



**MINISTRY
OF
EDUCATION, YOUTH & INFORMATION**

Every Child Can Learn, Every Child Must Learn

**GRADES 7 – 9 SPANISH CURRICULUM REVIEW
DEVELOPMENT OF TEACHER GUIDES
April 29 – May 13, 2013**

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Weeks 1 – 2

Week 3

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GRADE 7

UNITS

SPANISH

UNITS OF WORK-TERM 1

DRAFT

COMPLETE OVERVIEW OF SUBJECT CONTENT GRADE 7

SUBJECT	TERM 1	TERM 2	TERM 3
Civics			
Drama			
ICT			
Language Arts & Literacy			
Mathematics			
Foreign Languages	<p>SPANISH</p> <p>Theme: Nos Conocemos – Getting to know each other</p> <p>For this theme, students will learn how to provide very basic information about why it is important for them to study Spanish, greet and say farewell to others, communicate about Spanish speaking countries, themselves and their families.</p>	<p>SPANISH</p> <p>Theme: ¿Dónde estoy?/ Where am I</p> <p>For this theme, students will learn how to express where they are, in relation to their home and school, and also to provide basic descriptions of their surroundings.</p>	<p>SPANISH</p> <p>Theme: Mi Rutina Diaria – My Daily Routine</p> <p>For this theme, students will learn how to talk about their routine activities and express things that they like to do.</p>
Music			
Physical Education			
Religious Education			
Science			
Social Studies			
Tech Voc			
Visual Arts			

Aims of Spanish :

The study of Modern Foreign Languages should enable students to become successful lifelong learners, confident and productive individuals and proud citizens of Jamaica. The general aims of the Modern Foreign Language Curriculum are:

- To develop an attitude to the foreign language as a medium of communication in real-life situations;
- To encourage the learning of a foreign language from the earliest possible age;
- To lay the foundation for the total development of the ideal international citizen through the acquisition of a foreign language;
- To facilitate cross-cultural understanding through sensitivity to different cultures;
- To provide opportunities for further studies and personal development;
- To develop values such as respect for self and others, self-control and responsible citizenship;
- To promote good citizens by providing an environment for collaborative and cooperative learning for students to achieve a sense of civic pride;
- To provide enrichment for students intellectually, socially, and culturally;
- To understand the grammatical systems of the foreign language especially where it differs from the grammars of English and Jamaican Creole;
- To acquire an adequate base of grammatical structures, vocabulary and communicative skills for the study of the foreign beyond the secondary school level;
- To expand students' general language capabilities and bring their own language into sharper focus.
- To bring together, under one umbrella, research in foreign languages, IT skills, communication across languages with students from other countries, creating the proper foundation for future job opportunities.
- To foster integrative learning through cross-curricular links as students' progress from one grade level to another.

OVERVIEW OF SUBJECT CONTENT GRADE 7

SUBJECT	TERM 1	TERM 2	TERM 3
THEMES & UNITS	Nos Conocemos: Getting to know each other Unit 1 El Mundo Hispano – The Spanish World Unit 2 ¿Quién soy yo? – Who am I? Unit 3 Mi Familia Y Yo- My Family and I	¿Dónde estoy?/ Where am I? Unit 1 ¿Cómo estás? – How are you feeling? Unit 2 En Mi Hogar – At My Home Unit 3 En Mi Escuela – At My School	Mi Rutina Diaria – My Daily Routine Unit 1 ¿Qué hago normalmente? – What do I normally do? Unit 2 Lo que me gusta hacer – What I like to do

STANDARDS FOR SPANISH: GRADE 7

The Attainment Targets

There are 4 key Attainment Targets within Spanish as outlined below:

	AT 1: Listening and Responding	AT 2: Speaking	AT3: Reading and Responding	AT4 Writing
GENERAL ATs	Students develop the ability to understand the spoken language in a variety of forms and make an appropriate and accurate response	Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of situations	Students develop the ability to understand the written language in a variety of forms and provide an appropriate and accurate response.	Students develop the ability to communicate effectively and appropriately in writing in a variety of forms in response to an aural, visual or written stimulus.
	AT1	AT2	AT 3	AT4
Gr.7	Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.	Students participate in short structured conversations on a variety of topics.	Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.	Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

Range and Content

Students will develop key concepts, skills, knowledge and understanding by learning:

The Importance of the language

Countries in which the language is spoken

The alphabet

Useful classroom expressions and expressions of courtesy

Greetings and farewells

Skills:

Developing Receptive and Productive Skills (Listening and responding, reading and responding, speaking and writing)

