

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 4th

Subject: Spanish

Adoption Date: 04/01/14

Revision Date: 11/7/2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>¿Como vives? How can houses and household items be described using Spanish vocabulary? (2 weeks)</p> <p>Can you recognize familiar words and phrases that describe furniture and appliances? (3 weeks)</p> <p>Can you analyze the culture and lifestyle differences between American homes and homes in Spanish speaking countries? (1 week)</p> <p>Using appropriate descriptive language, grammatical conventions and syntax, how would you create a paragraph in Spanish describing your dream home? (2 weeks)</p>	<p>Can you analyze the way Las Posadas is celebrated in Mexico? (2 weeks)</p> <p>Can you create a farol craft in the style of Las Posadas? (1 week)</p> <p>¿Que comes? Can you understand how to describe a meal in Spanish? (3 weeks)</p> <p>Using appropriate descriptive language, grammatical conventions and syntax, how would you create a paragraph in Spanish describing a meal? (2 weeks)</p>	<p>¿Como me parece? Can you recognize familiar words and phrases that describe people physically? (3 weeks)</p> <p>Can you understand how to describe yourself in Spanish? (3 weeks)</p> <p>Using appropriate descriptive language, grammatical conventions and syntax, how would you create a paragraph in Spanish describing a circus? (2 weeks)</p>	<p>¿Cómo le parece los animales? Can you recognize familiar words and phrases that describe (2 weeks)</p> <p>Using appropriate descriptive language, grammatical conventions and syntax, how would you create a paragraph in Spanish describing a zoo? (2 weeks)</p> <p>Can you understand what animals live in the various environments of Spanish speaking countries? (1 week)</p> <p>Can you analyze the way Cinco de Mayo is celebrated? (2 weeks)</p> <p>Can you create a burro in the style of a Mexican pinata? (1</p>

				week)
Instructional Materials	<p><i>¡Viva el Español!</i> Around the house Rooms in the house Furniture Appliances Toys</p> <p><i>Houses and Homes</i> by Ann Morris</p>	<p><i>¡Viva el Español!</i> Fruit Meals Place settings (no) me gusta</p> <p><i>Las Posadas</i> by Jennifer Blizin Gillis</p> <p><i>Carlos Light the Farolito</i> by Jean Ciavonne <i>The Farolitos of Christmas</i> by Rudolfo Anaya</p>	<p><i>¡Viva el Español!</i> Physical adjectives</p>	<p><i>¡Viva el Español!</i> Zoo animals</p> <p><i>Cinco de Mayo</i> Emma Carlson Byrne</p> <p><i>Viva Cinco de Mayo</i></p>
Activities	<p>One: PR vocabulary instruction</p> <p>Two: Play vocabulary games</p> <p>Three: Listen to non-fiction reading <i>Houses and Homes</i> by Ann Morris</p> <p>Four: Create a Venn Diagram comparing homes in the US with homes in Spanish speaking countries</p> <p>Five: Discuss how climate affects housing choices</p> <p>Six: Draw their favorite room in the house and label furniture using house vocabulary</p>	<p>One: Listen to non-fiction book <i>Las Posadas</i> by Jennifer Blizin Gillis</p> <p>Two: Create Venn Diagram comparing US and Mexican Christmas traditions</p> <p>Three: Listen to <i>Carlos Light the Farolito</i> by Jean Ciavonne</p> <p>Four: Complete Las Posadas vocabulary word web</p> <p>Five: Create farol craft</p> <p>Six: Listen to <i>The Farolitos of Christmas</i> by Rudolfo Anaya</p>	<p>One: TPR vocabulary instruction</p> <p>Two: Play vocabulary games</p> <p>Three: Play charades</p> <p>Four: Design a picture of a circus using physical adjectives to describe clowns</p> <p>Five: Write a description of a circus visit</p> <p>Six: Illustrate adjectives using magazine collages</p>	<p>One: Play Guess who animal game</p> <p>Two: Design a map for a zoo</p> <p>Three: Write a description of a zoo using number and color vocabulary</p> <p>Four: Discuss what animals live in what environments</p> <p>Five: Research animals that live in the environments of Spanish Speaking countries</p> <p>Six: Read about how and why Cinco de Mayo is celebrated</p> <p>Seven: Watch <i>Viva Cinco de Mayo</i></p>

