

Crest Memorial School Curriculum and Pacing Guide	
Grade: 8	Subject Area: Spanish
Adoption Date: March 2014	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	<ul style="list-style-type: none"> ● 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 ● create a word map
English Language Learners	<ul style="list-style-type: none"> ● 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 ● create a word map
Students At-Risk of Failure	<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 ● 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
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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"> ● End of unit textbook comprehension test ● Projects
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects

Pacing Guide	
Unit Title	Number of days
Las fiestas	18
Pobre Ana	38
La escuela	17
La rutina diaria	22
La ropa y compras	23

Unit Learning Goals

Recognize words and phrases that describe parties and gift giving
 Make plans for giving or attending a party
 Use appropriate descriptive language, grammatical conventions and syntax to describe celebrations in Spanish, including a Quincenera

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
Day 1: Describe a party by practicing vocabulary	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> • List 14-1 • Quizlet learn • Quizlet live
Day 2: Describe a party by practicing vocabulary	7.1.NH.IPERS.2	<ul style="list-style-type: none"> • Share “this reminds me of” clues • board race (vocab magnets) • Vocab ws 14-1
Day 3: Describe a party by practicing vocabulary	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> • Practice Workbook 14-1, 14-2 • vocab game • quiz 14-1 • list 14-2
Day 4: Describe a party by practicing vocabulary	7.1.NH.IPERS.4 7.1.NH.IPERS.1	<ul style="list-style-type: none"> • Quizlet Learn • WAVA 83 give English (invitations, gifts, pastries, music, gifts, decorations, dance, sodas) • Symbols ws
Day 5: Describe a party by practicing vocabulary	7.1.NH.IPRET.3	<ul style="list-style-type: none"> • Problema: ABC order in Spanish: ticket,

	7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> girl guest, earrings, necklace, bracelet, suit text p. 454-456 oral text p. 457 written vocab game
Day 6: Describe a party by practicing vocabulary	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> Practice Workbook 14-3, 14-4 vocab game quiz 14-2
Day 7: Describe a party by using present progressive tense	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> Problema: HANDOUT text p. 462 A VCM p. 61 & 62 text packet p. 465 & 466 verb ball game HW: wava 85 E
Day 8: Describe a party by using present progressive tense	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> Problema: Write 4 sentences using the present progressive (-ing). Use estar with I, you, he, we, give, receive, invite and chose Practice Workbook 14-6 & 14-7 sacrifique game TCSH 306 & 307 HW: finish TCSH
Day 8 and 9: Describe a party by using the verb dar	7.1.NH.IPRET.5 7.1.NH.PRSNT.5	<ul style="list-style-type: none"> Problema: Write 3 sentences in Spanish describing what people are doing to prepare for a party. (Maria is decorating) DI Dar (chart) text p. 467 pkt. 14-8 <p>-----</p> <p>Problema: Write 4 sentences using dar, I, you, we, she, tickets, earrings, tie, watch</p> <ul style="list-style-type: none"> Practice workbook 14-9 Dar ball game/gimkit HW: wava 86

Day 10 and 11: Describe a party	7.1.NH.PRSNT.3	Problema: Write 4 sentences using yo, tu, el, nosotros, estar, giving, dancing, eating, decorating <ul style="list-style-type: none"> ● Test review ● Chapter test
Day 12-14: Describe celebrations from Spanish speaking countries	7.1.NH.PRSNT.2 7.1.NH.IPRET.4	<ul style="list-style-type: none"> ● Fiesta Project
Day 15-18: Understand how and why a quinceanera is celebrated	7.1.NH.IPRET.4	<ul style="list-style-type: none"> ● Read article Quinceanera ● Watch Quicnenera video ● Complete TCSH quinceanera vocabulary ● Watch and respond to <i>Sweet 15</i>

Inclusive concepts

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

Unit Learning Goals

Develop vocabulary related to daily routines, family, school, and travel.
 Gain proficiency in basic Spanish grammar, including verb conjugation, sentence structure, and common expressions.
 Improve reading comprehension skills through the interpretation of context and inference.
 Understand the cultural significance of family dynamics, friendships, and societal expectations portrayed in the novella.

