

Spanish Alice Ayel YEAR/COURSE: Grade 9

Weeks Time frame	Topics / content/ concepts	Key / Guiding questions	Aims Learning Outcomes	Assessment methods and Strategies	Resources	Cross-curric. (CC) + Differentiation (DI) + Multiculturalism (MC)
1-2	My family and I: <ul style="list-style-type: none"> ● Family members ● Physical description ● Personality ● Jobs ● Pets 	<i>¿Quién eres?</i> <i>¿Cómo es tu familia?</i> <i>¿Te llevas bien con tus padres/ tus hermanos?</i>	To review the vocabulary related to family and people description. To review the present tense of regular verbs and key irregular verbs. To review masculine, feminine and plural adjectives and nouns. To review question words.	Vocabulary and grammar tests. Mini-book to describe a family. Speaking: role-play to describe a new friend and general conversation about family and friends.	Spanish Foreign Language textbook, module 1.1 "Así soy yo", CD 1.	Cultural Powerpoint 1.1: <i>La Familia Real</i>

Grade 9 Spanish scope and sequence - Thuringia International School

<p>3-5</p>	<p>My house:</p> <ul style="list-style-type: none"> ● Rooms and furniture in the house ● Daily routine ● Household chores ● Time ● Pocket money 	<p>¿Cómo es tu casa? ¿Cómo sería tu casa ideal? ¿Qué hora es? ¿Cómo es tu rutina diaria? ¿Qué haces para ayudar en casa? ¿Cómo gastas tu dinero?</p>	<p>To be able to talk about home, daily routine, the chores to help around the house and pocket money. To use prepositions to locate rooms and objects. To review when and how to use <i>ser</i> and <i>estar</i>. To review how to use reflexive verbs. To use the conditional tense to talk about wishes.</p>	<p>Vocabulary and grammar tests. Speaking: presentation about an ideal house and general conversation about home and daily routine.</p>	<p>Spanish Foreign Language textbook, module 1.2 “<i>Así soy yo</i>”, CD 1. Story script: <i>Hay que estudiar</i> Short movie: <i>La casa del futuro en Argentina, El destino</i></p>	<p>Traditional houses in Spain and Latin America. How women are treated differently than men in Hispanic countries.</p>
<p>6-9</p>	<p>My local area:</p> <ul style="list-style-type: none"> ● Places in town ● Advantages and disadvantages of living in town/ in the countryside ● Directions 	<p>¿Cómo es tu barrio? ¿Cómo sería tu barrio ideal? ¿Qué hay para los jóvenes en tu barrio? ¿Cuáles son las ventajas y desventajas de vivir en la ciudad/ el campo? ¿Qué hacías cuando eras niño/a? ¿Dónde vivías?</p>	<p>To describe a place. To list the advantages and disadvantages to live in a particular area. To review when and how to use <i>ser</i>, <i>estar</i> and <i>hay</i>. To describe childhood events. To review the imperfect tense and to keep practicing the conditional tense. To be able to compare life now and in the past.</p>	<p>End of unit 1 test. Information leaflet to describe a town or a region. Blog post giving information about a Latin American country. Speaking: presentation about place/area. Role-play to give directions to go somewhere. General conversation about places and childhood.</p>	<p>Spanish Foreign Language textbook, module 1.3 “<i>Mi barrio</i>”, CD 1. Short movie: <i>El barrio de Marta, Mi barrio ideal</i></p>	<p>Cultural Powerpoint 1.2: <i>Las casas de Gaudí</i> Cities of Madrid, Barcelona and Buenos Aires. Life in Guatemala and other Latin American countries.</p>

Grade 9 Spanish scope and sequence - Thuringia International School

<p>10-14</p>	<p>Free time:</p> <ul style="list-style-type: none"> ● Sports ● Hobbies ● Music ● TV programmes ● Arranging to go out ● Places to go 	<p><i>¿Qué haces en tu tiempo libre?</i> <i>¿Ves la televisión?</i> <i>¿Tocas un instrumento?</i> <i>¿Practicar algún deporte?</i> <i>¿Qué hiciste el fin de semana pasado?</i> <i>¿Cómo sería tu fin de semana ideal?</i></p>	<p>To ask and answer questions about free time and hobbies in both the present and past tenses. To review the present tense of stem-changing verbs. To review frequency words. To review the preterite tense of regular and irregular verbs. To keep practice the conditional tense to express wishes.</p>	<p>Vocabulary and grammar tests. Letter to a friend about a memorable weekend. Speaking: presentation about a different sport or hobby and general conversation about free time. Conversation about last Saturday night.</p>	<p>Spanish Foreign Language textbook, module 2.1 “<i>El tiempo libre</i>”, CD 1.</p> <p>Story scripts: <i>Ruidos en la noche, La madre de Javier</i></p> <p>Short movies: <i>Muñecas, camiones y lápices, ¿Qué hiciste ayer?</i></p>	<p>Cultural Powerpoint 2.1: <i>El flamenco</i> Cultural Powerpoint 2.2: <i>El Real Madrid</i> How teenagers spend their weekends in Spain.</p>
<p>15-19</p>	<p>Media:</p> <ul style="list-style-type: none"> ● Media and communication ● Internet and social networks ● Cinema ● Radio ● Television ● Opinions 	<p><i>¿Cómo te enteras?</i> <i>¿Qué medios de comunicación usas y por qué?</i> <i>¿Qué película has visto recientemente?</i> <i>¿Qué libro has leído recientemente?</i> <i>¿Cuáles son las ventajas y desventajas del internet?</i></p>	<p>To give an opinion about different media types. To express different opinions and to expand the vocabulary and expressions. To ask and answer questions related to media. To use the infinitive forms of verbs. To review the past perfect and the future tense.</p>	<p>Vocabulary and grammar tests. Article to express opinions about internet and social networks. Letter or blog post about a favourite book or film. Speaking: presentation about how life will be in 2050. General conversation about media and communication.</p>	<p>Spanish Foreign Language textbook, module 2.2 “<i>¿Cómo te enteras?</i>”, CD 1.</p> <p>Short movies: <i>Un supermercado virtual, La tecnología</i></p>	<p>How new technology affects teenagers in Spain. How a famous Spanish novel “<i>El capitán Alatriste</i>” was turned into a movie.</p>

