

**DEPARTMENT OF EDUCATION**  
**CURRICULUM AND INSTRUCTION DIVISION**  
**JUNKANOO INTEGRATION TEMPLATE**

**NOTE:** Duplicate this table and complete it for each grade level.

**SUBJECT:**                     SPANISH                    

**GRADE:**           4          

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week <u>  1  </u> January 6-9, <b>2025</b>	Responding to Commands and Making Requests	<ol style="list-style-type: none"> <li>1. Respond to simple commands</li> <li>2. Make common requests</li> </ol>	<ul style="list-style-type: none"> <li>• Follow simple commands like “Dance (the junkanoo),” Play the drum”</li> <li>• Make a request to attend Junkanoo parade</li> </ul>	
Week <u>  2  </u> January 13-17, <b>2025</b>	Days of the Week	<ol style="list-style-type: none"> <li>1. Name the days of the week in Spanish</li> <li>2. State on which days they so certain activities</li> <li>3. Ask and respond to questions about the days of the week</li> </ol>	<ul style="list-style-type: none"> <li>• State which day of the week each Junkanoo Parade will be held.</li> <li>• State on which which days junkanoo groups practice</li> </ul>	

Week <u>  3  </u> January 20-24, <b>2025</b>	Describing the Family	<ol style="list-style-type: none"> <li>1. Identify family members in Spanish</li> <li>2. Give names of family members using se llama..</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss which family members participate in Junkanoo and how (e.g. Mi papa toca el tambor – My dad plays the drum)</li> </ul>	
Week <u>  4  </u> January 27-31, <b>2025</b>	Describing the Family (Cont'd)	<ol style="list-style-type: none"> <li>1. Describe their family using adjectives, pequeña, meidana and grande</li> </ol>		

**DEPARTMENT OF EDUCATION**  
**CURRICULUM AND INSTRUCTION DIVISION**  
**JUNKANOO INTEGRATION TEMPLATE**

**NOTE:** Duplicate this table and complete it for each grade level.

**SUBJECT:**                     SPANISH                    

**GRADE:**           5          

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week <u>  1  </u> January 6-9, <b>2025</b>	Describing the Family	<ol style="list-style-type: none"> <li>1. Identify family members</li> <li>2. Describe family relationships</li> <li>3. Use possessive adjectives mi, tu and su</li> </ol>	<ul style="list-style-type: none"> <li>• Describe one's familial relationship to a participant in Junkanoo parade</li> <li>• Respond to questions about a family member that participates in Junkanoo</li> </ul>	
Week <u>  2  </u> January 13-17, <b>2025</b>	Describing Physical Characteristics and Personality	<ol style="list-style-type: none"> <li>1. Describe physical characteristics of family members</li> <li>2. Use basic adjectives correctly in Spanish that</li> </ol>	<ul style="list-style-type: none"> <li>• Describe physical characteristics and personality of a family member who is a Junkanooer</li> </ul>	<ul style="list-style-type: none"> <li>• Photo(s) of Performers in Junkanoo parade</li> </ul>

		agree in gender and number		
Week <u>  3  </u> January 20-24, <b>2025</b>	Describing Physical Characteristics and Personality (cont'd)	<ol style="list-style-type: none"> <li>1. Identify personalities of various family members in Spanish</li> <li>2. Use adjectives correctly to describe family members</li> </ol>	<ul style="list-style-type: none"> <li>• Give an oral description of family member (physical and personality) participating in Junkanoo</li> <li>• Create a costume for Junkanoo and describe it,</li> </ul>	<ul style="list-style-type: none"> <li>- Flour paste/ glue</li> <li>- Crêpe paper</li> <li>- Beads</li> <li>- Glitter</li> <li>- Newspaper</li> <li>- Cardboard</li> <li>- scissors</li> </ul>
Week <u>  4  </u> January 27-31, <b>2025</b>	Discussing School Life: People and Places around the school	<ol style="list-style-type: none"> <li>1. Identify places around the school</li> <li>2. Identify the people who work around the school</li> </ol>	<ul style="list-style-type: none"> <li>• Indicate where a junkanoo parade would occur on school campus and the role certain staff members would play in the parade (drummer, dancer, judge, etc)</li> </ul>	

**DEPARTMENT OF EDUCATION**  
**CURRICULUM AND INSTRUCTION DIVISION**  
**JUNKANOO INTEGRATION TEMPLATE**

**NOTE:** Duplicate this table and complete it for each grade level.

**SUBJECT:**                     SPANISH                    

**GRADE:**           6          

<b>Pacing Guide Week #</b>	<b>Topic (As displayed on the Pacing Guide)</b>	<b>Objectives (As outlined in the Curriculum)</b>	<b>Integration Strategy (Activities)</b>	<b>Resources</b>
Week <u>  1  </u> January 6-9, <b>2025</b>	Describing States and Conditions: Emotional and Physical	1. Use the verbs ESTAR and TENER to describe feelings and emotions	<ul style="list-style-type: none"> <li>Describe one's feelings about Junkanoo</li> </ul>	
Week <u>  2  </u> January 13-17, <b>2025</b>	Describing States and Conditions: Emotional and Physical (Cont'd)	2. Use the verb SENTIRSE to describe feelings	<ul style="list-style-type: none"> <li>Describe how one feels after hearing if their favourite group win or loses Junkanoo competition</li> </ul>	
Week <u>  3  </u> January 20-24, <b>2025</b>	Discussing School Life: School Subjects	<ol style="list-style-type: none"> <li>Identify various subjects taken in school</li> <li>State their favourite subject(s)</li> <li>Describe classes in Spanish</li> </ol>	<ul style="list-style-type: none"> <li>Use basic adjectives (facil, interesante, divertido/a, etc.) to describe a Junkanoo parade</li> </ul>	

<p>Week <u>4</u> January 27-31, <b>2025</b></p>	<p>Discussing School Life: School Activities (AR verbs)</p>	<ol style="list-style-type: none"> <li>1. State what they like to do in certain classes</li> <li>2. Discuss why they like doing certain activities (Me gusta bailar porque es divertido)</li> </ol>	<ul style="list-style-type: none"> <li>• Role play participating in a Junkanoo parade (Bailo con un grupo de chicas, toco el tambor, etc.)</li> <li>• Reading comprehension passage about activities that occur during Junkanoo (Bailar, pintar, escuchar, tocar, juga, etc)</li> </ul>	
---	---	---	---	--