

Spanish Alice Ayel YEAR/COURSE: Grade 11 ab initio

Weeks Time frame	Topics / content/ concepts	Key / Guiding questions	Aims Learning Outcomes	Assessment methods and Strategies	Resources	Cross-curric. (CC) + Differentiation (DI) + Multiculturalism (MC)
1-6	Individual and society: <ul style="list-style-type: none"> ● Personal details, appearance and character ● Relationships ● Daily routines ● Education ● Languages and nationalities 	<i>¿Cómo son las relaciones entre padres e hijos?</i> <i>¿Cómo identificar a personas por su nombre, profesión o nacionalidad?</i> <i>¿Cómo describir a personas?</i>	To learn and review the vocabulary related to family and people descriptions. To learn the key question words. To use the present tense of regular verbs. To use different connectives to link sentences. To understand the difference between <i>tú</i> and <i>usted</i> .	Vocabulary and grammar tests. Leaflet about the different languages in Spain. Article about the differences between men and women in the 21st century. Interactive oral activity: role-plays to get information about different people.	Unidades 2, 3 & 4, Rápido, rápido, Libro del alumno, Difusión. CD 1. Unidades 1, 2, 3 & 4, Rápido, rápido, cuaderno de ejercicios, Difusión.	Different languages and cultures in Spain. Formal and informal Spanish. Stereotypes.

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<p>7-12</p>	<p>Urban and rural environment:</p> <ul style="list-style-type: none"> ● Physical geography ● Town and services ● Neighbourhood 	<p><i>¿Cómo pedir información en la ciudad y entender rutas?</i> <i>¿Cómo comparar cosas?</i> <i>¿Cómo contrastar información?</i></p>	<p>To situate objects and countries. To learn the vocabulary related to town and neighbourhood. To use the gerundive, possessive adjectives and pronouns. To differentiate the use of <i>ser</i> and <i>estar</i>. To use demonstrative pronouns. To use the present tense of irregular verbs.</p>	<p>Vocabulary and grammar tests. Information leaflet about a town or region. Interactive oral activity: presentation/ speech about humans to a group of aliens.</p>	<p>Unidades 5,6 & 7, Rápido, rápido, Libro del alumno, Difusión. CD 1.</p> <p>Unidades 5,6 & 7, Rápido, rápido, cuaderno de ejercicios, Difusión.</p>	<p>Spain and Latin American countries: different cultures and languages.</p>
<p>13-18</p>	<p>Leisure and work:</p> <ul style="list-style-type: none"> ● Relationships ● Holidays ● Entertainment ● Food and drink 	<p><i>¿Qué tipo de vacaciones te gusta y por qué?</i> <i>¿Qué restaurantes recomiendas?</i> <i>¿Cómo hablar de los gustos y dar sus opiniones?</i></p>	<p>To describe holidays in the future and in the past. To express likes, dislikes and opinions about holidays, food and drink. To learn and review the vocabulary related to food and drink. To use <i>gustar</i> and <i>encantar</i>. To use the structure <i>lo que más/ menos...</i></p>	<p>Vocabulary and grammar tests. Letter to a friend about a holiday. Leaflet with restaurants recommendations . Article to review a film. Interactive oral activity: survey/interview about likes and dislikes.</p>	<p>Unidades 8 & 9, Rápido, rápido, Libro del alumno, Difusión. CD 1.</p> <p>Unidades 8 & 9, Rápido, rápido, cuaderno de ejercicios, Difusión.</p>	<p>Spanish and Latin American food and drink. Latin American touristic destinations.</p>

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<p>19-26</p>	<p>Urban and rural environment:</p> <ul style="list-style-type: none"> ● Global issues ● Environmental concerns 	<p><i>¿Qué diferencias hay entre el Norte y el Sur?</i> <i>¿Qué problemas hay en el Sur?</i> <i>¿Cómo hablar de acontecimientos pasados?</i></p>	<p>To learn the vocabulary related to social and global issues. To learn how to use and for the preterite. To review the past perfect and to use both past tenses. To use the subjunctive present to give opinions and to agree or disagree. To give more complex ideas by using different connectives: <i>aunque, por eso, mientras que...</i></p>	<p>Vocabulary and grammar tests. Article about a global issue. Oral presentation about a famous Hispanic person. Interactive oral activity: debate about global and environmental issues.</p>	<p>Unidades 10 & 11, Rápido, rápido, Libro del alumno, Difusión. CD 1.</p> <p>Unidades 10 & 11, Rápido, rápido, cuaderno de ejercicios, Difusión.</p>	<p>Hispanic people: <i>Rigoberta Menchú, Joan Miró</i> Problems in Latin America. <i>La Isla de Taquile.</i></p>
<p>27-32</p>	<p>Individual and society:</p> <ul style="list-style-type: none"> ● Physical health ● Food and drink ● Shopping 	<p><i>¿Cómo dar consejos para solucionar problemas?</i> <i>¿Cómo completar una receta de cocina?</i> <i>¿Cómo mantener una vida sana?</i></p>	<p>To review the vocabulary related to food and drink. To learn the body parts and the vocabulary related to healthy life. To use the imperative tense and the structures <i>tener que...</i> and <i>hay que...</i></p>	<p>Vocabulary and grammar tests. Recipe. Advertisement campaign to prevent a disease or health problem. Interactive oral activity: radio program about healthy lifestyles.</p>	<p>Unidad 12, Rápido, rápido, Libro del alumno, Difusión. CD 1.</p> <p>Unidad 12, Rápido, rápido, cuaderno de ejercicios, Difusión.</p>	<p>Spanish and Latin American recipes. Health problems in Spain and in Latin America.</p>

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<p>33-38</p>	<p>Reading a short Spanish novel “<i>Un mundo fantástico</i>” by Javier Navarro.</p>	<p><i>¿Qué es un mundo fantástico para ti?</i> <i>¿Qué piensas de la investigación genética?</i> <i>¿Crees que la aventura del libro es posible en la realidad?</i></p>	<p>To practice and improve reading and comprehension skills. To review the vocabulary and structures learned over the school year. To learn new vocabulary and structures related to the novel.</p>	<p>Vocabulary and grammar tests. Role-plays to act scenes happening in the story. Pronunciation and intonation assessments. End of book assessment/ project.</p>	<p><i>Un mundo fantástico</i> by Javier Navarro.</p>	<p>Science and investigation: issues and solutions.</p>
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