Working together harmoniously

Guidance For The Teacher

- It is important to emphasise RESPECT for the Spanish culture and for others throughout the teaching of the course. Students must be taught to appreciate differences, and to reinforce own Jamaican identity through exploring other cultures
- From the first class, start each class with the basic greetings and end with farewells
- Ensure that greetings and farewells are introduced with the appropriate gestures (handshake; kiss on one or both cheeks; hug; wave)
- Distinguish gestures practiced between males and males; females and females; males and females; among family members and close friends; among strangers
- Be aware that some Spanish can be used in a simple way to give information about Spanish-speaking countries.
- Make sure to include as many of the resources that are available to enhance the teaching/learning process.
- Extended learning activities are to be done after the general activities have been mastered, or as additional engagement for those with a Spanish base.
- Suggest to students that they record their voices as they read aloud, practising sounds of words and phrases learnt in class.
- Use as much repetition as possible to reinforce material taught, in order to help with memorizing cultural practices, pronunciation and intonation with accuracy.
- Insist on students using the target language for simple tasks and activities.
- Use the target language as much as is possible with administrative tasks as well *e.g. asking students to clean the board*
- Use gestures, visual cues, synonyms, and cognates as much as is possible. Use the English language judiciously.
- Where applicable, do not be afraid to use the student's home language for clarification, comparison etc.
- Drills are a natural part of the foreign language classroom so as much as is possible and only where applicable, engage students in a variety of drills (repetition, substitution etc.). Remember, "drill responsibly"!
- Where applicable, show students the connections between foreign languages and other subject areas being studied.
- Aim to teach the grammatical structures in context. Isolating and teaching grammar is not recommended.
- Rubrics are excellent to assist in objectively marking/assessing students' work. You are encouraged to use them as much as possible. Rubrics also guide students into what is expected of them and how they will be assessed. Rubrics are expected to be made available to students. Sample rubrics are provided for each foreign language skill.
- Encourage and motivate students with the use of stickers, mini-certificates and mini motivational posters and comments.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>create a dialogue which contains greetings and farewells, useful classroom expressions and expressions of courtesy</p> <p>Listen to an audio file with the names of Spanish-speaking countries correctly pronounced, and repeat accurately what they hear. Identify these countries on a map of the world. For each country identified, write the name on the board to create a list. Identify which may be considered as Caribbean countries.</p> <p>Create sentence strips in Spanish about two Spanish-speaking countries close to Jamaica, stating the country's location with relation to Jamaica and its capital city.</p> <p>Use news reports, articles or pictures of popular personalities from Spanish-speaking countries to facilitate discussion on why Jamaicans should be encouraged to speak a foreign language. Have a five-minute debate in English on the topic <i>Spanish should be taught in school</i> in which they present at least three points per side.</p>		<p>Correctly locate Hispanic countries on map of the world Accurately pronounce names of Hispanic countries</p> <p>Correct use of statements of direction</p> <p>Present logical arguments in ENGLISH on the importance of learning a foreign language in schools</p>

Learning Outcomes
<p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Recognize the sounds of letters and pronounce them accurately in groups of words ○ Use and respond appropriately to simple classroom instructions, greetings and expressions of courtesy ○ Put together a journal/portfolio with elements from the lesson/s on Spanish-speaking countries ○ Carry on simple conversations in Spanish based on the elements from all the lessons taught

Points to Note	Extended Learning
<ul style="list-style-type: none"> ○ Greetings must be taught with the appropriate gestures ○ Spanish vowels do not change sounds as in English, regardless of where they appear in a word ○ Students can practise spelling words that they have been exposed to using the Spanish alphabet 	<ul style="list-style-type: none"> ○ Students can create a world map showing complete set of Spanish-speaking countries with their capitals and flags ○ For out of class assignment, students can research Spanish names of places in Jamaica and words/phrases that are commonly associated with Spanish: (e.g. Ocho Rios, Rio Nuevo, cambio, poco poco, bravo, hombre, parasol)

Resources World map/globe; atlas; CD with dialogues; CD player; labels of food items; pictures of popular personalities; audio files with alphabet, names of countries, greetings and farewell, classroom expressions and expressions of courtesy	Grammar Skills
Links to other subjects ICT: Communicate ideas, information and understanding for a variety of purposes. Geography: Use charts and maps to find relationships Music: Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression Drama: Focus on self and how one operates in various environments Social Studies: Explore relationships between/among individuals Language Arts: Speak with confidence using target language and SJE and select expressions in Spanish and usage appropriate to register, audience and purpose. Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups; Identify self as a Jamaican in a global environment	

UNITS OF WORK GRADE 7 TERM 1 UNIT 2 (5 Weeks)

About the Unit

In this Unit students will learn to introduce themselves, ask and provide basic personal information, read and respond accordingly to simple texts related to personal information, and develop an awareness of the Hispanic cultural norms associated with the contexts while applying prior learning skills and knowledge to the current tasks and activities.

Prior Learning

Check that students:

- can greet each other using the target language
- have a basic grasp of the Spanish system of sounds
- can differentiate between questions and statements
- appreciate that similarities and differences exist among groups

UNIT 2: ¿Quién soy? *Who Am I?*

Attainment Target(s):

- AT1 - Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.
- AT2 - Students participate in short structured conversations on a variety of topics.
- AT3 - Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.
- AT4 - Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

Objectives - Students will:

- introduce themselves using the appropriate expressions.
- compare naming traditions in Hispanic and Jamaican cultures.
- Ask for and provide basic information using appropriate vocabulary and grammar
- read and respond appropriately to material written in Spanish
- read and complete simple forms requesting basic personal information.
- write simple sentences using cues provided.

Suggested Teaching and Learning Activities

Students will:

Review greetings, spell own names in Spanish and practise writing own names in complete sentences by creating name tags with appropriate greetings (*¡Hola! Me llamo...*). Review the alphabet and greetings by singing appropriate songs.

Create telephone directory for an imaginary local community/company, listing contact information for related persons. Compare this list with a similar listing for a Spanish-speaking country. Discuss the differences in the naming conventions used.