Core Instructional Materials

- Pobre Ana

Supplemental Materials

- Pobre Ana Workbook
- Grammar & culture based videos

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1-4: Increase understanding of written Spanish text by reading a novel 	7.1.NH.IPRET.7	<ul style="list-style-type: none"> ● Read and discuss chapter 1 (lg grp)
<ul style="list-style-type: none"> ● Day 5: Increase understanding of written Spanish text by reading a novel 	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Problema: Think of 5 “this reminds me of clues” for list 1 ● pkt p. 6-8 (lg grp) ● model Venn Diagram (ana y yo) complete Venn Diagram ● Use diagram to write paragraphs
<ul style="list-style-type: none"> ● Day 6: Increase understanding of written Spanish text by reading a novel 	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● PA wb 9-11 ● Centers: ● 1. http://www.quia.com/jg/927758.html ● quizzlet.com ● wb p. 12 ● vocab jenga
<p>Day 7: Increase understanding of written Spanish text by reading a novel</p>	7.1.NH.IPRET.3	<ul style="list-style-type: none"> ● review packet chapter 1 ● Review game ● Quiz- capítulo 1
<p>Day 8: Increase understanding of written Spanish text by reading a novel</p>	7.1.NH.IPRET.7	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: who, what, when, where, why ● review vocab list ● read ch 2 large group ● Use ws 14 to make sentences about Ana en su casa

Day 9: Increase understanding of written Spanish text by reading a novel	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Problema: ABC order in Spanish: looks, yells, summer, sad, because ● use http://www.quia.com/jg/927758.html ● use quizzlet.com to study vocabulary for Pobre Ana
Day 10: Increase understanding of written Spanish text by reading a novel	7.1.NH.IPRET.5	<ul style="list-style-type: none"> ● 123 Speak Spanish ws 16/17 grammar review (lg group) ● ws 18&19 (partners)
Day 11: Increase understanding of written Spanish text by reading a novel	7.1.NH.IPRET.3	<ul style="list-style-type: none"> ● ws 19 & Review pkt ch 2 ● Review game ● Quiz- capítulo 2
Day 12: Increase understanding of written Spanish text by reading a novel	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Problema: Think of 5 "this reminds me of clues" for chapter 3 list ● review ch 3 vocab list ● quizlet learn/matching vocab ws
Day 13: Increase understanding of written Spanish text by reading a novel	7.1.NH.IPRET.7	<ul style="list-style-type: none"> ● ABC order in Spanish: to open, towards, floor, to hug, to climb ● read ch 3 large group ● Evaluation: student participation
Day 14: Increase understanding of written Spanish text by reading a novel	7.1.NH.IPRET.6 7.1.NH.PRSNT.6	<ul style="list-style-type: none"> ● Problema: Use p. 10-12 to finish these sentences: La Senora Bodra dice _____. Ana esta _____. El taxi va _____. (Can be more than 1 right answer) ● tepic website/videos

		<ul style="list-style-type: none"> ● complete Pobre Ana packet 22-25 (oral/written)
Day 15: Describe events using ser and estar	7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: Use panel 6 to make a verb chart for SER and ESTAR ● DI ser and estar ● CTSH 109&111 (108 reference)
Day 16: Describe events using ser and estar	7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: would you use ser or estar with these adjectives & why: Feliz, alto, enfermo, azul, profesora ● ser/estar videos ● draw and label activity 13
Day 17: Describe events using ser and estar	7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: Write 5 sentences using estar or Would you use ser or estar with these adjectives & why: triste, bajo, ocupado, rojo, policia Standard Deviants Ser/estar video ● complete ws/ viewing guide ● complete ser/ estar activity ws
Day 18: Describe events using ser and estar	7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: Write 5 sentences using ser ● highlight ser/estar usage in Chapter 3 (partners) ● indicate reasons ● use websites to practice vocabulary
Day 19: Increase understanding of written Spanish text by reading a novel	7.1.NH.IPRET.3	<ul style="list-style-type: none"> ● Xwrđ p. 27 ● chapter 3 study guide ● chapter 3 quiz

