

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: 6

Subject: Spanish

Adoption Date: 12/1/11

Revision Date: 12/6/18

| | MP1 | MP2 | MP3 | MP4 |
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| Scope and Sequence | <p>¿Adonde vas? ¿Qué quieres hacer? How can pastimes be described using the target language? (2 weeks)</p> <p>Can you recognize familiar words and phrases that describe hobbies? (2 weeks)</p> <p>Can you analyze the cultural differences between American parks and those in Spanish speaking countries? (1 week)</p> <p>Can you apply vocabulary and grammar in order to make plans, accept or decline invitations? (2 weeks)</p> | <p>Can you analyze the impact that the Spanish Renaissance had on the modern world? (3 weeks)</p> <p>¿Que prefieres comer? Can you recognize words and phrases that describe food? (2 weeks)</p> <p>Can you analyze the cultural differences between American eating customs and those in Spanish speaking countries? (1 week)</p> <p>Can you create a food plate in Spanish that aligns with the USDA MyPlate guidelines?(1 week)</p> | <p>¿Como es tu familia? Can you recognize words and phrases that describe families? (3 weeks)</p> <p>Using appropriate descriptive language, grammatical conventions and syntax, how would you create a paragraph in Spanish describing a family? (3 weeks)</p> <p>Can you analyze the cultural differences between American naming customs and those in Spanish speaking countries? (1 week)</p> <p>Can you analyze student profiles in the target language, comparing and</p> | <p>¿Como es la ropa? Can you recognize words and phrases that describe clothes? (2 weeks)</p> <p>Can you analyze the cultural differences between shopping practices in the U.S. and those in Spanish speaking countries? (1 week)</p> <p>Can you create a fashion catalogue in Spanish using appropriate vocabulary and grammatical structure? (2 weeks)</p> <p>Can you recognize words and phrases that travel and weather? (2 weeks)</p> |

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| | Can you create a poster displaying key vocabulary about a specific sport in Spanish? (1 week) | Using appropriate descriptive language, grammatical conventions and syntax, how would you create a paragraph in Spanish describing a meal?(2 weeks) | contrasting personal descriptions (1 week) | Using appropriate descriptive language, grammatical conventions and syntax, how would you forecast the weather in Spanish? (1 week) |
| Instructional Materials | <i>Paso a Paso</i> Scott Foresman Video: <i>Quack: IR A</i> + Video: <i>Quack: Estar</i> | <i>Paso a Paso</i> Scott Foresman Video: <i>The Foods of Mexico</i> Quack Video: <i>La comida</i> ER verb video <i>Conquistador</i> video <i>Isabella: Jewel of Castile</i> <i>The Road to El Dorado</i> | <i>Paso a Paso</i> Scott Foresman <i>Family Pictures</i> by Carmen Lomas Garza Quack Video: <i>La familia</i> <i>Ser</i> video | <i>Paso a Paso</i> Scott Foresman Quack Video: <i>La ropa</i> United Streaming Video: <i>Demonstrative Adjectives</i> |
| Activities | One: Play vocabulary games Two: Interview another student about his/her daily plans Three: Write dialogues about weekend plans and create an invitation for weekend plans (party, sporting event, etc) Four: Use a Venn Diagram to compare and contrast Cape May County Park and El | One: Discuss the contributions of Queen Isabella to the history and culture of Spain Two: Watch <i>Isabella: Jewel of Castile</i> Three: Discuss the role of the conquistador in the history of the Americas Four: Watch <i>The Road to El Dorado</i> Five: Play vocabulary games | One: Play vocabulary games Two: Watch video: <i>La familia</i> Three: Use the verb <i>tener</i> to speak and write simple sentences Four: Watch video: <i>Ser</i> Five: Use the verb <i>ser</i> to describe families | One: Play vocabulary games Two: Compare shopping venues in Spanish speaking countries and the U.S. Three: Write and role play shopper/salesperson dialogues Four: Construct short sentences using noun and adjective agreement |

