

DEPARTMENT OF EDUCATION
CURRICULUM AND INSTRUCTION DIVISION
JUNKANOO INTEGRATION TEMPLATE

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

SUBJECT: SPANISH

GRADE: 7

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u> 1 </u> January 6-9, 2025	Parts of the Body and Physical Traits	<ol style="list-style-type: none"> 1. Identify and name parts of the face, head and body 2. Describe the physical characteristics of self and others 	<ul style="list-style-type: none"> • Students work in groups to create a mask/shoulder piece using the pasting technique employed in Junkanoo 	<ul style="list-style-type: none"> - Crêpe paper in various colours, glue (flour and water)
Week <u> 2 </u> January 13-17, 2025	Parts of the Body and Physical Traits (Cont'd)	<ol style="list-style-type: none"> 3. Use the present tense of the verbs SER and TENER 	<ul style="list-style-type: none"> • Give oral/written description in Spanish of mask/shoulder piece created 	<ul style="list-style-type: none"> - Sample of mask/ head or shoulder piece used in Junkanoo parade
Week <u> 3 </u> January 20-24, 2025	Modes of Transportation	<ol style="list-style-type: none"> 1. Identify the means of transportation 	<ul style="list-style-type: none"> • Students discuss means used to transport persons 	<ul style="list-style-type: none"> - Photo of truck/trailer transporting

		<p>2. State how one comes/goes to school</p> <p>3. State who transports them to school</p>	<p>and costumes to Bay Street for Junkanoo Parade.</p>	<p>large junkanoo piece to Bay St.</p>
<p>Week <u>4</u> January 27-31, 2025</p>	<p>Modes of Transportation (Cont'd)</p>	<p>4. Use the present tense of the verbs, VENIR, IR and LLEGAR</p>	<ul style="list-style-type: none"> • State how one gets to Bay St. to watch a Junkanoo parade using the verbs IR and LLEGAR 	

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GRADE: 8

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u> 1 </u> January 6-9, 2025	Types of Dwelling & The House	<ol style="list-style-type: none"> 1. Identify various types of living accommodations 2. Discuss the use of the courtyard/patio in Hispanic countries 	<ul style="list-style-type: none"> • Describe a junkanoo shack and similarities between some homes and the shack 	<ul style="list-style-type: none"> - Photos of various homes/dwellings and Junkanoo shack
Week <u> 2 </u> January 13-17, 2025	Types of Dwelling & The House (cont'd)	<ol style="list-style-type: none"> 1. Give one's address and directions to one's home 	<ul style="list-style-type: none"> • Give address/direction of main shack for major groups 	<ul style="list-style-type: none"> - Map of island
Week <u> 3 </u> January 20-24, 2025	Parts of the House	<ol style="list-style-type: none"> 1. Identify the interior and exterior parts of the house 2. Give physical description of houses in Spanish 	<ul style="list-style-type: none"> • Give description of a Junkanoo shack in Spanish 	<ul style="list-style-type: none"> - Photos of Junkanoo shacks

Week <u>4</u> January 27-31, 2025	Parts of the House (Cont'd)	3. Give physical description of houses in Spanish(cont'd)	<ul style="list-style-type: none">• Construct a mini model of house, dwelling using pasting technique used in Junkanoo	<ul style="list-style-type: none">- Crêpe paper, newspaper, glue/ flour paste, etc.
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SUBJECT: SPANISH

GRADE: 9

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u> 1 </u> January 6-9, 2025	Parts of the Body and Health Concerns (Aches, Pains, Illnesses and Remedies)	<ol style="list-style-type: none"> 1. Identify parts of the body 2. Describe physical features 	<ul style="list-style-type: none"> • Describe the shoulder piece of a Junkanoo costume 	
Week <u> 2 </u> January 13-17, 2025	Parts of the Body and Health Concerns (Aches, Pains, Illnesses and Remedies) – Cont'd	<ol style="list-style-type: none"> 3. Describe how one is feeling 4. State pain/illness 5. Ask and respond to Doctor concerning medical condition 	<ul style="list-style-type: none"> • Describe body aches and pains that may occur as a result of “rushing” during a Junkanoo parade 	
Week <u> 3 </u> January 20-24, 2025	Making Healthy Lifestyle Choices	<ol style="list-style-type: none"> 1. Describe what one must or must not do to practice a healthy lifestyle 	<ul style="list-style-type: none"> • Discuss poor eating habits of junkanooers who miss meals or purchase fast 	

			foods when working in the shack from morning 'til night	
Week <u>4</u> January 27-31, 2025	Making Healthy Lifestyle Choices (Cont'd)	2. Compare active and sedentary lifestyles and write a report to state your findings	<ul style="list-style-type: none"> • Oral presentation on how fit junkanooers have to be to rush for 2 hours or more on Bay & Shirley St. 	

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GRADE: 10

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u>1</u> January 6-9, 2025	Food and Mealtimes -Ordering/selecting food from menu/list	<ol style="list-style-type: none"> 1. Identify places where food and drinks are served 2. Order and pay for food/meal using Spanish 		
Week <u>2</u> January 13-17, 2025	Food and Mealtimes -Ordering/selecting food from menu/list (Cont'd)	<ol style="list-style-type: none"> 3. Express enjoyment and displeasure regarding quality of food 4. Describe past and future actions and events 		
Week <u>3</u> January 20-24, 2025	House and Home	<ol style="list-style-type: none"> 1. Discuss the various types of homes and types of materials they are constructed with 2. Describe the different parts of the house 		

Week <u>4</u> January 27-31, 2025	House and Home (Cont'd)	<ol style="list-style-type: none">3. Identify where different objects/furniture are located in the house using the verb ESTAR + prepositions4. Describe and state the material of which items and furniture are made		
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GRADE: 11

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u> 1 </u> January 6-9, 2025	Clothing and Weather -Review seasons & weather -clothing (fit, comparisons, descriptions)	1. Discuss what clothing people wear during different weather conditions 2. Identify various material and patterns of clothing	<ul style="list-style-type: none"> • Give an oral presentation in past tense about what the weather was like during Junkanoo Parade and what attendees wore • Describe material used to construct Junkanoo costume 	<ul style="list-style-type: none"> - Sample of Junkanoo costume - Sample of materials used to construct junkanoo costumes; crêpe paper, glitter, glue, beads, feathers etc.
Week <u> 2 </u> January 13-17, 2025	Clothing and Weather	3. Describe how clothing fits 4. Construct questions about clothing	<ul style="list-style-type: none"> • Talk about the costumes worn by dancers in various Junkanoo groups 	<ul style="list-style-type: none"> - Photo (s) of Junkanoo dancers

<p>Week <u>3</u> January 20-24, 2025</p>	<p>Stores and Clothes Shopping</p>	<ol style="list-style-type: none"> 1. Identify different types of shops 2. Describe what one buys at the different shops 3. Explain the different types of payment, currency 	<ul style="list-style-type: none"> • State where one can purchase material to construct costume • Trick out a tennis shoe for Junkanoo 	<ul style="list-style-type: none"> - Coloured crêpe paper - Beads - Glitter - glue
<p>Week <u>4</u> January 27-31, 2025</p>	<p>Food</p>	<ol style="list-style-type: none"> 1. Identify fruits, vegetables, food and drinks 2. Describe the kinds of products sold in a market (Mercado al aire libre/ supermercado) 3. Use quiero/quería to state quantity one wishes to purchase 	<ul style="list-style-type: none"> • Students can conduct a survey and give oral report in Spanish about foods junkanooers eat while working in the shack 	<ul style="list-style-type: none"> - Survey questionnaire