Key Skills

Listen and respond
Read and respond
Speak
Write
Work together
Create

Assessment

Name tags with correct use of appropriate greetings and properly constructed sentences

Discussion in ENGLISH on the number of names commonly used for each person, and the use of maternal surnames in Spanish

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Watch a short video with persons who are meeting each other for the very first time and in which they provide basic personal information, or read comics/cartoons which address personal information and associated culture. Answer basic questions based on the video by selecting the correct response on the sheets provided.</p> <p>Participate in an organised event (<i>e.g. Senor/Senora de la Clase – Mr/Miss Class</i>) where they are required to orally state basic personal information for an audience in response to questions.</p> <p>Explore the various ways in which personal information is presented by reading and updating social webpage profiles and other electronic and paper-based forms (passport, ID, magazine subscription etc.) and by completing telephone message forms with names of callers. Complete crossword, word search and unscramble puzzles with vocabulary relating to personal information.</p> <p>Read personal ads and respond to questions, and create personal ads for given publications. Practice creating an online profile for a social networking site, using personal information and adjectives to describe physical features (e.g. include age, nationality, tall/short)</p> <p>Reinforce communicative skills by playing games (relays, BINGO, Taboo, JEOPARDY-type games), participating in Spelling Bee type activities, reciting tongue twisters or participating in “Eye and Ear” examinations (<i>see Points to Note</i>)</p>		<p>Accurate responses to questions on sheets</p> <p>Accurately constructed sentences with appropriate grammar and pronunciation</p> <p>Forms completed with required information in appropriate fields</p> <p>Profiles, ads and responses created with appropriate grammar, vocabulary and spelling</p> <p>NOTE: Short tests and quizzes may also be used to assess vocabulary, grammar, reading, speaking and listening skills, and comprehension)</p>

Learning Outcomes
<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe themselves using basic descriptive adjectives • write simple sentences based on personal information and description • read and respond appropriately to a variety of written material • explain how Hispanic surnames are formed

<p>Points to Note</p>	<p>Extended Learning</p>
<ul style="list-style-type: none"> • If students are uncomfortable giving personal information, allow them to invent data. Remember, the emphasis is on language use 	<ul style="list-style-type: none"> • create calendars in Spanish and highlight special days, writing them in Spanish <i>e.g. El dia de la Madre (Mothers' Day) and students highlight the date in May</i> • improve their personal profiles by researching other adjectives which describe their personalities. • develop language skills by watching videos online or Spanish language material on television (links provided by teacher)
<p>Resources</p> <p>Songs and lyric sheets, Tongue twister sheets BINGO cards, TABOO game, Eye exam chart and instructions for use Crossword puzzles, Word search puzzles and directions on creating Stickers, mini-certificates, motivational posters and direction for use Word lists for Spelling Bee Video and Audio recordings and transcripts Templates and completed samples of forms: Telephone messages, passport ,telephone directory etc. Posters/Visuals (descriptions, nationalities, greetings) Comics and directions on how to create simple comics</p>	
<p>Links to other subjects</p>	

UNITS OF WORK GRADE 7 TERM 1 UNIT 3 (4 Weeks)

About the Unit

In this Unit students will learn to describe their family, identify its members and talk about their households and household activities. They will also learn to ask simple questions to gather information from classmates.

Prior Learning

Check that students can:

- Listen to each other
- Respect each other's opinion
- Differentiate between questions and statements
- Appreciate that similarities and differences exist among groups

Unit 3 - Mi Familia Y Yo *My Family and I*

Attainment Target(s):

- AT1 - Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.
- AT2 - Students participate in short structured conversations on a variety of topics.
- AT3 - Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.
- AT4 - Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

Objectives - Students will:

- Name and provide simple physical descriptions of family members
- Provide simple descriptions of the professions of family members
- Identify and describe family pets
- List family activities coupled with telling the time
- Compare own family life and celebrations with those of a family in one Hispanic country

Suggested Teaching and Learning Activities

Students will:

Use familiar adjectives to create simple descriptions of family members based on photographs taken to class. View a video or read a short paragraph in Spanish about a Hispanic Family. Create simple descriptions of members of Hispanic family, and compare the results with own families.

Sing a song about animals in Spanish. One student may be asked to come to the front of the class and provide descriptive clues in English about own pet, or an animal he/she would like to have as a pet. The others will have to guess the animal using the names of animals in Spanish. Repeat attempts until it is done correctly.

Key Skills

- Listen and respond
- Read and respond
- Speak
- Write
- Work together in groups

Assessment

Accurate use of adjectives to describe family members

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Talk about how Christmas is celebrated in own families. Compare these with how Christmas is celebrated in one named Spanish-speaking country. Write paragraphs to describe the celebrations in the respective countries.</p> <p>Write brief paragraphs in Spanish to describe what family members do for a living. Read paragraphs to class and act out what is being read. Class will use appropriate vocabulary to identify the profession practiced. Match profession with sentences provided on a sheet provided or on whiteboard (<i>Teacher may also use the multimedia projector to display sentences on the whiteboard</i>).</p>		<p>Accuracy of grammar and use of vocabulary in paragraphs</p> <p>Appropriate use of correct structure and vocabulary in paragraphs Reading with correct pronunciation Correctly matching profession with sentence</p>

Learning Outcomes
<p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Name and speak about the different professions of their family members ○ Write a short paragraph on their families and pets ○ Tell how their families celebrate special events ○ Say how Hispanics celebrate special occasions ○ Read a paragraph and answer simple questions in Spanish

Points to Note	Extended Learning
<p>Emphasis is not being placed on conjugation of verbs. Use the appropriate parts without mentioning conjugation.</p>	<p>Students who have completed the other activities quickly and correctly may be taught other animals and introduced to the conjugation of some -er verbs in the present tense</p>

Resources	Key Grammar
<p>Video on Hispanic Family Pictures of Hispanic families Multi-media projector and computer Computer lab Pictures of different domestic animals Mini Whiteboards</p>	

Links to other subjects

- Religious Education – Birth of Christ
- Guidance – The Family and Self (Relationships among family members)
- Social Studies – The Family (members of the family and types of families)
- Music – Singing of carols and other songs

Spanish

UNITS OF WORK TERM 2

Range and Content

What are the key concepts, skills and knowledge students will learn in this subject?

