7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● El extraterrestre drawing activity</li> </ul>
Day 5: Describe how you're feeling	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Practice Workbook 9-1, 9-2</li> <li>● review game</li> <li>● quiz 9-1</li> </ul>
Day 6: Describe how you're feeling	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: list 5 body parts in Spanish that are plural</li> <li>● create flash cards</li> <li>● play flashcard games</li> <li>● vocab worksheet</li> </ul>
Day 7: Describe how you're feeling	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Problema: Think of 5 "this reminds me of clues" for list 9-2</li> <li>● Vocab game</li> </ul>
Day 8: Describe how you're feeling	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: ABC order in Spanish: to take, still, now, worse, better</li> <li>● text p. 118-121</li> </ul>

		<ul style="list-style-type: none"> <li>● quizlet live</li> </ul>
Day 9: Describe how you're feeling	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Practice Workbook 9-3, 9-4</li> <li>● review game: cerca del mundo</li> <li>● quiz 9-2</li> </ul>
Day 9: Use dormir to talk about sleep habits	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Present verb "Dormir"</li> <li>● Text p. 127 oral</li> <li>● pkt p. 9-5</li> <li>● sp ball game</li> <li>● dormir/poder worksheet</li> </ul>
Day 10: Use indirect object pronouns to say what hurts	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: Translate: Me gusta ayudar en casa. Te encantan las uvas.</li> <li>● El complemento directo (gusta) Direct Instruction with chart (me-me, te-you, le-him/her) duele 1, duelen +1</li> <li>● pkt 9-6, 9-7</li> <li>● HW WA 34 Green</li> </ul>
Day 11: Use the phrase hace...que to talk about a length of time	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: Read the 2nd box on text p. 132. What 3 words come after si? What word comes before me? What hurts the centipede? How long has it hurt him?</li> <li>● Direct Instruction sustantivacion de adjetivos y "hace que"</li> <li>● text p. 132-136</li> <li>● pkt p. 9-8, 9-9</li> </ul>
Day 12: Describe how you're feeling	7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: Use your notes from yesterday to complete this conversation: ¿Cuanto _____ hace _____ te _____ el</li> </ul>

		<ul style="list-style-type: none"> <li>ojo?___ duele hace dos _____.</li> <li>Chapter Review game</li> </ul>
Day 13: Describe how you're feeling	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> <li>Chapter 9 test</li> </ul>
Day 14 and 15: Describe how you're feeling	7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>Problema: text p. 129 #5 Name what body part would be hurt and would keep that person from doing the activity</li> <li>Alien Project</li> </ul>
Day 16 and 17: Describe how you're feeling	7.1.NH.IPERS.2 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>Hot seat role play doctor and patient</li> </ul>
Day 17- 20 describe wellness practices including dance	7.1.NH.IPRET.4	<ul style="list-style-type: none"> <li>Watch cultural dance videos (Flamenco, Salsa &amp; Tejano)</li> </ul>

### 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 a city  
 Use appropriate descriptive language, grammatical conventions and syntax to describe places you went to and actions you completed in a city  
 Analyze the cultural similarities and differences between cities in the U.S. and Spanish speaking cities

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>Paso a Paso</li> </ul>	<ul style="list-style-type: none"> <li>Grammar &amp; culture based videos</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Describe a city	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: Name the last 3 errands that you did in English. Look on text p. 146 and 147. Do any of them match the photos?</li> <li>● present new vocabulary</li> <li>● make flash cards</li> <li>● play flash card games</li> </ul>
Day 2: Describe a city	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Make connections to target language</li> <li>● T-chart activity</li> <li>● Practice vocabulary through classroom games</li> </ul>
Day 3: Describe a city	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Problema: Study</li> <li>● Practice Workbook 10-1, 10-2</li> <li>● review game</li> <li>● vocabulary quiz</li> </ul>
Day 4: Describe a city	7.1.NH.IPERS.1 7.1.NH.IPRET.2 7.1.NH.IPRET.4	<ul style="list-style-type: none"> <li>● Problema: Write these numbers in Spanish: 200, 300, 400, 500, 600</li> <li>● perspective cultural: Spanish-speaking communities in the US text p. 154</li> <li>● los numeros worksheet</li> <li>● quizlet live</li> <li>● HW finish numbers worksheet</li> </ul>
Day 5: Describe a city	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Problema: Write these numbers in Spanish: 700, 800, 900, 1,000, 350</li> <li>● standard deviants numbers video clip</li> <li>● standard deviants worksheet</li> <li>● trivia game with numbers/white boards</li> <li>● HW: numbers worksheet “numbers and</li> </ul>