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| | <p>Parque Chapultepec</p> <p>Five: Visit Chaputec park website to research Mexican pastimes http://www.mexicodesconocio.com.mx/notas/4982/ZoológicodeChapultepec</p> <p>Six: Complete a class survey of favorite pastimes and calculate percentage of outcomes</p> <p>Seven: Watch IR + a grammar video Write short sentences using the verb IR Watch Estar grammar video</p> <p>Eight: Read Spanish amusement park maps and write short sentences using the verb Estar</p> <p>Nine: Visit Real Sociedad de Futbol website and research Spanish sport http://www.realsociedadsad.es/caste/home/real.asp?menu=0101</p> <p>Ten: Create a poster for a sport of choice indicating key vocabulary words</p> | <p>Six: Interview another student about food preferences</p> <p>Seven: Write a restaurant review using adjective agreement</p> <p>Eight: Create a Food Plate to reflect healthy food choices</p> <p>Nine: Research the eating habits of la merienda and las tapas</p> <p>Ten: Write short sentences telling what you should and should not eat and why</p> | <p>Six: Read <i>Family Pictures</i> by Carmen Lomas Garza</p> <p>Seven: Write a description of “La Sandia” painting by Carmen Lomas Garza</p> <p>Eight: Write a descriptive paragraph of the family</p> <p>Nine: Discuss how names are formed in Spanish speaking countries</p> <p>Ten: Visit site http://www.columbia.edu/itc/spanish/cultura/page_bios_ny_04.html to analyze student profiles</p> | <p>Five: Create clothing catalog using clothing, color, shopping vocabulary and simple grammar structures</p> <p>Seven: Discuss currency/exchange rates. Use formulas to convert pesos/Euros and dollars</p> <p>Eight: Use the verbs querer, pensar and poder to form simple sentences</p> <p>Nine: Create a suitcase filled with items needed for a trip to a specific Spanish speaking destination</p> <p>Ten: Write and present a weekly weather forecast for a Spanish speaking city</p> <p>Eleven: Discuss the usage of Celsius versus Fahrenheit scales. Practice converting measurements of temperature</p> |
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| | associated with that sport | | | |
| Standards | <p>Activity One: 7.1 A.2</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.4</p> | <p>Activity One: 7.1.A.3</p> <p>Activity Two: 7.1.A.3</p> <p>Activity Three: 7.1.A.3</p> <p>Activity Four: 7.1.A.3</p> <p>Activity Five: 7.1 A.4</p> <p>Activity Six: 7.1 A.4</p> <p>Activity Seven: 7.1 A.4</p> <p>Activity Eight: 7.1 A.4</p> <p>Activity Nine: 7.1.A.3</p> <p>Activity Ten: 7.1.A.5</p> | <p>Activity One: 7.1.A.4</p> <p>Activity Two: 7.1.A.1</p> <p>Activity Three: 7.1.A.4</p> <p>Activity Four: 7.1.A.1</p> <p>Activity Five: 7.1 A.4</p> <p>Activity Six: 7.1 A.1</p> <p>Activity Seven: 7.1 A.5</p> <p>Activity Eight: 7.1 A.5</p> <p>Activity Nine: 7.1.A.3</p> <p>Activity Ten: 7.1.A.1</p> | <p>Activity One: 7.1.A.4</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.4</p> <p>Activity Six: 7.1 A.5</p> <p>Activity Seven: 7.1 A.3</p> <p>Activity Eight: 7.1 A.4</p> <p>Activity Nine: 7.1.A.2</p> <p>Activity Ten: 7.1 A.4</p> <p>Activity Eleven: 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</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</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</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</p> |

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| | <p>classroom and across classes</p> <p>Gifted and Talented Students: visit website http://facweb.eths.k12.il.us/spanishactivities/spanish1/spanish1.htm to practice vocabulary (Activity One)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p> | <p>classroom and across classes</p> <p>Gifted and Talented Students: Create a food plate to reflect healthy food choices using extended vocabulary list (Activity Four)</p> <p>Write a restaurant review using adjective agreement With no support (Activity Three)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p> | <p>classroom and across classes</p> <p>Gifted and Talented Students: Write a descriptive paragraph about their family using extended vocabulary and grammar (Activity Eight)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p> | <p>classroom and across classes</p> <p>Gifted and Talented Students: Create clothing catalog using clothing, color, shopping vocabulary and simple grammar structures with extended vocabulary (Activity Five)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p> |
| Interdisciplinary Connections | <p>Complete a class survey of favorite pastimes and calculate percentage of outcomes (math)</p> | <p>Research the eating habits of la merienda and las tapas (social studies)</p> <p>Create a food plate to reflect healthy food choices (health)</p> | <p>Write a descriptive paragraph describing “La Sandia” painting by Carmen Lomas de Garza (art)</p> | <p>Discuss currency/exchange rates. Use formulas to convert pesos/Euros and dollars (math)</p> |
| Assessments | <p>Formative assessments Quizzes Survey Summative assessments Test Poster</p> | <p>Formative assessments Quizzes Restaurant Review Summative assessments Test Food Plate</p> | <p>Formative assessments Quizzes Paragraph describing “La Sandia” Summative assessments Test</p> | <p>Formative assessments Quizzes Summative assessments Tests Fashion Catalog</p> |

| | | | Descriptive family paragraph | Weather forecast |
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| 21st Century Themes and Skills | <p>Use a Venn Diagram to compare and contrast Cape May County Park and El Parque Chapultepec (CRP12 Work productively while using global competence) Activity Four</p> <p>Visit Chapultepec park website to research Mexican pastimes http://www.mexicodescopenocido.com.mx/notas/4982ZoológicodeChapultepec (CRP12 Work productively while using global competence) Activity Five</p> | <p>Research the eating habits of la merienda and las tapas (CRP5 Consider the environmental, social and economic impacts of decisions) Activity Nine</p> <p>Create a food plate to reflect healthy food choices (CRP11 use technology to enhance productivity) Activity Eight</p> | <p>Discuss how names are formed in Spanish speaking countries (CRP5 Consider the environmental, social and economic impacts of decisions) Activity Nine</p> | <p>Discuss currency/exchange rates. Use formulas to convert pesos/Euros and dollars (CRP12 Work productively using global competence)) Activity Seven</p> |