- Feelings and emotions
- Parts of the body
- Physical ailments
- Inquiries about each other's health

GUIDANCE FOR THE TEACHER

- The words of songs are to be placed on charts so students can view them. They should be taped with the proper pronunciation and intonation so that each class gets the same information.
- Expressions are to be written on word cards. Students should be encouraged to create their own word cards to use in the classroom. A class vocabulary book can be created and kept in the classroom so it is available to students at all times.
- Provide the dialogue pattern to students so they can have a guideline to use to practise outside of class.
- Before introducing new vocabulary or structures, ensure that previous knowledge is highlighted with revision/reinforcement/re-entry strategies.
- Encourage students to be a part of the creative process (flash cards, poster creation etc.)
- Introduce students to new vocabulary before they examine new content.
- Use a variety of groupings with your activities – pairs, small groups, large groups, whole class.
- Review activity instructions with students to ensure that they understand what is expected of them.
- Carry samples of [partially] completed tasks to model so that students can see exactly what you want them to do.
- Encourage students to get a general gist of texts presented and not to worry too much about the details which they may not understand.
- Encourage students not to rely too much on the dictionary at this stage. Try to provide as much as possible, the relevant vocabulary or direct them to the sites you wish to have them view.
- Always visit the sites you wish students to use BEFORE sending students there. Some links may have expired; some may have incorrect information.
- Ensure that research activities are targeted, clearly defined and that expectations are completely and clearly communicated; not just sending students “to research”.

UNITS OF WORK GRADE 7 TERM 2 UNIT 1 (3 weeks)

About the Unit

In this Unit students will learn to discuss feelings and emotions, identify parts of the body, and describe ailments and pain in different parts of the body. They will also learn to engage in simple discussions with their peers about health.

Prior Learning

Check that students can:

- Greet each other and say farewells in Spanish
- Respond appropriately to *¿Cómo estás?*
- Identify parts of the body in English

UNIT 1: *¿Cómo estás hoy? How are you today?*

Attainment Target(s):

- AT1 - Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.
- AT2 - Students participate in short structured conversations on a variety of topics.
- AT3 - Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.
- AT4 - Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

Objectives:

- Describe their emotional states using *estar/to be*.
- Identify the different parts of the body in the target language
- State different ailments being experienced

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Sing the greeting song "<i>Hola, ¿Cómo estás?</i>" several times, and substitute one of several adjectives expressing feeling each time while demonstrating the relevant gesture to illustrate the meaning.</p> <p>Create dialogues in pairs inquiring about each other's health. They must greet each other using the greeting appropriate for the time of day and each must choose one expression besides "muy bien" to indicate how he/she is feeling.</p>	<p>Sing songs Follow instructions Create Conduct a survey Work together harmoniously</p>	<p>Substitution of appropriate words in the song to express new feelings using the verb <i>estar/to be</i>.</p> <p>Appropriate use of greetings Use of other appropriate expressions</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Look at a chart showing the different parts of the body and listen as the teacher pronounces the name for each part. Integrate numbers to form sentences for body parts that are more than one e.g. <i>Tengo dos brazos/I have two arms</i>. Sing “<i>Cabeza, hombros, piernas y pies</i>”/my head, my shoulders, my knees, my toes while touching the various parts of the body.</p> <p>Play “<i>Simón dice/Simon says</i>”. Students will touch the body part indicated by the teacher e.g. <i>toca la cabeza/touch your head</i>. Instruct each other to touch the various body parts with the aid of sentence strips provided by the teacher (see Points to Note).</p> <p>Observe the dramatisation of the following ailments by teacher: headache; toothache; stomach ache; sore throat. Observe and imitate as teacher again demonstrates each ailment. <i>(See Key Grammar)</i>. Use other parts of the body to express ailments in other places.</p> <p>Conduct a survey among classmates to find out how their classmates are feeling on a particular day. Report findings using the following pattern: <i>Hoy Carlos tiene un dolor de cabeza/Today, Carlos has a headache</i>.</p>		<p>Touching part of the body as named in the song</p> <p>Correctly responding to instructions as per song</p> <p>Correct use of language to express ailments in other areas of the body</p> <p>Correct use of sentence structure in reporting</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Name parts of the body in Spanish ✓ Express own feelings of physical ailment or discomfort ✓ Conduct a survey to find out how their classmates feel ✓ Create dialogues in pairs indicating feelings and aches in different parts of the body 		
Points to Note	Extended Learning	
<p>Students should be encouraged to use expressions each time they need them.</p> <p>Teacher must carefully monitor touching activity to eliminate the risk of inappropriate behaviour</p>	<p>Creation of a class vocabulary book which will be available to all students in the classroom.</p>	

Resources

- Songs: "Hola, ¿Cómo estás?" and "Cabeza, hombros, piernas y pies./Head, shoulders, knees and toes".
- Sentence strips with the expressions for use.
- Word cards with the expressions.
- Chart with the parts of the body