	<p>Seven: Write and illustrate a descriptive paragraph about a dream house</p>	<p>Seven: Sing authentic Posadas songs</p> <p>Eight: TPR vocabulary instruction</p> <p>Nine: Play vocabulary games</p> <p>Ten: Play I Spy Game</p> <p>Eleven: Write a description of and illustrate a favorite meal</p>		<p>Eight: Create a burro in the style of a Mexican pinata?</p>
Standards	<p>Activity One: 7.1 A2</p> <p>Activity Two: 7.1 A2</p> <p>Activity Three: 7.1 A.1</p> <p>Activity Four: 7.1.A.1</p> <p>Activity Five: 7.1.A.1</p> <p>Activity Six: 7.1.A.4</p> <p>Activity Seven: 7.1.A.4</p>	<p>Activity One: 7.1 A.1</p> <p>Activity Two: 7.1 A.3</p> <p>Activity Three: 7.1 A.1</p> <p>Activity Four: 7.1.A.1</p> <p>Activity Five: 7.1.A.1</p> <p>Activity Six: 7.1.A.4</p> <p>Activity Seven: 7.1.A.1</p> <p>Activity Eight: 7.1.A.2</p> <p>Activity Nine: 7.1.A.2</p> <p>Activity Ten: 7.1.A.2</p> <p>Activity Eleven: 7.1.A.4</p>	<p>Activity One: 7.1 A.2</p> <p>Activity Two: 7.1 A.2</p> <p>Activity Three: 7.1 A.2</p> <p>Activity Four: 7.1.A.4</p> <p>Activity Five: 7.1.A.4</p> <p>Activity Six: 7.1.A.4</p>	<p>Activity One: 7.1 A.2</p> <p>Activity Two: 7.1 A.4</p> <p>Activity Three: 7.1 A.4</p> <p>Activity Four: 7.1.A.1</p> <p>Activity Five: 7.1.A.1</p> <p>Activity Six: 7.1.A.1</p> <p>Activity Seven: 7.1.A.3</p> <p>Activity Eight: 7.1.A.3</p>

<p>Accommodations and Modifications</p>	<p>English language learners: -Use images, diagrams and other visual aids whenever possible</p> <p>At Risk of School Failure: -Implement behavior and academic contracts -Use behavior management techniques consistently within classroom and across classes</p> <p>Gifted and Talented Students: Visit a Spanish real estate site. Look for key terms and answer questions about the houses for sale (Activity 7)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p>	<p>English language learners: -Use images, diagrams and other visual aids whenever possible</p> <p>At Risk of School Failure: -Implement behavior and academic contracts -Use behavior management techniques consistently within classroom and across classes</p> <p>Gifted and Talented Students: Create Christmas cards using las posadas vocabulary (Activity 4)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p>	<p>English language learners: -Use images, diagrams and other visual aids whenever possible</p> <p>At Risk of School Failure: -Implement behavior and academic contracts -Use behavior management techniques consistently within classroom and across classes</p> <p>Gifted and Talented Students: Write a descriptions for famous Hispanics (extension of Activity 4)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p>	<p>English language learners: -Use images, diagrams and other visual aids whenever possible</p> <p>At Risk of School Failure: -Implement behavior and academic contracts -Use behavior management techniques consistently within classroom and across classes</p> <p>Gifted and Talented Students: Visit the website for a zoo in Mexico. Look for key terms and answer questions about zoo animals (Activity 3)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p>
<p>Interdisciplinary Connections</p>	<p>Discuss how climate affects housing choices (science) (Activity 3 and Activity 5)</p>	<p>Create Venn Diagram comparing US and Mexican Christmas traditions (social studies) (Activity 2)</p>	<p>Use adjectives to describe fictional characters (language arts) (Activity 4)</p>	<p>Discuss what animals live in what environments (science) (Activity 4)</p>
<p>Assessments</p>	<p>Formative assessments Teacher observation/class participation Oral/written quizzes Summative assessments Classroom projects</p>	<p>Formative assessments Teacher observation/class participation Oral/written quizzes Summative assessments Classroom projects</p>	<p>Formative assessments Teacher observation/class participation Oral/written quizzes Summative assessments Classroom projects</p>	<p>Formative assessments Teacher observation/class participation Oral/written quizzes Summative assessments Classroom projects</p>

<p>21st Century Themes and Skills</p>	<p>View PowerPoint of houses for sale/rent in Spanish speaking countries (Activity 7) (CRP11 use technology to enhance productivity)</p>	<p>Visit web sites to read culturally authentic menus and recipes (Activity 11) (CRP11 use technology to enhance productivity)</p>	<p>Visit websites to research famous Hispanics. Look for key adjectives (CRP12 Work productively to while using global competence)</p>	<p>Visit websites to research animals that live in the environments of Spanish Speaking countries (CRP5 Consider the environmental, social and economic impacts of decisions)</p>
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