<p>Day 20: Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.PRSNT.4 7.1.NH.IPRET.3</p>	<ul style="list-style-type: none"> ● Problema: In chapter 4 Ana will tour the town of Tepic, predict in Spanish 5 of the place she might visit ● vocab list ch 4 lg grp ● read/role play ch 4 lg group ● Use ws 30 to write 10 sentences about chapter 4
<p>Day 21: Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPERS.2</p>	<ul style="list-style-type: none"> ● Hazlo: write 5 "this reminds me of" clues for list 4-1 ● complete study guide 4 (partners) ● illustrate places/ actions
<p>Day 22: Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Hazlo: use ws 31 to make 5 sentences about chapter 4 ● Review to go, ir a + infinitive ● ws- 32-33 (lg grp) ● grammar game
<p>Day 23 : Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPRET.3</p>	<ul style="list-style-type: none"> ● ws 34 (lg group) ● vocab review game (alrededor el mundo) ● Chapter 4 quiz ● Write summary chapters 1-4 (lg grp)
<p>Day 24: Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.PRSNT.4</p>	<ul style="list-style-type: none"> ● Write out a dialogue from any chapter 1-4 (5)? using Microsoft Word ● Use commix / fake text website to illustrate dialogue (why she is surprised)

<p>Day 25 and 26 :Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.PRSNT.5</p>	<ul style="list-style-type: none"> ● Problema: Write one true sentence for 5 different characters in the book. Example: Don no ayuda. ● complete study guide for Pobre Ana test 1 ● review game ● Pobre Ana test
<p>Day 27:Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPRET.7</p>	<ul style="list-style-type: none"> ● Problema:Write 5 this reminds me of clues for list 5 ● review vocab list 5 ● read chapter 5 (large group: rotate narrators, Patricia, Ana, Patricia’s mom) ● complete study guide 5
<p>Day 28:Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPRET.5</p>	<ul style="list-style-type: none"> ● Problema: Write 5 sentences using packet p. 36 ● ws- 36-37 ● DI- direct object pronouns (it/them) ● read chapter 6 ● complete letter home ● Complete Venn Diagram Ana’s school/ Patricia’s school
<p>Day 29:Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPRET.5</p>	<ul style="list-style-type: none"> ● Problema: Write 5 sentences using packet p. 40 ● Problema: Find 5 errors in these sentences: Ricardo es baliendo la cumbia. Patricia’s escuela estoy particular. Ricardo’s familia es problemas. ● ws 40-43 (lg grp) ● study guide 6 in partners ● review study guide

<p>Day 30: Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPRET.5</p>	<ul style="list-style-type: none"> ● Problema: Answer any 5 clues on packet p. 38 ● ws 44 (lg grp) ● review game ● quiz chapters 5 and 6
<p>Day 31: Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPRET.6 7.1.NH.IPRET.7</p>	<ul style="list-style-type: none"> ● Problema: Define these words in English and write a “this reminds me of” clue for 3 of them: regresar, despedir, beso, mejilla, otra vez ● listen to podcast of Chapter 7 ● translate ● ws 46-49
<p>Day 32: Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPRET.7</p>	<ul style="list-style-type: none"> ● Problema: How has Ana Changed? List 2 ways in Spanish. Antes-before, Ahora- now ● model chapter 7 guide with roles ● read Pobre Ana chapter 8 (in small groups)
<p>Day 33: Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPRET.5</p>	<ul style="list-style-type: none"> ● Problema: Use packet p. 52 to write 5 sentences. ● wb 52-54 ● study guide 7/8 (partners) ● review game
<p>Day 34: Increase understanding of written Spanish text by reading a novel</p>	<p>7.1.NH.IPRET.7</p>	<ul style="list-style-type: none"> ● Problema: packet p. 57 Practica A 1-5 ● listen to podcast chapter 9 ● translate ch 9 ● wb 56-58 ● study guide 9

Day 35 and 36: Increase understanding of written Spanish text by reading a novel	7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: corrections ● use dice to write questions about Pobre Ana ● play review game ● test
Day 37 and Day 38 Increase understanding of written Spanish text by reading a novel	7.1.NH.IPERS.1 7.1.NH.PRSNT.2:	<ul style="list-style-type: none"> ● Watch Pobre Ana video ● Present projects ● Project work