Key Grammar

Use the construction *tener un dolor de + part/s* of the body and the expression *me duele/n + part/s* of the body to indicate ailments

Links to other subjects

Science: Understand some external parts of the body

Physical Education: Observe the rules in minor games

Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups

Music: Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression

Drama: Use body for verbal and non-verbal communication; give and receive information

UNITS OF WORK GRADE 7 TERM 2 Unit 2 (4 Weeks)

About the Unit

In this Unit students will learn to:

- compare Jamaican houses with those of Hispanic countries
- describe main rooms and furniture in the house
- state where things and persons are
- describe chores that family members do
- further develop their receptive and productive skills

Prior Learning

Check that students:

- are familiar with simple adjectives of size (*grande, pequeño*) and some colours (*negro, blanco, marrón*), numbers, the verb “*hay*” (there is/are)
- recall and can pronounce properly the days of the week
- remember how to construct sentences using the correct form of the verb

UNIT 2: *En casa At home*

Attainment Target(s):

AT1 - Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.

AT2 - Students participate in short structured conversations on a variety of topics.

AT3 - Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.

AT4 - Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

Objectives: Unit 2

Students will:

- describe their house and some furniture using simple adjectives
- state where things are located in relation to household objects
- describe household chores using the appropriate grammatical structure
- read short texts dealing with the house and respond appropriately to a variety of questions
- listen to short texts based on the topic and select appropriate responses to questions based on the text

Suggested Teaching and Learning Activities

Students will:

View a virtual model of a house and listen to the description as they are given a virtual tour of the different rooms of the house. Label the different parts of a house by choosing the correct vocabulary from a list provided as they view the virtual tour. Participate in a “house bingo” game in order to reinforce the new vocabulary.

Key Skills

Read
Listen
Speak
Write
Work together
Create

Assessment

Correctly labelling the parts of the house

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>View a variety of houses from Hispanic countries and Jamaica and discuss, in English, the similarities and differences. Participate in a class discussion to describe the houses by responding to questions such as “¿cómo es la casa?” or “¿cuántas habitaciones hay en la casa?”</p> <p>In small groups, play the role of real estate agents and create a short video in which they describe two houses that they are going to show some clients. Video should include pictures and description of the properties.</p> <p>View a model of a house and listen to the names and location of the different furniture and appliances in the bedroom and living room. Participate in a “house relay” in placing items of furniture in the correct part of the room. Describe where items are located in relation to others.</p> <p>Work in pairs to read and answer questions pertaining to a dialogue in which persons discuss the chores they do. Write a brief letter to <i>Estimado Pastor/Dear Pastor</i> in which they complain about the chores discussed.</p> <p>Create an audio message for a new housemate in which one describes the house and states what household chores the housemate has to do. Cues/directives will be provided.</p> <p>Reinforce communicative skills by playing games: word search activity to reinforce vocabulary; concentration game - match word/expression with correct picture; Pictionary -create a drawing of a chore, and others use complete sentences to identify the chore represented</p>	<p>Think critically</p>	<p>Use appropriate adjectives or numbers to answer the questions posed</p> <p>Accurate use of language in video</p> <p>Correctly placing furniture in rooms Accurately stating location using prepositions</p> <p>Use appropriate grammar and vocabulary in writing the letter</p> <p>Accurate use of language and pronunciation in recorded message</p> <p>NOTE: Short tests and quizzes may also be used to assess vocabulary, grammar, reading, speaking and listening skills, and comprehension)</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ describe own house and contents using structures taught ✓ state where things are located using a variety of prepositions ✓ describe their chores ✓ talk about unique features of traditional Hispanic homes 		

<p>Points to Note</p> <p>Before beginning activities related to household chores teacher could engage the students in a discussion about the chores they do, in English.</p> <p>Bear in mind that some students might not feel comfortable talking about their homes, encourage them to imagine and describe their ideal home.</p>	<p>Extended Learning</p> <p>Students can compile additional glossary for additional household furniture and appliances.</p> <p>Students can create their own picture dictionary with additional vocabulary related to the house and furniture.</p>
<p>Resources</p> <ul style="list-style-type: none"> • Tools and instructions for games: House relay, House BINGO, Concentration game, Pictionary, Interactive house game • Sample “Dear Pastor” letter • Advertisements of houses • Virtual house presentation and transcript • Visuals of rooms with furniture, houses chores, colours. • Sample page from picture dictionary. • Audio recordings and transcripts. • Worksheets based on different activities • Diagnostic activity to test prior learning and directions for use • Reading passages related to topics • Word search puzzles and answer sheet/teacher copy 	<p>Key Grammar</p> <p>Phrases related to household chores: e.g. <i>paso la aspiradora todos los días / I vacuum everyday</i></p> <p>Use the <i>tengo que + infinitive</i> construction to describe chores</p> <p>Complete simple fill in the blank exercises to practice the use of the definite versus indefinite articles.</p>
<p>Links to other subjects</p>	

Spanish

UNITS OF WORK TERM 3

GUIDANCE FOR THE TEACHER

- Provide the letter-writing pattern to students so they can have a guideline to use to practise outside of class.
- Give cues to students to aid composition and letter writing
- Ensure that students use a name in the target language to end their letter
- Stress the use of “**a la... a las**” with the schedule of an activity
- As students become more exposed to the language, integrate the previous knowledge within new concepts to reinforce and extend learning.
- Encourage students to create a “creative portfolio” of their work done (projects, maps, picture dictionaries etc)
- If your school does not have access to the technology required to do some of the activities, use the “alternative tasks” sheet provided

UNITS OF WORK GRADE 7 TERM 3 Unit 1 (5 weeks)

About the Unit

In this Unit students will learn how to express daily routine activities, variations to this routine on weekends, and daily schedules of activities.

