

**BRIDGETON PUBLIC SCHOOLS
SPANISH IV
UNIT/PACING CHART**

Course: Spanish IV

Unit 1: Technoworld

Chapter 6

Essential Question: What is the value of learning Spanish?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Discuss the importance of technology in today's society Talk about a digital camera and an MP3 player Discuss technology in Hispanic countries	<i>¡Así se dice!</i> Student Edition, pp. 169-171 QuickPass Code ASD7837c6 Handouts Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of "DryErase" boards Exit slips
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Learn vocabulary related to computers Have a telephone conversation in target language Perform skits	<i>¡Así se dice!</i> Student Edition, pp. 174-179 Vocabulary Transparencies V6.2-V6.5 Audio Activities TE, pp. 6.19-6.23 Audio CD 6, Tracks 1-7 Workbook handouts pp. 6.3-6.8 Video, Vocabulario en vivo Foldables SH30 Flash cards	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of "DryErase" boards Exit slips

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Re-visit preterite and imperfect verbs Talk about what activities they, and other people did in the past Use two peterite verbs in a sentence Practice writing using preterite verbs	<i>¡Así se dice!</i> Student Edition, pp. 180-185 Audio Activities TE, pp. 6.24-6.26 Audio CD 6, Tracks 8-11 Workbook handouts, pp. 6.9-6.11 Flash cards Games Transparencies DVDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Acquire new vocabulary Practice vocabulary Create dialogue and present to class Identify preterite verbs Read, and discuss short story, <u>Se cortó la línea.</u>	<i>¡Así se dice!</i> Student Edition, pp. 186-187 Audio Activities TE, pp. 6.27 Audio CD 6, Tracks 12-13 QuickPass Code ASD7837c6 Flash cards Game Transparencies DVDs CDs	Cooperative group activities Oral practice Textbook activities Daily monitoring Use of “DryErase” boards Rubrics Exit slips
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5	Read culturally authentic articles Discuss articles and identify themselves with one or more of the characters, if possible. Demonstrate reading comprehension by writing, in target language, a summary of the article read	<i>¡Así se dice!</i> Student Edition, 188-191 Lectura Cultural, <u>En un mundo tecnológico,</u> pg. 188 ¿Comprendes? A-D, pg. 189 Lectura, <u>La tecnología de hoy y ayer,</u> p. 190 ¿Comprendes? A-D, pg. 191 Audio Activities TE, pp. 6.28-6.29 Audio CD 6 Tracks 14-16 Flash cards DVDs CDs	Cooperative group activities Oral practice Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Rubrics Exit slips

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8 7.1.IH.B.1-6 7.1.IH.C.1-6	Identify computer parts by using learned vocabulary Complete sentences using learned vocabulary Write sentences in preterite verbs Review	<i>¡Así se dice!</i> Student Edition, pp. 192-196 TPR Storytelling, pp. 6.35-6.36 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit tests
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**BRIDGETON PUBLIC SCHOOLS
SPANISH IV
UNIT/PACING CHART**

Course: Spanish IV

Unit 2: At the Hotel

Chapter 7

Essential Question: What is the difference between a hotel and a hostel?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Learn the vocabulary they need during a hotel or hostel stay Discuss different hotel accommodations in Spain and Latin America	<i>¡Así se dice!</i> Student Edition, Chapter Opener pp. 200-201 Introducción al tema, pp. 202-203 Quick Start, p. 204 Video, Vocabulario en vivo Workbook handouts, pp. 2.3 – 2.4 QuickPass Code ASD7837c7 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Practice new vocabulary related to a stay in a hotel/hostel Prepare short skit about staying at a hotel Compare and contrast a continental breakfast and an American breakfast Learn different ways of saying “bathroom” in Spanish	<i>¡Así se dice!</i> Student Edition, pp. 204-207 Vocabulary Transparencies V7.2-V7.3 Audio Activities TE, pp. 7.21-7.25 Audio CD 7, Tracks 1-7 Workbook handouts, pp. 7.3-7.6 Flash cards DVDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Use the present perfect tense when speaking about a past event without reference to any particular time Learn to use irregular past participle verbs Practice writing verbs in the present perfect tense	<i>¡Así se dice!</i> Student Edition, pp. 208-210 Quick Start, p. 208 Core Instruction/Gramática, El presente perfecto, p. 208 Quick Start, p. 210 Core Instruction/Gramática, Participios Irregulares, p. 210 Activities 1-8, pp. 209-210 InfoGap, p. SR9 Audio Activities TE, pp. 7.26-7.27 Audio CD 7, Tracks 8-10 Workbook handouts, pp. 7.7-7.49	Cooperative group activities Oral practice Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Carry on a conversation in target language Log on to QuickPass Code ASD7837c7 and participate on the online practice activities Use double object pronouns “ me lo ”, “ te lo ”, “ nos lo ” Use double object pronouns with “ se ”	<i>¡Así se dice!</i> Student Edition, pp. 211-214 <i>En La Recepción</i> , pg. 214 <i>¿Comprendes?</i> A-D, pg. 215 Foldables, p. SH31 Audio Activities TE, pp. 7.29-7.30 Audio CD 7, Tracks 14-16 Workbook handouts, pp. 7.10-7.12 Flash cards Game Transparencies DVDs	Cooperative group activities Oral practice Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes