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 school life
Use appropriate descriptive language, grammatical conventions and syntax to describe your school day in Spanish

Core Instructional Materials

- Paso a Paso 2

Supplemental Materials

- Grammar & culture based videos

Daily Targets

- Day 1: Describe a school day by practicing vocab (Introduce vocabulary)

NJSLS Performance Expectations

7.1.NH.IPERS.4
7.1.NH.IPERS.1

Instructional Activities

- Define vocab (1-1)
- Practice vocabulary through classroom games (quizlet)

		<ul style="list-style-type: none"> ● Practice vocabulary 3 times each
<ul style="list-style-type: none"> ● Day 2: Describe a school day by practicing vocab 	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Make connections to target language ● Practice vocabulary through classroom games
<ul style="list-style-type: none"> ● Day 3: Describe a school day by practicing vocab 	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● Problema: rank 5 subjects on p. 31 in order from favorite to least favorite ● text p. 30-33 oral vocab ● Practice vocabulary through classroom games
Day 4: Describe a school day by practicing vocab	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Vocab wb p. 1-1, 1-2 ● vocabulary game ● quiz
Day 5: Describe a school day by practicing vocab (Introduce vocabulary 1-2)	7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● Define vocab (1-2) ● Practice vocabulary through classroom games (quizlet) ● Practice vocabulary 3 times each
Day 6: Describe a school day by practicing vocab	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Make connections to target language ● Practice vocabulary through classroom games
Day 7: Describe a school day by practicing vocab	7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● Vocab activity text p. 34-37 vocab oral ● Vocab activity text p.37 #11-15 written ● vocab game
Day 8: Describe a school day by practicing vocab	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Vocab wb p. 1-3, 1-4 ● vocab game ● quiz

Day 9: Use salir to describe school schedules	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● Direct Instruction Salir chart (blank verb chart packet) ● Salir Practice Workbook 5 ● Salir wava 7D ● Salir practice text p. 529 #1
Day 10: Use comparison phrases to talk about schedules	7.1.NH.IPRET.5 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Problema: text p. 43 B ● text p. 44 ● Practice Workbook 1-6 ● wava 8E
Day 11: Use superlative phrases to talk about school days	7.1.NH.IPRET.3 7.1.NH.IPERS.3	<ul style="list-style-type: none"> ● DI superlatives Practice Workbook 1-7 grammar game (use text p. 45) ● comparison kahoot ● HW: Wava 6D
Day 12: Use direct object pronouns to describe the school day	7.1.NH.IPRET.5 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● DI el complemento directo ● text p. 46 ● pkt p. 1-8 ● grammar game ● HW: tesh 317
Day 13: Use tener, conocer and traer to describe the school day	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● DI tener, traer, conocer (copy) ● 2. text 48&49 ● 3. Practice Workbook 9&10 ● Evaluation: Practice Workbook ● HW: Text 530 #5
Day 14: Describe a school day	7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● Problema: Translate: I bring it. (it= ham) You bring it (it=salad), he brings them

		<p>(them = oranges) we bring them (them= sodas) or text p. 49 "Ahora lo sabes" Fill in the blank</p> <ul style="list-style-type: none"> ● Practice Workbook review 1 ● text p. 40 ● toro review game
Day 15: Describe school day	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> ● Chapter Test
Day 16 and 17: Describe school day	7.1.NH.IPERS.1 7.1.NH.PRSNT.3 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Silla Caliente activity

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 daily life
Use appropriate descriptive language, grammatical conventions and syntax to describe your daily routine in Spanish