Prior Learning

Check that students can:

- Tell time in Spanish
- Say in Spanish some of the things that they do at home
- Give in Spanish the subjects they study
- Write their timetable in the target language
- Identify verbs associated with home and school

UNIT 1: ¿Qué hago normalmente? *What are my routines?*

Attainment Target(s):

- AT1 - Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.
- AT2 - Students participate in short structured conversations on a variety of topics.
- AT3 - Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.
- AT4 - Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

Objectives - Students will:

- Express activities at home and at school as parts of a daily schedule
- Read aloud in Spanish with accurate pronunciation and intonation
- Respond to questions on written passages

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Revise action words related to activities at home and school using pictures of a child doing these actions. Respond in sentences in Spanish telling what they think that the child is doing.</p> <p>Pattern a native speaker while listening to an audio file about a child's daily activities, and time schedule for these activities. Follow in textbook or hand out List the expressions in the target language that relate to the child's daily activities from Monday to Sunday, including the time of day the child does each activity.</p> <p>Provide a schedule of own daily activities in Spanish using the pattern from the reading passage as a guide. Express activities including time schedule in paragraph form. Dramatize three things done each day at home/school giving the time in Spanish at which they are done.</p> <p>Ask a partner <i>¿Qué haces tú en la mañana/la tarde/la noche, y a qué hora?</i> <i>What do you usually do in the morning/afternoon/evening/night, and at what time?</i> and respond making use of appropriate vocabulary from list given.</p>	<p>Listen and imitate/pattern sounds Read and respond Ask and answer questions Write</p>	<p>Use properly constructed sentences in responses</p> <p>Accuracy of information transcribed</p> <p>Use properly constructed sentences and appropriate grammar in responses</p> <p>Use properly constructed sentences and appropriate grammar in responses</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Ask and answer simple questions about their daily activities to include the time of day ✓ Read aloud a simple passage in the target language that relates the daily activities in the life of a child and answer questions in English ✓ Express self in writing about time and activities 		

Points to Note	Extended Learning
<p>Students should be encouraged to use previous expressions/vocabulary as well as new ones whenever necessary.</p> <p>Imitate model as accurately as possible so that oral skills can be enhanced.</p> <p>Emphasis should be placed on putting the date in the Spanish format but with the numbers in figures</p> <p>Have equal number of pictures with a male/female children</p>	<p>Activities may be expanded to include more than three chores, more than two paragraphs and include previous knowledge and other areas not taught</p>

<p>Resources</p> <p>Audio file with reading passage in target language about a child's daily activities including weekends and special holidays</p> <p>Model frame of a friendly letter</p> <p>Books; suitable websites</p> <p>Handout; adequate number of computers and internet access; CD and CD player</p> <p>Song: <i>Se levanta la niña a la una</i></p> <p>Video presentation/actual pictures mounted on cards/cartridge paper</p>	<p>Key grammar</p>
<p>Links to other subjects</p> <p>Science:</p> <p>Civics:</p> <p>Music: Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression</p> <p>Drama:</p>	

UNITS OF WORK GRADE 7 TERM 3 Unit 2

About The Unit

In this Unit students will learn to discuss their recreational activities, describe recreational activities associated with specific holiday periods and festivities, issue and decline simple invitations, order food and drink, state their likes, dislikes and preferences, describe weather conditions, relate what items of clothing they wear during particular weather conditions, and learn to develop further their receptive and productive skills.

Prior Learning

Check that students:

- can conjugate the verb “ir” correctly
- are able to people and places
- can identify local and universal holidays and events
- recall how to construct sentences using the correct form of the verb

UNIT 1 - Lo que me gusta hacer *What I enjoy doing*

Attainment Target(s):

- AT1 - Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item.
- AT2 - Students participate in short structured conversations on a variety of topics.
- AT3 - Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.
- AT4 - Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

Objectives: - Students will:

- describe their recreational activities using appropriate expressions of frequency
- extend simple invitations using appropriate expressions
- order basic food and drink items using learned vocabulary and structures.
- state their likes, dislikes and preferences
- describe basic weather conditions using the appropriate expressions.
- relate what items of clothing they wear during particular weather conditions
- identify at least three typical Hispanic foods

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Create a Venn diagram showing Jamaican holidays/special days, Hispanic holidays/special days and holidays/special days shared by both places. Classify these as religious, national, or social holidays/special days. Assess the relative amounts of each type of holidays/special days celebrated as an indicator of the country's culture.</p> <p>Select one holiday/special day celebrated both in Jamaica and in one Hispanic country. Compare the activities which take place on this day. Create an electronic invitation to be sent to a friend to take part in these activities in Jamaica or in the Spanish-speaking country. Role play how one would respond if one received a similar invitation.</p> <p>Read and respond to a text about a "foodaholic". Fill out a food preferences grid, and label given foods appropriately. Role play ordering food in a restaurant, using at least three foods typical to Hispanic countries. Discuss food likes, dislikes and preferences.</p> <p>Identify and describe items of clothing. Create clothing catalogues with items of clothing, colours and sizes. Listen to/Read an online clothing order and complete the order sheet.</p> <p>Listen to a recording on the weather of a selected location and place weather symbols on blank maps provided. Create simple daily weather records and forecasts, and state what clothing should be worn in different conditions.</p> <p>Reinforce communicative skills by playing games: the "The Big Fish" and Family Feud type games based on the topics taught, or by reading and responding to questions pertaining to the "Globe Trotters" blog.</p>	<p>Read</p> <p>Listen</p> <p>Speak</p> <p>Write</p> <p>Collaborate</p> <p>Create</p>	<p>Discussion must express what the types of holidays tell about the country's culture</p> <p>Electronic invitation and role play must demonstrate accurate and appropriate grammar and vocabulary</p> <p>Discussion and role play must demonstrate accurate and appropriate grammar and vocabulary</p> <p>Accuracy in completing order sheet</p> <p>Correct use of weather symbols to match descriptions Logical choice of clothing for weather conditions</p>

