

**Spanish Alice Ayel YEAR/COURSE: Grade 10**

Weeks Time frame	Topics / content/ concepts	Key / Guiding questions	Aims Learning Outcomes	Assessment methods and Strategies	Resources	Cross-curr. (CC) + Differentiation (DI) + Multiculturalism (MC)
1-2	Transport: <ul style="list-style-type: none"> <li>● Ways of transport</li> <li>● Travelling facilities</li> <li>● Adjectives describing transportation</li> <li>● Time</li> </ul>	<i>¿Qué medios de transporte hay y cuáles usas?</i> <i>¿Cómo viajas?</i> <i>¿Cuáles son las ventajas y desventajas de los medios de transporte?</i> <i>¿Cómo se podría mejorar los transportes públicos donde vives?</i>	To ask and answer questions about different types of transport used. To review interrogatives and prepositions of movement. To give different opinions and to review comparatives and superlatives. To reinforce the present tense.	Vocabulary and grammar tests. Article or blog post about how to improve public transport in an area. Speaking: role-play to buy a ticket at a train/bus station or airport.	Spanish Foreign Language textbook, module 4.1 “ <i>El transporte</i> ”, CD 2.	Public transport in Latin American cities.

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<p><b>3-7</b></p>	<p>Holidays:</p> <ul style="list-style-type: none"> <li>● Countries and nationalities</li> <li>● Places to stay</li> <li>● Accomodation</li> <li>● Holiday activities</li> <li>● Places of interest</li> </ul>	<p><i>¿Qué has hecho este verano?</i>  <i>¿Qué tipo de vacaciones prefieres?</i>  <i>¿Qué vas a hacer el año que viene?</i></p>	<p>To ask and answer questions about past and future holiday plans. To describe where to stay on holidays and what to do. To review the immediate future and the preterite tense. To use the right register when writing a formal and informal letter.</p>	<p>Vocabulary and grammar tests. Formal letter to book a room in a hotel. Informal letter to a friend describing last holidays. Speaking: role play to book a holiday and general conversation about holidays.</p>	<p>Spanish Foreign Language textbook, module 4.2 “De vacaciones”, CD 2.</p> <p>Short movie: <i>¡Buen viaje!</i>, <i>¡Vacaciones con retos!</i>, <i>Gente que viaja</i></p>	<p>How do Spanish people spend their holidays. Touristic places in Spain and in Latin America. <i>Turismo consciente: Las Islas Galápagos en Ecuador.</i></p>
<p><b>8-11</b></p>	<p>Weather:</p> <ul style="list-style-type: none"> <li>● Seasons and months</li> <li>● Weather and climates</li> <li>● Festivals and celebrations</li> </ul>	<p><i>¿Qué tiempo hace?</i>  <i>¿Cuáles son las diferencias entre el clima de tu país y el clima de España?</i>  <i>¿Cuáles son las fiestas importantes en tu región y las que son importantes en los países hispanohablantes?</i></p>	<p>To handle questions and texts related to weather and climate. To describe important celebrations taking place in an area. To reinforce the past, present and future tenses when describing the weather. To use “se puede + infinitive”.</p>	<p>End of unit 4 test. Extended writing task about going to a festival. Speaking: General conversation about places and celebrations.</p>	<p>Spanish Foreign Language textbook, module 4.3 “El tiempo”, CD 2.</p> <p>Short movie: <i>El tiempo</i></p>	<p>Cultural Powerpoint 4.1: <i>La selva tropical</i>          Cultural Powerpoint 4.2: <i>Los Incas</i></p>

