

**Spanish Alice Ayel YEAR/COURSE: Grade 7**

Weeks Time frame	Topics / content/ concepts	Key / Guiding questions	Aims Learning Outcomes	Assessment methods and Strategies	Resources	Cross-curric. (CC) + Differentiation (DI) + Multiculturalism (MC)
1-8	Free time: <ul style="list-style-type: none"> <li>● Hobbies</li> <li>● Sports</li> <li>● To express frequency: <i>siempre, normalmente, una vez, muchas veces, nunca...</i></li> <li>● TV programs</li> <li>● New intensifiers: <i>un poco de, bastante, demasiado...</i></li> <li>● New connectives: <i>antes, después, no...ni...</i></li> </ul>	<p><i>¿Qué haces en tu tiempo libre?</i>  <i>¿Qué deporte(s) practicas?</i>  <i>¿Cuándo?</i>  <i>¿Te gusta la televisión?</i>  <i>¿Cuáles son tus programas favoritos?</i></p>	<p>To describe hobbies and sports, how often and how well. To review how to use verbs in the present tense and to look at key irregular verbs in the present tense: <i>hacer, saber, ver, salir and jugar</i>. To add time frequency words and intensifiers to sentences. To name TV programs and to review how to tell the time. To review question words.</p>	<p>Vocabulary and grammar tests. Oral interview about practicing a sport. Oral questions and answers about TV: when and what do you watch. Oral presentation and written task about a special sport or hobby. End of unit test assessing listening, reading and writing skills.</p>	<p>Gente Joven 1, Libro del alumno, Unidad 5 “<i>Tiempo libre</i>”, Cuaderno de ejercicios, CD.</p> <p>Story script: <i>Las chicas no juegan al fútbol</i></p> <p>Short movies: <i>Deportes de aventura, La familia Serrano</i></p>	<p>Popular sport and hobbies in Spanish speaking countries. Famous TV programs in Spain and South America.</p>

<p><b>9-16</b></p>	<p>Health:</p> <ul style="list-style-type: none"> <li>● Body parts.</li> <li>● To go to the doctor</li> <li>● Feelings: ¡Qué dolor de...!, ¡Qué daño!, ¡Qué sed/ hambre!...</li> <li>● Advice to be healthy.</li> </ul>	<p>¿Cómo se llaman las partes de tu cuerpo?          ¿Qué/ Dónde te duele(n)?          ¿Qué hay que hacer para mantenerse en forma?</p>	<p>To learn the vocabulary related to the body and illnesses. To use the verb “doler” which follows the same pattern as “gustar”. To use expressions with “qué”. To review key irregular verbs in the present tense and to conjugate “ir” in the present tense. To give advice with the structures “hay que + infinitive” and “tener que + infinitive”.</p>	<p>Vocabulary and grammar tests.          Oral conversation at the doctor.          Poster to be and keep healthy.          Oral interview on how to be healthy.          End of unit test assessing listening, reading and writing skills.</p>	<p>Gente Joven 1, Libro del alumno, Unidad 5 “Tiempo libre”, Cuaderno de ejercicios, CD.</p>	<p>Going to the doctor in Spain. Healthy food and drinks in Spain and South America.</p>
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<p><b>17-20</b></p>	<p>Social activities:</p> <ul style="list-style-type: none"> <li>● To plan to go out</li> <li>● To ask someone to go out</li> <li>● To respond to an invitation</li> <li>● To give excuses</li> </ul>	<p><i>¿Qué quieres hacer esta tarde/noche, este fin de semana?</i>  <i>¿Cuándo puedes/quieres quedar?</i>  <i>¿Dónde puedes/quieres quedar?</i>  <i>¿Por qué no puedes venir/salir?</i></p>	<p>To learn and review the vocabulary and expressions related to free time and hobbies.          To review how to tell the time. To ask and answer questions in order to set a meeting.          To hold a phone conversation to arrange to go out.          To learn and review key irregular verbs in the present tense: <i>querer</i>, <i>poder</i>, <i>ir</i> and <i>venir</i>. To review the structure "<i>tener que + infinitive</i>".          To introduce the conditional tense with the structure "<i>A mí me gustaría...</i>".</p>	<p>Vocabulary and grammar tests.          Oral conversation to arrange to go out.          Email / note to arrange to go out.</p>	<p>Gente Joven 1, Libro del alumno, Unidad 5 "<i>Tiempo libre</i>", Cuaderno de ejercicios, CD.           Story script:  <i>¿Quieres salir conmigo?</i></p>	<p>Habits and customs of Spanish people: what do they usually do when they go out with their friends?</p>