		counting”
Day 5: Describe a city	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● TCSH numbers worksheet</li> <li>● review game (flip boards in partners)</li> <li>● numbers quiz</li> <li>● auction activity explanation</li> <li>● HW prepare for auction</li> </ul>
Day 5: Describe a city	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Look on green text p. 156 and 157 Find 5 places in Spanish that we also have in Wildwood Crest</li> <li>● finish flashcards10-2</li> <li>● play flash card games</li> <li>● vocab worksheet</li> </ul>
Day 6: Describe a city	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Problema: Think of 5 "this reminds me of clues" for list 10-2</li> <li>● Vocab game</li> </ul>
Day 7: Describe a city	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: ABC order mosque, church, street, block, corner</li> <li>● text p. 158-160</li> <li>● text p. 163 written</li> <li>● vocabulary game (quizlet live)</li> </ul>
Day 8: Describe a city	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Practice Workbook 10-3, 10-4</li> <li>● vocab review game</li> <li>● quiz 10-2</li> </ul>
Day 9: Use prepositions to talk about a city	7.1.NH.IPRET.5 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: text p. 168 A&amp;B</li> </ul>

		<ul style="list-style-type: none"> <li>● text p. 168-170</li> <li>● practice prepositions/ locations with map</li> <li>● Writing Audio and Video Activities 61</li> </ul>
Day 10: Use prepositions to talk about a city	<p>7.1.NH.IPRET.5 7.1.NH.IPERS.1</p>	<ul style="list-style-type: none"> <li>● Problema: Write de la or del for each of these places: post office, church, library, book store, gas station</li> <li>● Practice Workbook 10-5, 10-6</li> <li>● Writing Audio and Video Activities 60</li> <li>● grammar game</li> </ul>
Day 11: Use the preterite tense of AR verbs to talk about a city	<p>7.1.NH.IPERS.2 7.1.NH.IPRET.5 7.1.NH.IPERS.1</p>	<ul style="list-style-type: none"> <li>● Problema: Text p. 175 A</li> <li>● Direct Instruction preterit tense of AR Verbs</li> <li>● VCM worksheet</li> <li>● grammar game</li> </ul>
Day 12: Use the preterite tense of AR verbs to talk about a city	<p>7.1.NH.IPERS.2 7.1.NH.IPRET.5 7.1.NH.IPERS.1</p>	<ul style="list-style-type: none"> <li>● Problema: Translate: I sent, you sent, he sent they sent, we sent</li> <li>● Practice Workbook 10-7</li> <li>● centers: smartboard, dice, jenga, worksheet tesh 315 or KAHOOT</li> <li>● HW Writing Audio and Video Activities B 45</li> </ul>
Day 13: Use the preterite tense of AR verbs to talk about a city	<p>7.1.NH.IPERS.2 7.1.NH.IPRET.5 7.1.NH.IPERS.1</p>	<ul style="list-style-type: none"> <li>● Problema: Write 3 sentences using the preterit tense.</li> <li>● text p. 177</li> <li>● Standard Deviants Spanish video clip (preterit)</li> <li>● SVD 197 (dice game)</li> <li>● HW SVD 198</li> </ul>

Day 14: Use the preterite tense of Ir to talk about a city	7.1.NH.IPERS.2 7.1.NH.IPRET.5 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: text p. 175 C</li> <li>● el pretérito del verbo ir (di p. 180-183)</li> <li>● vcm 71</li> </ul>
Day 15: Use the preterite tense of Ir to talk about a city	7.1.NH.IPERS.2 7.1.NH.IPRET.5 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Practice Workbook 10-8, 10-9</li> <li>● Writing Audio and Video Activities 62 F</li> </ul>
Day 16: Use the preterite tense of AR verbs and Ir to talk about a city	7.1.NH.IPERS.2 7.1.NH.IPRET.5 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: Read text p. 177 complete #2 (what were those verbs before they were changed?)</li> <li>● translation sheet</li> <li>● kahoot games</li> <li>● use websites to practice chapter 10 vocabulary/ AR verbs</li> </ul>
Day 17: Describe a city	7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Chapter review game</li> </ul>
Day 18: Describe a city	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> <li>● Chapter test</li> </ul>
Day 19-22 Create an online map of Seville, Spain	7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.1 7.1.IL.IPRET.1	<ul style="list-style-type: none"> <li>● Google map project of Seville, Spain</li> </ul>
Day 23-24 Describe a city	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Silla Caliente questions/answers</li> </ul>

**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 entertainment  
 Use appropriate descriptive language, grammatical conventions and syntax to describe entertainment in Spanish  
 Analyze the cultural similarities and differences in entertainment between the U.S. and Spanish speaking countries