2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8 7.1.IH.B.1-6 7.1.IH.C.1-6	Read culturally authentic articles Demonstrate comprehension of the articles. Review	<i>¡Así se dice!</i> Student Edition, pp. 216-219 Lectura Cultural, <i><u>Un hostel y un parador</u></i> , pg. 216 ¿Comprendes? A-D, pg. 217 Lecutra, Un Poco Más, <i><u>El Camino de Santiago</u></i> , p. 218 ¿Comprendes? 1-5, p. 219 Audio Activities TE, pp. 7.33-7.35 Audio CD 7, Tracks 20-22 Handouts Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test
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**BRIDGETON PUBLIC SCHOOLS
SPANISH IV
UNIT/PACING CHART**

Course: Spanish IV

Unit 3: City and Country

Chapter 8

Essential Question: What do you find in the city that you do not find in the country?

TIMELINE	NJSLs	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Acquire new vocabulary associated with the city Discuss life in the city	<i>¡Así se dice!</i> Student Edition, pp. 228-235 Chapter Opener, pp. 228-229 Introducción al tema, pp. 230-231 Quick Start, p. 232 Vocabulary Transparencies V8.2-V8.3 Audio Activities TE, pp. 8.19-8.23 Audio CD 8, Tracks 1-5 Workbook handouts, pp. 8.3 Activities 1-6, pp. 234-235 Total Physical Response, p. 233 DVDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Acquire vocabulary related to rural life Discuss life in the country Compare and contrast city life and country life Do a survey to determine if the majority of the students prefer city or rural life Analyze and explain results of survey	<i>¡Así se dice!</i> Student Edition, pp. 236-239 Quick Start, p. 236 Core Instruction/Vocabulario 2, pp. 236-237 Video, Vocabulario en vivo Activities 1-8, pp. 238-239 Total Physical Response, p. 236 Foldables, p. 238 InfoGap, p. SR10 Vocabulary Transparencias, V8.4-V8.5 Audio Activities TE, pp. 8.24-8.26 Audio CD 8, Tracks 6-10 Workbook handouts, pp. 38.4-8.5	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Use future tense of the regular verbs “ estudiar ”, “ leer ”, “ escribir ” Use future tense of the irregular verbs “ decir ,” “ hacer ,” “ querer ” verbs	<i>¡Así se dice!</i> Student Edition, pp. 240-243 Audio Activities TE, pp. 8.27-8.29 Audio CD 8, Tracks 11-18 Workbook handouts, pp. 8.5 – 8.8 Activities 1-6, pp. 241-243 Games Transparencias DVDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Understand how the object pronouns with infinitives and gerunds work Practice using the object pronouns with infinitives and gerunds in a conversation in target language	<i>¡Así se dice!</i> Student Edition, pp. 244-245 Audio Activities TE, pp. 8.32-8.34 Audio CD 8, Tracks 19-23 Workbook handouts, pp. 8.8-8.9 Video, Cultura en Vivo QuickPass, ASD7837c8 Transparencias DVDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8 7.1.IH.B.1-6 7.1.IH.C.1-6	Read culturally authentic articles Respond to questions about life in the city and life in a rural area Compare and contrast city activities and country activities Create a skit Demonstrate comprehension of the articles. Review	<i>¡Así se dice!</i> Student Edition, pp. 248-255 Lectura Cultural, <i>La ciudad y el campo</i> , p. 248-251 ¿Comprendes? A-E, p. 251 Lectura Un Poco Más, <i>Una ciudad interesante</i> , p. 252 ¿Comprendes? 1-6, p. 253 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test
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BRIDGETON PUBLIC SCHOOLS
SPANISH IV
UNIT/PACING CHART

Course: Spanish IV

Unit 4: Are You Going By Car?