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<p><b>12-15</b></p>	<p>Healthy life:</p> <ul style="list-style-type: none"> <li>● Body parts</li> <li>● Health issues</li> <li>● Healthy lifestyles</li> </ul>	<p><i>¿Qué haces para mantenerte en forma?</i>  <i>¿Por qué es importante llevar una vida sana?</i>  <i>¿Qué deberías hacer para tener una vida más sana?</i></p>	<p>To ask and answer questions about healthy lifestyles. To give instructions and advice. To use the imperative tense and impersonal verbs such as <i>doler</i>. To use the pluperfect tense. To review the conditional tense to express wishes.</p>	<p>Vocabulary and grammar tests. Letter to a friend about a problem and how to overcome this issue. Speaking: role-play at the doctor/ chemist. Presentation about how to be healthy and general conversation about lifestyle.</p>	<p>Spanish Foreign Language textbook, module 5.1 “<i>Una vida sana</i>”, CD 2.</p> <p>Short movies: <i>Gente en forma</i>, <i>Me encuentro fatal</i>, <i>Estoy muy nerviosa</i></p>	<p>Unhealthy habits in Spain: issues and solutions.</p>
<p><b>16-18</b></p>	<p>Shopping:</p> <ul style="list-style-type: none"> <li>● Shops and places of business</li> <li>● Quantities, sizes and shapes</li> <li>● Clothes</li> <li>● Numbers</li> </ul>	<p><i>¿Te gusta ir de compras?</i>  <i>¿Adónde vas normalmente para comprar y por qué?</i>  <i>¿Crees que es bueno consumir mucho?</i></p>	<p>To discuss the shops in a local area. To engage in transactional language related to shopping. To review ordinal numbers and to reinforce the present tense.</p>	<p>Vocabulary and grammar tests. Information leaflet describing a shopping area/center. Speaking: role-play in a shop.</p>	<p>Spanish Foreign Language textbook, module 5.2 “<i>De compras</i>”, CD 2.</p> <p>Short movie: <i>De segunda mano</i></p>	<p>Shopping habits in Madrid and in Buenos Aires. Typical shops in Spain.</p>

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<p><b>19-21</b></p>	<p>Eating out:</p> <ul style="list-style-type: none"> <li>● Food and drink</li> <li>● Meals</li> <li>● Meal times</li> </ul>	<p><i>¿Te gusta comer fuera?</i>  <i>¿Qué tipo de comida te gusta?</i>  <i>¿Has ido a un restaurante recientemente?</i></p>	<p>To order food and drink in a restaurant. To explain how various dishes are made. To use disjunctive pronouns. To review the imperative tense to give a recipe. To reinforce the present and past perfect tenses.</p>	<p>Vocabulary and grammar tests. Blog post about different regional dishes and foods. Speaking: role-play to order food and drink in a restaurant. Presentation about a special dish or drink.</p>	<p>Spanish Foreign Language textbook, module 5.3 “<i>¡A comer fuera!</i>”, CD 1.</p> <p>Short movie: <i>No como carne</i></p>	<p>Cultural Powerpoint 5.1: <i>Tapas</i>.</p>
<p><b>22-24</b></p>	<p>Youth issues:</p> <ul style="list-style-type: none"> <li>● Environment</li> <li>● Teenage concerns</li> </ul>	<p><i>¿Qué te preocupa en el mundo?</i>  <i>¿Cuáles son los problemas con el medio ambiente?</i>  <i>¿Qué se podría hacer para solucionarlos?</i></p>	<p>To handle questions and texts related to youth issues. To give opinions using the present tense of the subjunctive. To review the imperative and conditional tenses to give advice.</p>	<p>End of unit 5 test. Article about youth issues and how to solve them. Speaking: general conversation about youth issues.</p>	<p>Spanish Foreign Language textbook, module 5.4 “<i>¡Vivir a tope!</i>”, CD 2.</p> <p>Short movie: <i>De usar y tirar</i></p>	<p>Cultural Powerpoint 5.2: <i>Jóvenes Españoles</i>.</p>
<p><b>25-28</b></p>	<p>Revision</p>	<p><i>How to succeed in the IGCSE examinations?</i>  <i>What is a good oral presentation?</i>  <i>How to answer the general questions well?</i>  <i>How to write a good extended task?</i></p>	<p>To consolidate learning by practising exam-style questions. To practise the general questions and presentation for the speaking paper.</p>	<p>IGCSE examinations: speaking, listening, reading, and writing papers.</p>	<p>Revision pack.</p>	<p>N/A</p>