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Paso a Paso</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar &amp; culture based videos</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Describe entertainment preferences	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: Name your 3 favorite TV shows and 3 favorite movies</li> <li>● present new vocab</li> <li>● play quizlet games</li> </ul>
Day 2: Describe entertainment preferences	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Make connections to target language</li> <li>● Practice vocabulary through classroom games</li> </ul>
Day 3: Describe entertainment preferences	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● text p. 192-195 (oral)</li> <li>● text 196-197 written</li> <li>● game: quia concentration</li> </ul>
Day 4: Describe entertainment preferences	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Practice Workbook 11-1, 11-2</li> <li>● vocab game</li> <li>● quiz 11-1</li> </ul>



Day 5: Describe entertainment preferences	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>• 1. present new vocab</li> <li>• 2. quizlet games</li> <li>• Evaluation: flash cards</li> <li>• HW: Writing Audio and Video Activities 65</li> </ul>
Day 6: Describe entertainment preferences	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>• Make connections to target language</li> <li>• Practice vocabulary through classroom games</li> </ul>
Day 7: Describe entertainment preferences	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>• Problema: ABC order in Spanish: noon, midnight, almost, not yet, short</li> <li>• text p. 202-203 oral</li> <li>• online vocab games (study stack)</li> </ul>
Day 8: Describe entertainment preferences	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>• Practice Workbook 11-3 and 11-4</li> <li>• Vocab review game</li> <li>• Quiz 11-2</li> </ul>
Day 9: Make comparisons	7.1.NH.IPRET.5 7.1.NH.IPERS.3 7.1.NH.IPRET.2	<ul style="list-style-type: none"> <li>• Problema: Text p. 210 A</li> <li>• vcm 57</li> <li>• Text p. 210-211 oral</li> <li>• text p. 212 #1 oral</li> <li>• text p. 212 #2-4 oral with formula flash cards</li> <li>HW: text p. 213 #5 written/ worksheet (video)</li> </ul>
Day 10: Make comparisons	7.1.NH.IPRET.5 7.1.NH.IPERS.3	<ul style="list-style-type: none"> <li>• Problema: Translate: Cartoons are more funny than comedies. Romantic films are more sad than science fiction films</li> <li>• Practice Workbook 11-5</li> </ul>

		<ul style="list-style-type: none"> <li>● Green Writing Audio and Video Activities 50 (elephants)-partners</li> <li>● TCSH- worksheet (lg grp toro)</li> <li>● HW: Writing Audio and Video Activities 67 D</li> </ul>
Day 11: Compare nouns using superlative form	7.1.NH.IPRET.7 7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: Text 210 B</li> <li>● superlatives Direct Instruction with yearbook</li> <li>● VCM 109</li> <li>● Practice Workbook 11-6</li> <li>● HW Writing Audio and Video Activities 67 E</li> </ul>
Day 12: Compare nouns using superlative form	7.1.NH.IPERS.3	<ul style="list-style-type: none"> <li>● Problema: superlative phrases</li> <li>● Green Writing Audio and Video Activities 51 (with toro)</li> <li>● opinion slides</li> </ul>
Day 13: Use direct object pronouns to replace nouns	7.1.NH.IPRET.2 7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: Text p. 210 C</li> <li>● Direct Instruction direct object pronouns (review) worksheet VCM 67 TPS</li> <li>● pkt 11-7</li> <li>● Escribir p. 217 or Writing Audio and Video Activities 52 with toro</li> <li>● HW WA 52</li> </ul>
Day 14: use the preterite of ver to discuss events in the past	7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: Text p. 220 A</li> <li>● 1. Direct Instruction VER: text p. 220- 222 oral</li> <li>● 2. pkt 11-8</li> <li>● 3. verb ball w/ sp</li> <li>● 4. WA 68 F</li> </ul>

Day 15: Use indirect object pronouns to replace nouns	7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: Text 220 B</li> <li>● Direct Instruction: El complemento indirecto</li> <li>● Text p. 223-255 oral</li> <li>● pkt 11-9, 11-10</li> <li>● HW Writing Audio and Video Activities 68 G</li> </ul>
Day 16-17: Describe entertainment preferences	7.1.NH.PRSNT.3 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> <li>● Test review</li> <li>● test</li> </ul>
Day 18: Interpret common cultural practices associated with the target culture	7.1.NH.IPRET.6	<ul style="list-style-type: none"> <li>● Problema: Google Guia TV univision: Find the names of 3 Spanish shows and then write the type of show they are in Spanish ex. La Familia P. Luche= la comedia</li> <li>● read text p. 218-219</li> <li>● Sabado Gigante video</li> <li>● viewing guide</li> </ul>
Day 19-23 Describe entertainment preferences	7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Create movie poster</li> <li>● Create movie trailer</li> </ul>