Core Instructional Materials

- Paso a Paso 2

Supplemental Materials

- Grammar & culture based videos

Daily Targets

NJSLS Performance Expectations

Instructional Activities

Day 1: Describe a daily routine by practicing vocabulary	7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● vocab list 2-1 ● play flash card games ● text p. 531 #1&2
Day 2: Describe a daily routine by practicing vocabulary	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Discuss clues ● Play vocab game
Day 3: Describe a daily routine by practicing vocabulary	7.1.NH.IPERS.1 7.1.NH.IPRET.3 7.1.NH.IPERS.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● Problema: ABC order: get up, wake up, brush hair, comb hair, shower ● text p. 64 oral #1-3 ● text p. 65 translate or answer ● play mata mosca HW wava 12
Day 4: Describe a daily routine by practicing vocabulary	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Problema: study ● Practice Workbook 2-1, 2-2 vocab game: cerca del mundo ● quiz 2-1
Day 5: Describe a daily routine by practicing vocabulary	7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● Problema: Write 5 "This reminds me of clues" for list 2-2 ● Vocab list ● flash card games ● Tarea: text p. 532 #1&2
Day 6: Describe a daily routine by practicing vocabulary	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Discuss clues ● Play vocab game

<p>Day 7: Describe a daily routine by practicing vocabulary</p>	<p>7.1.NH.IPERS.1 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: yearbook, to earn, to deliver, team, newspaper ● text p. 68 #8-10 oral ● ext p. 69 written translate or answer ● Vocab review game ● Tarea: wava 13
<p>Day 8: Describe a daily routine by practicing vocabulary</p>	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Problema: Study ● wb 2-3, 2-4 ● vocab review game ● vocab quiz ● text p. 71-2 oral
<p>Day 9: Use reflexive verbs to describe a daily routine</p>	<p>7.1.NH.IPRET.5 7.1.NH.IPRET.6</p>	<ul style="list-style-type: none"> ● Problema: text p. 74 A ● Vcm worksheet ● Direct instruction verbos reflexivos HW: guided practice ws
<p>Day 10: Use reflexive verbs to describe a daily routine</p>	<p>7.1.NH.PRSNT.1 7.1.NH.PRSNT.2</p>	<ul style="list-style-type: none"> ● Problema: Write in Spanish: I bathe myself, you dress yourself, we wake up ourselves, they go to sleep (themselves) ● 1. text p. 75-77 oral ● 2. Text p. 532 #1 & 2
<p>Day 11: Use reflexive verbs to describe a daily routine</p>	<p>7.1.NH.PRSNT.5 7.1.NH.PRSNT.3</p>	<ul style="list-style-type: none"> ● Problema: Write in Spanish: I dry my hair, you comb your hair, he brushes his hair, we wash our hair ● pkt 2-5, 2-6 ● reflexive verb video clips (all but star wars)

Day 12: Use reflexive verbs to describe a daily routine	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● reflexive verb video clips (star wars) ● SVD dice game
Day 13: Use reflexive verbs to describe a daily routine	7.1.NH.PRSNT.5 7.1.NH.PRSNT.3	<ul style="list-style-type: none"> ● TCSH 211-212 (T/P/S) ● Chair race game ● HW wava 14
Day 14: Use reflexive verbs with stem changes to describe a daily routine	7.1.NH.IPRET.5 7.1.NH.IPRET.6	<ul style="list-style-type: none"> ● Problema: text p. 74 B ● DI verbos con los cambios (copy in pkt) ● pkt p 2-7, 2-8
Day 15: : Use reflexive verbs to describe a daily routine	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Problema: Wava 14 D ● text p. 533#3 ● Play kahoot chair race HW: xwrđ
Day 16: Use reflexive verbs to describe a daily routine	7.1.NH.PRSNT.5 7.1.NH.PRSNT.3	<ul style="list-style-type: none"> ● Problema: Translate: I wash the face, You brush the teeth, He showers, we wash the hair, They dry the hair ● DI antes/después ● text p. 80-81 oral ● Practice Workbook p. 2-9, 2-10
Day 17-18: Use reflexive verbs to describe a daily routine	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> ● Test review ● Test
Day 19-22: Use reflexive verbs to describe a daily routine	7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● Daily schedule project

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Unit Learning Goals
Recognize words and phrases that describe clothes in detail Indicate clothing preferences and make comparisons Use appropriate descriptive language, grammatical conventions and syntax to describe shopping in Spanish speaking countries Analyze the cultural constructs of traditional clothing

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Paso a Paso 2 	<ul style="list-style-type: none"> • Grammar & culture based videos