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Points to Note	Extended Learning
<p>Start with students describing their regular activities before extending practice with special events and holidays</p> <p>Remind students to send to include you in the list of invitees when sending their electronic invitations.</p> <p>When teaching the weather, be mindful that Jamaica does not have four distinct seasons. Try to use “when it is cold we” and not “in Winter, we.....”</p> <p>It may be a good idea to culminate the term with a student group project based on what students learned(magazine, newspaper etc)</p>	<p>Students can create a holiday/event calendar in which they indicate the popular holidays/events celebrated in Jamaica and Hispanic countries.</p> <p>Students can create their own picture dictionary with additional vocabulary related to the food, drink, clothing and activities.</p> <p>Students can upload their articles on their blogs (if they have blogs) or on their social websites.</p>
<p>Resources</p> <p>Holiday and Events grid and instructions</p> <p>Blank puzzles with teacher’s copy</p> <p>Audio recordings and transcripts</p> <p>Sample menu charts and mini menus</p> <p>Posters with foods (Hispanic), activities, clothing</p> <p>Weather symbols, charts and maps with instructions</p> <p>Sample electronic invitation with alternative paper format</p> <p>Food preference grid and instructions for use</p> <p>Text about the “Foodaholic”</p> <p>The “Big Fish” game with instructions for use</p> <p>Magazine/newspaper template and instructions for use</p> <p>Website for electronic invitations</p> <p>Family feud type game with instructions</p> <p>Link to “Glob Trotters Blog” and transcripts of blog entries</p>	<p>Key grammar</p>

Links to other subjects

Mathematics – Venn diagrams

DRAFT

GRADE 8

Spanish

OVERVIEW OF SUBJECT CONTENT GRADE 8

SUBJECT	TERM 1	TERM 2	TERM 3
Spanish	<p>Theme: Le Monde du Travail / The World of Work</p> <p>Unit 1: Professions, trades and skills Unit 2: Interacting with health services</p>	<p>Theme: Ce que j'aime faire / Things I like to Do</p> <p>Unit 1: At the Restaurant Unit 2: Going Shopping Unit 3: Hobbies</p>	<p>Theme: Mon environnement / My Environment</p> <p>Unit 1: The Weather Unit 2: Places of Interest Unit 3: The Physical Environment</p>

STANDARDS FOR SPANISH: GRADE 8

The Attainment Targets

There are 4 key Attainment Targets within Spanish as outlined below:

AT1: Listening and Responding	AT2: Speaking	AT3: Reading and Responding	AT4: Writing
Students develop the ability to understand the spoken language in a variety of forms and make an appropriate and accurate response	Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of situations	Students develop the ability to understand the written language in a variety of forms and provide an appropriate and accurate response.	Students develop the ability to communicate effectively and appropriately in writing in a variety of forms in response to an aural, visual or written stimulus.

THEME: Le Monde de Travail / The World of Work

AT1	AT2	AT3	AT4
Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar language.	Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.	Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or Spanish.	Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

SPANISH

UNITS OF WORK – TERM 1

Range and Content

What are the key concepts, skills and knowledge students will learn in this subject?

Key Concepts and Knowledge

- Professions not covered at Grade 7
- Choosing careers
- Description of jobs
- Places of work
- A typical work-day

Grammar

- quiero ser (I want to be) + professions
- Voy a ser (I am going to be) + professions
- Me gustaría ser (I would like to be) + professions
- quisiera ser (I would like to be) + professions
- use of hacer in discussing what persons do at work
- the present tense (first and third person singular)

Skills

- Listening and responding
- Reading and responding
- Asking and answering questions in formal and familiar forms
- Investigative skills
- Working harmoniously and collaboratively

GUIDANCE FOR THE TEACHER

- Encourage students to access pictures of different professions, trades and skills online and create a folder for them to aid them in remembering the new vocabulary.
- Assist students to see that the article is omitted when they are speaking/writing about what they do for a living or what someone else does for a living.
- Provide guidelines/tips to help students develop their listening skills so that they can select the most appropriate response to guided conversation and simple listening comprehension exercises.
- Introduce the third person singular of verbs in the present tense for students to use when talking or writing about daily routines.
- Place students in mixed ability groups so that each group has a fair chance to produce a reasonable verbal report for the mini interview.
- Incorporate the *formal* form of verbs for students to use when asking interview questions. Students may use SJE if the person being interviewed does not speak Spanish.
- Give cues to students to write a simple advertisement for a job.
- Scaffolding may be employed with slower learners (e.g. Starting with a model, gradually omit phrases or words from sections of the model and have students substitute appropriate words/phrase from key vocabulary until they are able to create their own advertisement).
- Remind students how to use *ir a + noun* to express where they are going and what they are going to do.

