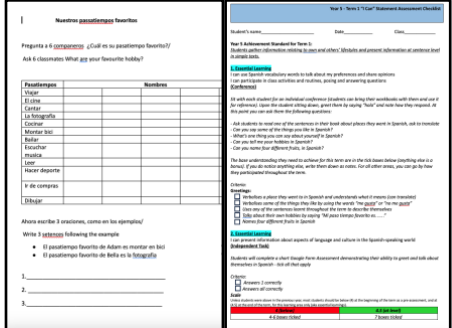
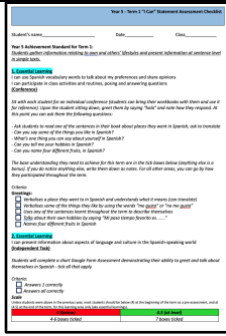


Spanish EL Pacing

Spanish EL Pacing			
Year Level: 5	Semester: One	Team Members: Dennis Mazzella, Vanessa Brown	
Essential Learning	Examples of Rigour	Common Ass'ments	When taught?
<p>What is the essential learning? Describe in student friendly vocabulary.</p>	<p>What does proficient student work look like? Provide an example and/or description for a two year cycle</p>	<p>What assessment/s will be used to measure student mastery?</p>	<p>When will this essential learning be taught?</p>
<p>- I can use Spanish vocabulary words to talk about my preferences and share opinions</p> <p>- I can participate in class activities and routines, posing and answering questions</p>	<div style="border: 1px solid black; padding: 5px;">  </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Spanish Term 1 Pre-Assessment (Year 5)</p> <p style="text-align: center; color: red;">* multiple choice required question</p> <p>The Spanish Tomato Spanish Festival or La Tomatina is basically a fun food fight with tomatoes held once a year in a small town in Spain. Every year on the last Wednesday of August around 20,000 people come from all over the world come to take part in what is known as 'The world's biggest food fight'.</p> <p>The Spanish Tomato Festival or La Tomatina started in 1945 in Buñol, Spain. People tell different stories about how it began. Some will tell you the story of cheeky children causing chaos by throwing tomatoes. Others will tell you a more political story of the townspeople being angry with the government. But most stories agree that there was a very real argument in which people fought with tomatoes. It must've been a huge fight because so many people remembered it, they acted it out again the year after just for fun, and this is how the Spanish Tomato Festival was born!</p> <p style="color: red;">*Why do people participate in La Tomatina, and what does the festival symbolize?*</p> </div> <p>Participating in Spanish: Assessed during introductory parts of the lesson, questioning and answering during the lesson and whilst conferencing</p>	<p>Anecdotal Notes Markbook with checklists Conferencing with students</p>	<p>Term 1</p>

- I can present information about aspects of language and culture in the Spanish-speaking world

- I can analyse texts to understand life in Spanish-speaking places by listening, viewing, and reading.



Whilst students are completing their task, they are questioned in Spanish and/or English, notes will be taken on their responses based on the vocabulary as well as being asked to translate from Spanish to English.

Students will also complete a sample of labels around the classroom, making sure that spelling and grammar is correct.

Beginning - needs support
Consolidating - student asks for help/clarity
Mastered - Independent

Anecdotal Notes
Markbook with checklists
Conferencing with students

Term 2