Chapter 9

Essential Question: How do you communicate while driving?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Acquire new vocabulary associated with traveling by car Identify different types of cars Read road signs Analyze the different words used in Spain and Latin America when talking about traveling by car	<i>¡Así se dice!</i> Student Edition, pp. 262-273 Vocabulary Transparencies V9.2-V9.5 Audio Activities TE, pp. 9.17-9.23 Audio CD 9, Tracks 1-9 Workbook handouts, pp.9.3-9.7 QuickPass Code ASD7837c9 Games DVDs	Cooperative group activities Oral practice Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Make imperative commands using regular verbs Make imperative commands using irregular verbs Make imperative commands using Create a skit where student is giving directions on how to arrive at a certain destination by car Use the conditional of regular verbs	<i>¡Así se dice!</i> Student Edition, pp. 274-279 Audio Activities TE, pp. 9.23-9.26 Audio CD 9, Tracks 10-15 Workbook handouts, pp. 9.7-9.10 QuickPass Code ASD7837c9 Foldables, p. 276 InfoGap, on SR11 Transparencies DVDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips

2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Demonstrate reading skills Create a skit where the student is driving and having a conversation in target language, asking for directions	<p><i>¡Así se dice!</i> Student Edition, pp. 280-281</p> <p>Conversación, <i>Un Sitio Para Aparcar</i>, p. 280</p> <p>¿Comprendes? A-C, p. 281</p> <p>Audio Activities TE, p. 9.28</p> <p>Audio CD 9, Tracks 20-21</p> <p>Video, Diálogo en vivo</p> <p>QuickPass, Conversation practice</p> <p>Flash cards</p> <p>Games</p> <p>Transparencies</p>	<p>Cooperative group activities</p> <p>Oral practice</p> <p>Student projects</p> <p>Textbook activities</p> <p>Notebook activities</p> <p>Daily monitoring</p> <p>Use of “DryErase” boards</p> <p>Exit slips</p>
2 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Read culturally authentic articles Demonstrate reading comprehension Oral presentation where they compare and contrast driving in the city and driving in a rural area	<p><i>¡Así se dice!</i> Student Edition, pp. 282-287</p> <p>Lectura Cultural, <i>La panamericana</i>, p. 282-284</p> <p>¿Comprendes? A-E, p. 285</p> <p>Lectura Un Poco Más, <i>Tráfico y más tráfico</i>, p. 286</p> <p>¿Comprendes? 1-5, p. 287</p> <p>Audio Activities TE, pp. 9.29-9.31</p> <p>Audio CD 9, Tracks 22-24</p> <p>Workbook handouts, pp. 9.12-9.13</p> <p>Video, Cultura en vivo</p> <p>Transparencies</p>	<p>Cooperative group activities</p> <p>Oral practice</p> <p>Student projects</p> <p>Textbook activities</p> <p>Daily monitoring</p> <p>Use of “DryErase” boards</p> <p>Exit slips</p> <p>Unit quizzes</p>

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8 7.1.IH.B.1-6 7.1.IH.C.1-6	Create and describe a travel through Spain Describe highways Explain their opinion on the <i>panamericana</i> Tell what needs to be done Prepare a survey and present the results Review	<i>¡Así se dice!</i> Student Edition, pp. 282-295 TPR Storytelling, pp. 9.39-9.40 Vocabulario, 1-2, p. 288 Gramática, 3-5, p. 288-289 Cultura, p. 289 Flash cards Games Transparencies DVDs CDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test
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**BRIDGETON PUBLIC SCHOOLS
SPANISH IV
UNIT/PACING CHART**

Course: Spanish IV

Unit 5: Hispanic Cuisine

Chapter 10

Essential Question: What are the elements of Hispanic cooking?

TIMELINE	NJSLs	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Acquire new vocabulary associated with food Describe a kitchen, its equipment, and cooking utensils Identify some dishes from Spain and Latin America	<i>¡Así se dice!</i> Student Edition, pp. 298-303 Vocabulary Transparencies V10.2-V10.3 Audio Activities TE, pp. 10.19-10.22 Audio CD 10, Tracks 1-5 Video, Vocabulario en vivo Workbook handouts, pp. 10.3-10.6 QuickPass Code ASD7837c10	Cooperative group activities Oral practice Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Use the present tense of the subjunctive of regular verbs Write about they want to do, or others do, using the subjunctive Oral Practice	<i>¡Así se dice!</i> Student Edition, pp. 304-306 Audio Activities TE, p. 10.23 Audio CD 10, Tracks, 6-7 Workbook handouts, pp. 10.7-10.8 QuickPass Code ASD7837c10 InfoGap, p. SR12 DVDs	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips

3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Use the formal affirmative, and negative commands using the subjunctive Practice giving commands Use the informal affirmative command Practice pronunciation	<i>¡Así se dice!</i> Student Edition, pp. 307-309 Audio Activities TE, pp. 10.24-10.26 Audio CD 10, Tracks 8-13 Workbook handouts, pp. 10.9- 10.10 Activities 6-13, pp. 307-309 Foldables, p. 307	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
2 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Write a recipe in target language Create a skit	<i>¡Así se dice!</i> Student Edition, pp. 310-311 Conversación, <i>¿Yo? ¿En la cocina?</i> , p. 310 ¿Comprendes? A-D, p. 311 Audio Activities TE, p. 10.28 Audio CD 10, Tracks 16-17 Video, Diálogo en vivo Transparencias DVDs	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8	Read culturally authentic articles Demonstrate reading comprehension Compare and contrast typical dishes from Spain, Latin America, and the U.S. Review Take chapter test	<i>¡Así se dice!</i> Student Edition, pp. 312-317 Lectura Cultural, <i>Una receta hispana</i> , p. 312 ¿Comprendes? A-C, p. 313 Lectura Un Poco Más, <i>Una receta para «ropa vieja»</i> , p. 314 ¿Comprendes? 1-8, p. 315 Video, Cultura en vivo Workbook handouts, pp. 10.13-10.14	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test

	7.1.IH.B.1-6 7.1.IH.C.1-6			
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**BRIDGETON PUBLIC SCHOOLS
SPANISH IV
UNIT/PACING CHART**

Course: Spanish IV

Unit 6: Take Good Care of Yourself

Chapter 6

Essential Question: How do we identify and explain someone's state of health?

TIMELINE	NJSLs	SKILLS/ CONTENT OBJECTIVES: Students Will be Able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Identify more body parts Associate the word, with a picture of the object Acquire vocabulary related to physical exercise	<i>¡Así se dice!</i> Student Edition, pp. 326-331 Vocabulary Transparencies V11.2-V11.5 Audio Activities TE, pp. 11.23-11.27 Audio CD 11, Tracks 1-8 Workbook handouts, pp.11.3-11.8 Activities 1-7, pp. 330-331 Quick Pass Code ASD7837c11 Games Transparencies	Cooperative group activities Oral practice Textbook activities Notebook activities Daily monitoring Use of "DryErase" boards Exit slips
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Talk about having a minor accident and a trip to the emergency room List the words associated with minor accidents and the emergency room Continue practicing the newly acquired vocabulary	<i>¡Así se dice!</i> Student Edition, pp. 332-335 Vocabulary Transparencies V11.4-V11.5 Audio Activities TE, pp. 11.25-11.27 Audio Cd 11, Tracks 5-8 Workbook handouts, pp. 11.6- 11.8 Quick Pass Code ASD7837c11 Video, Vocabulario en vivo Games	Cooperative group activities Oral practice Textbook activities Daily monitoring Use of "DryErase" boards Exit slips

5 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5	Use the subjunctive with impersonal expressions Use the subjunctive stem-changing verbs Use “ es importante ”, “ es bueno ”, “ es necesario ”, “ es mejor ” when giving opinions Differentiate when it is appropriate to use “ ¡ojalá! ”, “ ¡quizas! ”, and “ ¡tal vez! ” Compare quantities, and equal qualities	<i>¡Así se dice!</i> Student Edition, pp. 336-341 Audio Activities TE, pp. 11.28-11.30 Audio CD 11, Tracks 9-14 Workbook handouts, pp. 11.9-11.13 Video, Gramática en vivo Textbook activities 1-14, pp. 336-341 Quick Pass, Grammar practice Foldables, p. SH25	Cooperative group activities Oral practice Student projects Textbook activities Notebook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes
2 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6	Conversation practice Develop reading comprehension Read and answer questions about the passage the read	<i>¡Así se dice!</i> Student Edition, pp. 342-343 Conversación, <i><u>Un Accidente</u></i> , p. 342 ¿Comprendes? A-C, p. 343 Audio Activities TE, p. 11.32 Audio CD 11, Tracks 17-18 Video, Diálogo en vivo	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1-5 7.1.IH.A.1-8	Read culturally authentic articles Develop reading comprehension Review Take chapter test Perform cumulative review Demonstrate mastery of skills learned	<i>¡Así se dice!</i> Student Edition, pp. 344-349 Lectura Cultural, <i><u>Vida activa y buena salud</u></i> , p. 344-345 ¿Comprendes? A-C, p. 345 Lectura Un Poco Más, <i><u>Médicos Sin Fronteras</u></i> , p. 346 ¿Comprendes? 1-6, p. 347 Audio Activities TE, p. 11.34 Audio CD 11, Tracks 19-21 TPR Storytelling, pp. 11.43-11.44	Cooperative group activities Oral practice Student projects Textbook activities Daily monitoring Use of “DryErase” boards Exit slips Unit quizzes Unit test

	7.1.IH.B.1-6 7.1.IH.C.1-6			
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