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<p><b>21-25</b></p>	<p>Geography:</p> <ul style="list-style-type: none"> <li>● To situate countries</li> <li>● To compare countries</li> <li>● Weather</li> </ul>	<p><i>¿Dónde está(n)...?</i>  <i>¿Qué se habla/ come/ produce en ...?</i>  <i>¿Qué tiempo hace?</i></p>	<p>To learn the geographical terms to situate and describe a country. To use the verb “<i>estar</i>” in the present tense. To use the impersonal structure “<i>se ....</i>”. To use comparatives and superlatives.</p>	<p>Vocabulary and grammar tests. Leaflet about a South American country. Oral presentation about the weather in Spain. Poster about taking care of the Amazon forest.</p>	<p>Gente Joven 1, Libro del alumno, Unidad 6 “<i>De vacaciones</i>”, Cuaderno de ejercicios, CD.</p> <p>Story script: <i>Los hipos de la llama</i>.</p> <p>Short movie: <i>Costa Rica</i></p>	<p>Geography of South America and Spain: main towns, range of mountains, rivers, seas and oceans, regions...</p> <p>Environment awareness about the Amazon forest.</p>
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<p><b>26-32</b></p>	<p>Holidays:</p> <ul style="list-style-type: none"> <li>● Recent holidays</li> <li>● Holiday preferences: transport, accommodation, places....</li> <li>● Prepositions: <i>arriba, abajo, aquí, a la izquierda, a la derecha....</i></li> <li>● Future holidays</li> </ul>	<p><i>¿Dónde has ido recientemente? ¿Qué has hecho en Navidad/ Semana Santa/ verano...? ¿Qué vas a hacer las próximas vacaciones? ¿Cómo prefieres viajar? ¿Cómo prefieres alojarte cuando vas de vacaciones? ¿Qué tipo de vacaciones te gustan?</i></p>	<p>To use the past perfect of regular and key irregular verbs like <i>hacer, ver...</i> To learn vocabulary related to holidays: transport, accommodation, things to pack away... To learn prepositions to situate objects and places. To use object pronouns: <i>lo, los, la, las</i>. To learn and review the present tense of <i>gustar</i> and <i>preferir</i> to express preferences, To use the near future tense to plan holidays "<i>ir + a + infinitive</i>".</p>	<p>Vocabulary and grammar tests. Diary about a recent holiday. Oral interview about holiday preferences. Letter about a future holiday. End of unit test assessing listening, reading and writing skills.</p>	<p>Gente Joven 1, Libro del alumno, Unidad 6 "<i>De vacaciones</i>", Cuaderno de ejercicios, CD.</p>	<p>Holidays in Spain. Tourism in Spain and in South America.</p>
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<b>33-38</b>	Reading a short Spanish novel " <i>Misterio en las Alpujarras</i> " by E. Sancho & J.Suris.	<i>¿Dónde están las Alpujarras? ¿Qué haces si te pierdes o estás en peligro? ¿Qué se puede hacer en la región de Granada?</i>	To practice and improve reading and comprehension skills. To review verbs in the present, past and near future tense. To review the vocabulary and structures learned over the school year. To learn new vocabulary and structures related to the novel.	Vocabulary and grammar tests. Survival kit in case of getting lost on holidays. Role-plays to act scenes happening in the story. Pronunciation and intonation assessments. End of book assessment/ project.	<i>Misterio en las Alpujarras</i> by E. Sancho & J.Suris.  Short movies: <i>Granada, Las Alpujarras</i> .	Spanish culture and history: region of Granada.
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