Grade 9 Spanish scope and sequence - Thuringia International School

<p>20-22</p>	<p>Famous people:</p> <ul style="list-style-type: none"> ● Personality ● Physical description ● Jobs ● Adverbs and adjectives to describe someone 	<p><i>¿A quién admiras y por qué?</i></p>	<p>To give a detailed description of a person. To use adjectives and adverbs correctly. To review comparatives and superlatives. To reinforce the perfect tense.</p>	<p>End of unit 2 test. Extended writing task about someone famous.</p>	<p>Spanish Foreign Language textbook, module 2.3 “¿A quién admiras?”, CD 1.</p>	<p>Famous Hispanic people.</p>
<p>23-25</p>	<p>School:</p> <ul style="list-style-type: none"> ● Subjects ● Timetable ● Uniform/ clothes ● Equipment ● Facilities 	<p><i>¿Cómo es tu colegio? ¿Cómo es un día típico en tu colegio? ¿Qué te gustaría cambiar? ¿Cuáles asignaturas te gustan y cuáles no? ¿Crees que es importante llevar un uniforme en el colegio?</i></p>	<p>To ask and answer questions about school life. To review verbs expressing necessity and obligation “tener/hay que...”. To review agreement of adjectives and pronouns. To reinforce the present and conditional tenses.</p>	<p>Vocabulary and grammar tests. Article about the pros and the cons of allowing mobile phones in lessons. Speaking: general conversation about school life.</p>	<p>Spanish Foreign Language textbook, module 3.1 “¿Qué tal tu cole?”, CD 1. Short movie: <i>Un cole de campeones</i></p>	<p>Cultural Powerpoint 3.1: <i>El sistema educativo en España.</i></p>
<p>26-28</p>	<p>Work experience:</p> <ul style="list-style-type: none"> ● Workplace ● Activities at the workplace 	<p><i>¿Qué tipo de trabajo te gusta? ¿Qué experiencia has tenido en el mundo del trabajo?</i></p>	<p>To ask and answer questions related to work and work experience. To review the imperfect and preterite tenses.</p>	<p>Vocabulary and grammar tests. Extended writing task about a recent work experience. Speaking: general conversation about work.</p>	<p>Spanish Foreign Language textbook, module 3.2 “Las prácticas de trabajo”, CD 2.</p>	<p>Cultural Powerpoint 3.2: <i>Voluntarios en el mundo.</i> How to write a CV and answer the phone.</p>

Grade 9 Spanish scope and sequence - Thuringia International School

<p>29-32</p>	<p>The future:</p> <ul style="list-style-type: none"> • Qualifications • School types • Jobs and professions • Future plans 	<p><i>¿Qué vas a hacer en el futuro?</i> <i>¿Vas a estudiar en la universidad?</i> <i>¿Qué te gustaría hacer?</i> <i>¿Cómo sería tu plan ideal?</i></p>	<p>To ask and answer questions about future plans and aspirations. To review the near future tense as well as the simple future. To use verbs with irregular stems in the future and conditional tense. To review adverbs.</p>	<p>End of unit 3 test. Extended writing task about one's own future plans and aspirations. Speaking: general conversation about future plans.</p>	<p>Spanish Foreign Language textbook, module 3.3 "El futuro", CD 2.</p>	<p>Higher education in Spain. Education in Latin America: issues and solutions.</p>
<p>33-38</p>	<p>Reading a short Spanish novel "Con Frida en el altiplano" by Dolores Soler-Espiauba.</p>	<p><i>¿Dónde está Bolivia?</i> <i>¿Piensas que es fácil estudiar y ser independiente para una chica que vive en el contexto de Tecla?</i> <i>¿Crees que las medicinas tradicionales son más auténticas y eficientes que la medicina oficial occidental?</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>Con Frida en el altiplano</i> by Dolores Soler-Espiauba. Documentary about Bolivia.</p>	<p>Cultural traditions in Bolivia. Life in Bolivia: issues and solutions.</p>