### Inclusive concepts

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

### Unit Learning Goals

Describe a culturally authentic Mexican meal using restaurant and food vocabulary  
Describe events in the past (ate/drank)  
Analyze the cultural similarities and differences in food culture between the U.S. and Spanish speaking countries

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Paso a Paso</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar &amp; culture based videos</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Describe a Mexican meal	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: text p. 234 Answer questions at the top</li> <li>● define list 12-1</li> <li>● practice vocab quizlet/quizlet live</li> </ul>
Day 2: Describe a Mexican meal	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Problema: Write 5 "This reminds me of" clues for list 12-1</li> <li>● lg group clues</li> <li>● game</li> </ul>
Day 3: Describe a Mexican meal	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: ABC order in Spanish</li> <li>● text p. 236-239 oral</li> <li>● text p. 241 written</li> <li>● mata mosca game</li> </ul>
Day 4: Describe a Mexican meal	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Practice Workbook 12-1, 12-2</li> <li>● vocab review game: sink or swim</li> <li>● quiz 12-1</li> </ul>
Day 5: Describe a Mexican meal/restaurant	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● define list 12-2</li> <li>● practice vocab quizlet/quizlet live</li> </ul>

Day 6: Describe a Mexican meal/restaurant	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Problema: Write 5 "This reminds me of" clues for list 12-2</li> <li>● lg group clues</li> <li>● game</li> </ul>
Day 7: Describe a Mexican meal/restaurant	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: ABC order in Spanish: above, behind, underneath, butter, spoon</li> <li>● text p. 244-247 oral</li> <li>● text p. 249 written</li> <li>● Study stack games</li> </ul>
Day 8: Describe a Mexican meal/restaurant	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Practice Workbook 12-3, 12-4</li> <li>● vocab review game: cerca del mundo</li> <li>● Quiz</li> </ul>
Day 9: Use the verb Pedir to order in a restaurant	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: Text p. 254 #1&amp;2</li> <li>● review text 254</li> <li>● pedir chart notes</li> <li>● text p. 255/256 oral</li> <li>● Practice Workbook 12-5</li> </ul>
Day 10: Use the verb Traer to order in a restaurant	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: text p. 254 C</li> <li>● traer chart notes</li> <li>● text p. 257 oral</li> <li>● Practice Workbook 12-6 &amp; 12-7</li> <li>● traer/pedir game Kahoot</li> </ul>
Day 11: Use indirect object pronouns to order in a restaurant	7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: Translate: Me gusta el pastel. Te duele el brazo, Le gusta el aguacate.</li> <li>● VCM 55&amp;56/ Direct Instruction IOP formula. indirect object chart (notes)</li> <li>● Smart Board Lesson</li> <li>● Yoda switch worksheet</li> </ul>

Day 12: Use indirect object pronouns to order in a restaurant	7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: Find the indirect object pronouns in these sentences then use your chart to translate just the pronouns to Spanish: I bring you tacos, You serve her flan, He brings us tacos, We serve them quesadillas, They bring him water.</li> <li>● IOP Study Spanish Packet</li> <li>● grammar game (quizlet live)</li> </ul>
Day 12: Use indirect object pronouns to order in a restaurant	7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: List 5 infinitives in Spanish</li> <li>● Practice Workbook 12-8 (Infinitive)</li> <li>● quizlet live/ kahoot continued</li> </ul>
Day 13: Use indirect object pronouns to order in a restaurant	7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: Write 2 sentences with IOP and translate them</li> <li>● review hw</li> <li>● TCSH worksheet</li> <li>● quizlet live/ kahoot continued</li> </ul>
Day 14: Describe events in the past	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: text p. 260 B</li> <li>● text p. 265 oral</li> <li>● preterit video clips</li> <li>● Quizlet</li> </ul>
Day 15: Describe events in the past	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● Problema: Translate to Spanish: I ate, you drank, he ordered, we tried, they served</li> <li>● Practice Workbook 12-9</li> </ul>

