

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: 5th

Subject: Spanish

Adoption Date: 04/01/14

Revision Date: 11/3/2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>Can you apply familiar words and phrases in order to initiate and respond to greetings? (3 weeks)</p> <p>Can you create a calendar by applying target vocabulary? (2 weeks)</p> <p>Can you analyze the way El dia de los Muertos celebrated? (2 weeks)</p> <p>Can you create a descriptive paragraph that demonstrates an understanding of how Dia de Los Muertos is celebrated? (1 week)</p>	<p>¿Que te gusta hacer? ¿Como eres? Can you understand how to express likes and dislikes in Spanish? (3 weeks)</p> <p>How can you recognize familiar words and phrases that describe your personality? (3 weeks)</p> <p>Can you analyze the way El Dia de los Magos is celebrated in Puerto Rico? (2 weeks)</p>	<p>¿Qué clases tienes? Can you recognize familiar words and phrases that describe your school schedule? (2 weeks)</p> <p>Can you create a student based interview about classes and supplies? (2 weeks)</p> <p>¿Qué hora es? Can you apply number vocabulary to time telling practices? (2 weeks)</p>	<p>Can you recognize subject pronouns in Spanish? (2 weeks)</p> <p>Can you apply linguistic rules to subject pronouns in Spanish? (2 weeks)</p> <p>Can you understand how verbs change within a sentence based on the subject? (2 weeks)</p> <p>How do you create simple sentences in Spanish based on grammatical conventions? (2 weeks)</p>
Instructional Materials	<p>Paso a Paso Scott Foresman</p> <p>Video: <i>Los Saludos</i></p>	<p>Paso a Paso Scott Foresman</p> <p>Video: <i>Passport to Adventure</i></p>	<p>Paso a Paso Scott Foresman</p> <p>Video: <i>Time the Movie</i></p>	<p>Paso a Paso Scott Foresman</p> <p>Video: <i>Subject Pronouns</i></p> <p>Video: <i>Action verbs</i></p>

	<p>Video: <i>El Calendario</i></p> <p>Video: <i>The Book of Life</i></p>	<p><i>The Story of the Three Wise Kings</i> by Tomie De Paolo</p>	<p>Video: <i>Me gusta</i></p>	<p>Video: <i>AR verbs</i></p>
Activities	<p>One: Play vocabulary games</p> <p>Two: Role play introductory greetings</p> <p>Three: Watch video: <i>Los Saludos</i></p> <p>Four: Create a calendar based on target vocabulary (numbers, days, months)</p> <p>Five: Watch <i>Mis Americas: Dia de los Muertos</i></p> <p>Six: Write a descriptive paragraph in the format of a RAFT</p> <p>Seven: Use Aztec Ball website to learn about Ball Game</p> <p>Eight: Watch <i>The Book of Life</i></p>	<p>One: Survey likes and dislikes of classmates</p> <p>Two: Play vocabulary games</p> <p>Three: Watch video: <i>Me gusta</i></p> <p>Four: Graph personality traits</p> <p>Five: Watch <i>Passport to Adventure</i> and categorize like and dislikes based on video</p> <p>Six: Listen to <i>The Story of the Three Wise Kings</i> by Tomie De Paolo</p> <p>Seven: Complete Venn Diagram comparing and contrasting Three Kings day and Christmas</p>	<p>One: Play vocabulary games</p> <p>Two: Write school schedule</p> <p>Three: Interview another student about his/her classes, what supplies are needed and when the classes take place</p> <p>Four: Role play introducing a new student to school</p> <p>Five: Make Spanish clocks and play time games</p> <p>Six: Tell time in different Spanish speaking countries using time zones</p> <p>Seven: Visit website to research school experiences in Colombia http://www.abrahamlincoln.edu.co/index.php</p>	<p>One: Play vocabulary games</p> <p>Two: Watch <i>Subject Pronoun</i> video</p> <p>Three: Play verb games</p> <p>Four: Write short sentences using subject pronouns and AR verbs</p> <p>Five: Watch <i>Action Verb</i> video and play dice game to conjugate verbs</p> <p>Six: Make T chart to contrast students' school experience with those of a student in a Spanish-speaking country</p>

Standards	<p>Activity One: 7.1 A.2</p> <p>Activity Two: 7.1 A.4</p> <p>Activity Three: 7.1 A.5</p> <p>Activity Four: 7.1.A.4</p> <p>Activity Five: 7.1.A.5</p> <p>Activity Six: 7.1.A.5</p> <p>Activity Seven: 7.1.A.5</p> <p>Activity Eight: 7.1.A.5</p>	<p>Activity One: 7.1 A.4</p> <p>Activity Two: 7.1 A.2</p> <p>Activity Three: 7.1 A.4</p> <p>Activity Four: 7.1.A.4</p> <p>Activity Five: 7.1.A.4</p> <p>Activity Six: 7.1.A.5</p> <p>Activity Seven: 7.1.A.5</p>	<p>Activity One: 7.1 A.2</p> <p>Activity Two: 7.1 A.1</p> <p>Activity Three: 7.1 A.4</p> <p>Activity Four: 7.1.A.4</p> <p>Activity Five: 7.1.A.4</p> <p>Activity Six: 7.1.A.3</p> <p>Activity Seven: 7.1.A.5</p>	<p>Activity One: 7.1 A.2</p> <p>Activity Two: 7.1 A.1</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.3</p>
Accommodations and Modifications	<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: Enrichment: Visit website http://www.spanish.bz/greetin gs.htm to expand greeting vocabulary (Activity 2)</p> <p>Students with 504 plans:</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: Analyze posters for student council candidates</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: Enrichment: Read and answer questions based on a Spanish language report card</p> <p>Students with 504 plans: Seated in close proximity to</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: Read and respond to T chart in target language (Activity 6)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p>

	Seated in close proximity to teacher		teacher	
Interdisciplinary Connections	Watch <i>Mis Americas: Dia de los Muertos</i> (social studies)	Graph personality traits (Math) Listen to <i>The Story of the Three Wise Kings</i> by Tomie De Paolo (social studies)	Play time games (math)	Identifying parts of speech activities (Language Arts)
Assessments	Ongoing Progress Monitoring Assessments Teacher observation/class participation Oral/written quizzes Summative assessments Classroom projects Benchmark assessments Teacher Created	Ongoing Progress Monitoring Assessments Teacher observation/class participation Oral/written quizzes Interview Role play Summative assessments Classroom projects Benchmark assessments Teacher Created	Ongoing Progress Monitoring Assessments Teacher observation/class participation Oral/written quizzes Summative assessments Classroom projects Benchmark assessments Teacher Created	Ongoing Progress Monitoring Assessments Teacher observation/class participation Oral/written quizzes Summative assessments Classroom projects Benchmark assessments Teacher Created
21st Century Themes and Skills	Explain cultural differences for los saludos in Spanish speaking countries using sequence charts (CRP12 Work productively while using global competence)	Visit website to research school experiences in Colombia http://www.abrahamlincoln.edu.co/index.php (CRP12 Work productively while using global competence)	Explain cultural differences for telling time practices in Spanish speaking countries using sequence charts (CRP12 Work productively while using global competence)	Explain cultural differences for schools in Spanish speaking countries using sequence charts (CRP12 Work productively while using global competence)