

Crest Memorial School Curriculum and Pacing Guide

Grade: 3rd

Subject: Spanish

Adoption Date: 04/01/14

Revision Date: 11/7/18

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>¿Hola, cómo estás? Using appropriate descriptive language, grammatical conventions and syntax, how would you greet someone in Spanish? (3 weeks)</p> <p>How can a classroom be described using Spanish vocabulary, including numbers and colors? (4 weeks)</p> <p>Can you analyze the cultural practices for greetings? (1 week)</p>	<p>¿Cómo es el cuerpo? How can the body be described using Spanish vocabulary? (4 weeks)</p> <p>Using appropriate descriptive language, grammatical conventions and syntax, how would you create a paragraph describing a body? (1 week)</p> <p>Can you analyze how and why is carnival celebrated in Hispanic countries? (3 weeks)</p>	<p>Cómo es la granja? How can a farm be described by using Spanish vocabulary? (2 weeks)</p> <p>Using appropriate descriptive language, grammatical conventions and syntax, how would you construct a paragraph about a farm in Spanish? (2 weeks)</p> <p>How can emotions be described by using Spanish vocabulary? (2 weeks)</p> <p>¿Quien es en la familia? How can a family be described by using Spanish vocabulary? (2 weeks)</p>	<p>¿Qué tiempo hace hoy? How can the weather be described by using Spanish vocabulary? (2 weeks)</p> <p>Can you understand the weather by analyzing a graph? (1 week)</p> <p>Using appropriate descriptive language, grammatical conventions and syntax, how would you construct a weather forecast about in Spanish? (2 weeks)</p> <p>How can clothing be described by using the target language? (3 weeks)</p>
Instructional Materials	<p><i>¡Viva el Español!</i> Greetings</p>	<p><i>¡Viva el Español!</i> Body vocabulary</p>	<p><i>¡Viva el Español!</i> Farm Vocabulary</p>	<p><i>¡Viva el Español!</i> Weather vocabulary Clothing vocabulary</p>

	Classroom vocabulary Numbers 1-10 Emotions vocabulary Color vocabulary	<i>Tonight is Carnaval</i> by Arthur Dorros	Family vocabulary Animal vocabulary <i>La Granja Garces</i>	
Activities	<p>One: TPR vocabulary instruction</p> <p>Two: Sing “Me llamo song”</p> <p>Three: Play vocabulary games</p> <p>Four: Perform mini skits using greeting vocabulary</p> <p>Five: Discuss cultural practices associated with greetings</p> <p>Five: Play counting games</p> <p>Six: Illustrate and label a classroom in Spanish</p> <p>Seven: Count, graph and describe flags of Spanish speaking countries</p>	<p>One: TPR vocabulary instruction</p> <p>Two: Play Simon Dice game to identify body parts</p> <p>Three: Play Pin the body part game</p> <p>Four: Create Skeleton/body part project</p> <p>Five: Play vocabulary games</p> <p>Six: Listen to nonfiction reading <i>Tonight is Carnaval</i> by Arthur Dorros</p> <p>Seven: Compare and contrast cultural celebrations of carnival around the world</p>	<p>One: TPR vocabulary instruction</p> <p>Two: Listen to “La Granja Garces” and identify farm animals</p> <p>Three: Sing “La granja song”</p> <p>Four: Create and describe farm using animal, color, number and body part vocabulary</p> <p>Five: Create Family trees in Spanish using target vocabulary</p> <p>Six: Play vocabulary games</p> <p>Seven: Play charades based on emotions</p>	<p>One: TPR vocabulary instruction</p> <p>Two: Read culturally authentic weather reports</p> <p>Three: Graph weather conditions</p> <p>Four: Write weather reports</p> <p>Five: Create Venn Diagram to compare clothing and shopping customs among cultures</p> <p>Six: Read culturally authentic clothing advertisements</p> <p>Seven: Create paper dolls using clothing vocabulary</p> <p>Eight: Complete dressing for the seasons project</p> <p>Nine: Play vocabulary games</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.3</p> <p>Activity Six: 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.2</p> <p>Activity Six: 7.1.A.4</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.2</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.3</p> <p>Activity Six: 7.1.A.1</p>

	Activity Seven: 7.1.A.4	Activity Seven: 7.1.A.4	Activity Seven: 7.1.A.2	Activity Seven: 7.1.A.4 Activity Eight: 7.1.A.4 Activity Nine: 7.1 A.2
Modifications/ Accommodations	<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: Extended vocabulary for skits (Activity Four)</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 body part paragraph with extended vocab (Activity Four)</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 farm description with extended vocab (Activity Four)</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 a weather forecast with extended vocabulary (Activity Four)</p> <p>Students with 504 plans: Seated in close proximity to teacher</p>
Interdisciplinary Connections	Social Studies: Flag graphs (Activity Seven) Math- simple computation in target language (Activity Five)	Health- skeleton label (Activity Four) Social Studies- Carnival (Activity Seven)	Social Studies- family tree	Science- seasons Science- weather
Assessments	Classroom projects Teacher observation/class participation Oral/written quizzes	Classroom projects Teacher observation/class participation Oral/written quizzes	Classroom projects Teacher observation/class participation Oral/written quizzes	Classroom projects Teacher observation/class participation Oral/written quizzes
21st Century Themes	Discuss cultural practices	Compare and contrast	Create and describe farm	Create Venn Diagram to

and Skills	associated with greetings (CRP12 Work productively while using cultural global competence)	cultural celebrations of carnival around the world (CRP12 Work productively while using cultural global competence)	using animal, color, number and body part vocabulary (CRP4 Communicate clearly and effectively with reason)	compare clothing and shopping customs among cultures (CRP12 Work productively while using cultural global competence)
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