		<ul style="list-style-type: none"> <li>• SVD worksheet with dice (partners)</li> </ul>
Day 16: Describe events in the past	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>• Problema: Make 5 corrections: El bebiste, Ellos bebí, Yo bebieron, ustedes bebió, Tu comimos</li> <li>• Practice Workbook 12-10</li> <li>• online games from post</li> </ul>
Day 17 and 18: Describe a Mexican meal/restaurant	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> <li>• Test review</li> <li>• Chapter 12 test</li> </ul>
Day 19 and 20: Describe a Mexican meal/restaurant	7.1.NH.IPERS.1 7.1.NH.PRSNT.3 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>• Silla caliente: server/customer role play</li> </ul>
Day 21: Describe a Mexican meal/restaurant	7.1.NH.IPRET.6 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>• Must Have Menu Project</li> </ul>
Day 22: Describe a Mexican meal/restaurant	7.1.NH.IPRET.4	<ul style="list-style-type: none"> <li>• Mexican restaurant video</li> </ul>

### Inclusive concepts

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

### Unit Learning Goals

Describe the natural environment  
List actions to protect the environment/limit global warming  
Analyze the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community

and/or different regions in the United States

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>● Paso a Paso</li> </ul>	<ul style="list-style-type: none"> <li>● Grammar &amp; culture based videos</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Describe the natural environment	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● Problema: Text p. 274. Answer questions at the top based on the photographs</li> <li>● present new vocabulary</li> <li>● make flash cards</li> <li>● play flash card games</li> </ul>
Day 2: Describe the natural environment	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Problema: Write 5 "This reminds me of" clues for list 13-1</li> <li>● Share clues</li> <li>● Vocab game</li> </ul>
Day 3: Describe the natural environment	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● mata mosca</li> <li>● text p. 278-279 oral</li> <li>● text p. 281 written</li> </ul>
Day 4: Describe the natural environment	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> <li>● Practice Workbook p. 13-1, 13-2</li> <li>● Vocab game</li> <li>● vocab quiz 13-1</li> </ul>
Day 5: Describe the natural environment	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> <li>● present new vocabulary</li> <li>● make flash cards</li> </ul>



		<ul style="list-style-type: none"> <li>● play flash card games</li> </ul>
Day 6: Describe the natural environment	7.1.NH.IPERS.2	<ul style="list-style-type: none"> <li>● Problema: Write 5 "This reminds me of" clues for list 13-2</li> <li>● Share clues</li> <li>● Vocab game</li> </ul>
Day 7: Describe the natural environment	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> <li>● text p. 284-287 oral</li> <li>● RED Writing Audio and Video Activities 65</li> <li>● Vocab game</li> </ul>
Day 8: Describe the natural environment	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.6	<ul style="list-style-type: none"> <li>● Practice Workbook 13-3, 13-4</li> <li>● review game</li> <li>● quiz</li> <li>● text p. 292-293 (partners)</li> </ul>
Day 9: Use Decir to talk about protecting the environment	7.1.NH.IPERS.6 7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: text p. 294 A</li> <li>● text p. 295 #1 oral,</li> <li>● Practice Workbook 13-5, 13-6</li> <li>● verb ball game/quizlet live</li> <li>● HW Csth 179&amp;181</li> </ul>
Day 9: Use affirmative commands to talk about protecting the environment	7.1.NH.IPRET.5	<ul style="list-style-type: none"> <li>● Problema: text p. 294 B only the 1st question</li> <li>● Direct Instruction affirmative commands (text p. 294/ 296)</li> <li>● text p. 297 oral</li> <li>● text p. 298 # 6 written/# 7 as a race)</li> <li>● Homework: Writing Audio and Video Activities 79</li> </ul>

Day 10: Use affirmative commands to talk about protecting the environment	7.1.NH.IPRET.5 7.1.NH.IPRET.7	<ul style="list-style-type: none"> <li>• pkt. 13-7, 13-8</li> <li>• text p. 299 #8&amp;9 (lg grp)</li> <li>• Writing Audio and Video Activities up to p. 80E and 81</li> </ul>
Day 11: Use Saber to talk about protecting the environment	7.1.NH.IPRET.5 7.1.NH.IPRET.7	<ul style="list-style-type: none"> <li>• Problema: p. 302 A</li> <li>• saber chart</li> <li>• text p. 302-304</li> <li>• Practice Workbook 13-9, 13-10</li> <li>• grammar game</li> <li>• HW Writing Audio and Video Activities 80 F</li> </ul>
Day 12 and 13: Describe the natural environment and how to protect it	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> <li>• Test review</li> <li>• Test 13</li> </ul>
Day 14: Describe the natural environment and how to protect it	7.1.NH.IPRET.8 7.1.NH.IPERS.6	<ul style="list-style-type: none"> <li>• Rainforest/global warming video</li> </ul>
Day 15-18 Describe the natural environment and how to protect it	7.1.NH.IPRET.8 7.1.NM.IPRET.5:	<ul style="list-style-type: none"> <li>• Rainforest project</li> </ul>

**Inclusive concepts**

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