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Day 1: Describe clothes in detail	7.1.NH.IPERS.1	<ul style="list-style-type: none"> • Problema: Name 5 clothing articles you remember from 6th grade. • present new vocabulary • make flash cards • play flash card games • HW: text p. 534 #1
Day 2: Describe clothes in detail	7.1.NH.IPERS.2	<ul style="list-style-type: none"> • Problema: Write 5 "This reminds me of clues" for list 3-1 • Share clues • Vocab game
Day 3: Describe clothes in detail	7.1.NH.IPERS.1 7.1.NH.IPRET.3 7.1.NH.IPERS.3	<ul style="list-style-type: none"> • Problema: ABC order in Spanish: • mata mosca game

	7.1.NH.PRSNT.1	<ul style="list-style-type: none"> ● text p. 94-97 oral ● wava p. 17 & 18 a&b.
Day 4: Describe clothes in detail	7.1.NH.PRSNT.1 7.1.NH.PRSNT.2	<ul style="list-style-type: none"> ● Practice Workbook p. 3-1, 3-2 ● vocabulary review game ● quiz 3-1
Day 6: Describe clothes in detail	7.1.NH.IPERS.1	<ul style="list-style-type: none"> ● Probelma: Text p. 534 #1 Write a, b or c. Use these clues to help: 1.you wear this around your neck, 2. you wear these in the winter, 3. you put money in it, 4. you put it on if you're cold, 5. you use this if your pants are too big, 6. comfy clothes are made out of this, 7. this could be a pattern on pants, 8. comfy shoes ● present new vocabulary ● make flash cards ● play flash card games
Day 7: Describe clothes in detail	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Problema: Write 5 "This reminds me of clues" for list 3-2 ● Share clues ● Vocab game
Day 8: Describe clothes in detail	7.1.NH.IPERS.1 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: zipper, sleeve, pocket, cashier, cash ● text p. 100-105 ● Quizlet live
Day 9: Describe clothes in detail	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> ● Problema: Translate: I give the cash to the

		<p>cashier. My leather wallet has three credit cards. The sweatsuit has two pockets and a zipper.</p> <ul style="list-style-type: none"> ● scattergories/powerpoint game (partners)
Day 10: Describe clothes in detail	7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● pkt p. 3-3, 3-4 ● vocab game ● quiz
Day 11: Use the preterite form to talk about the past	7.1.NH.PRSNT.5 7.1.NH.IPRET.5	<ul style="list-style-type: none"> ● Problema: test p. 108 A ● 1. text p. 108/ review of preterit ● 2. text p. 110-111 (lg grp) ● 3. SVD ws 178 & 207
Day 12: Use the preterite form to talk about the past	7.1.NH.IPRET.5	<ul style="list-style-type: none"> ● Problema: test p. 108 B ● wb 3-5, 3-6 ● grammar game (bazinga) ● WAVA 19 D
Day 13: Use the preterite form to talk about the past	7.1.NH.IPRET.5	<ul style="list-style-type: none"> ● Problema: text p. 108 C ● Practice Workbook 3-7 ● centers: text 535 #1&2, jenga, dice, quia
Day 14: Use demonstrative adjectives to describe clothes	7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: Text p. 112 Translate the last 2 sentences in the blue box ● text p. 112-113 (lg grp) Dry erase dice with demonstrative adjectives/flashcards ● Practice Workbook 3-8, 3-9

Day 15: Use comparison phrases to describe clothes	7.1.NH.PRSNT.5	<ul style="list-style-type: none"> ● Problema: translate: this wallet, that vest, that cashier (over there), these zippers, those sleeves, those sweat suits (over there) ● text p. 114&115 ● Practice Workbook p. 3-10, outline ● text p. 536 3&4 ● grammar review game ● HW WAVA 19 E
Day 16-17: Describe clothes in detail	7.1.NH.PRSNT.3	<ul style="list-style-type: none"> ● Problema: Translate: ● Maria has as many belts as Ana. Felipe has as many shoes as hats. ● Test review ● Test
Day 18-23: Describe clothing in detail	7.1.NH.IPRET.6 7.1.NH.IPERS.2	<ul style="list-style-type: none"> ● Currency project/store project

Inclusive concepts

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