UNITS OF WORK GRADE 8 TERM 1 Unit 1 (7 weeks)

About the Unit

In this Unit students will learn how to communicate orally and in writing about professions, trades and skills, ensuring that they develop listening and investigative skills in addition to working harmoniously and collaboratively in groups. They will incorporate previous knowledge about scheduling of activities, and improve on their creativity by writing a simple advertisement using given cues.

Prior Learning

Check that students can:

- Identify common professions using home language
- Identify the verb meaning “to be” that is used with professions
- Recall that the article is omitted when used with the verb “to be” with professions
- Give the meaning of “to go to” in Spanish
- Conduct a mock interview in SJE
- use “a” to express the schedule of an activity

UNIT 1: Profesiones, oficios y habilidades *Professions, trades and skills*

Attainment Target(s) :

- AT1: Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar language.
- AT2: Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.
- AT3: Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language
- AT4: Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

Objectives:

Students will be able to:

- Identify jobs and professions in their communities
- Communicate orally and in writing in Spanish about their career choice
- Create daily schedules in Spanish
- Assess and respond in Spanish to job advertisements written in Spanish
- Gather information via interviews
- Conduct class presentations using appropriate verb forms

Suggested Teaching and Learning Activities	Key Skills	Assessment
<p>Students will:</p> <p>Examine a set of unlabelled pictures of various professions, trades and skills that the teacher has mounted and tag them correctly with Spanish labels. Use the pictures of different occupations and skills to compile a folder entitled Les professions.</p> <p>Dramatise (in appropriate costume) a profession, trade or skill that they want to pursue as a career. Put up a sign written in Spanish in an appropriate place to indicate place of work, and dramatize what they do for a living. Ask the rest of the class: <i>Qui suis-je?</i> The class will try to guess what each student is depicting using the response “<i>tu est _____.</i>”</p> <p>Interview one student re prospective careers. The student will answer orally in Spanish the following questions:</p> <ul style="list-style-type: none"> • <i>¿Qué quieres ser? ¿Y, por qué? What do you want to become, and why?</i> • <i>¿Dónde vas a trabajar? (En una oficina, etc.) Where will you work?</i> • <i>¿A qué hora vas a salir para tu trabajo? At what time will you leave for work?</i> • <i>¿Qué vas a hacer en tu trabajo? What do you do at work?</i> <p>Write two paragraphs in Spanish on what a typical day in a chosen career is like using the first person singular of the present tense.</p> <p>Listen to a CD recording or watch a video presentation with a few persons talking in Spanish about what they do for a living, where they work and activities in which they are engaged. Note the different expressions used. Answer orally in Spanish questions asked about the different professions, trades or skills.</p> <p>In mixed ability groups of four, conduct an out of class interview with an employee/employer from their community; and in class, give a verbal report in Spanish what they have learnt about that person’s job and what is a typical day for that person.</p> <p>Create an advertisement seeking the services of a pharmacist, which includes the nature of the job; the working hours and how to apply. (<i>See Key Grammar</i>)</p>	<p>Listen and respond</p> <p>Read and respond</p> <p>Ask and answer questions in formal and familiar forms</p> <p>Develop investigative skills</p> <p>Work harmoniously and collaboratively</p> <p>Design simple advertisements</p>	<p>During interviews and dramatisations, students will utilise appropriate grammar and vocabulary to communicate about careers and career choices.</p> <p>Advertisements must employ appropriate grammar and vocabulary, and demonstrate grade-appropriate art and design principles</p>

Learning Outcomes

Students will be able to:

- ✓ Read, talk and write about other professions/trades/skills in the target language
- ✓ Express their choice of professions giving simple reasons
- ✓ Describe in simple sentences what is done in each profession
- ✓ Express where different persons work
- ✓ Report on a typical workday of a person whom they have interviewed
- ✓ Speak and write what their typical workday is like based on the profession, trade or skill that they have chosen
- ✓ Listen to leading sentences in the target language based on different aspects of professions, trades and skill, and complete them accurately using the most appropriate answer from the set of responses given

Points to Note

Use previous expressions/vocabulary as well as new ones where necessary
 Note the changes when you are referring to the daily routine of what a person does for a living and what you do for a living based on the profession you have chosen

Extended Learning

Devise and document interview questions and responses for the group activity
 Conduct research and make a dossier of information for different jobs and produce sentences in target language for job descriptions
 Make an alphabet chart using the first letter of the professions

Resources

Labelled pictures of persons for different professions, trades and skills within the community
 Books, Spanish/English Dictionary, suitable websites
 Guided conversation questions
 Handout with possible responses for listening comprehension activities
 Video presentation/recorded voice/hand puppets with persons talking in target language about what they do, where they work and activities in which they are engaged
 Model frame of an advertisement for a job
 Multimedia projector (for video presentation) or TV

Key Grammar

Terms used in job advertisements: *honesto/a; ___ días de trabajo; para ___; llamar a; se busca; se necesitan; escribir a; con buena presencia; un/una joven; necesito; trabajador/a*
 Omit the article with profession when telling or writing what it is about desired professions and what a person does for a living
 Constructions to state desire and intent: *Quiero ser (I want to be)...; Voy a ser (I am going to be)...; Quisiera ser (I would like to be) ...;*
 Use of *hacer* in discussing what persons do at work

Links to other subjects

Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups; Identify self as a Jamaican in a global environment

Drama – Demonstrate a greater awareness of working together to complete a task.

Respond to the dramatic play of others and develop an ability to use reflection as a means of enhancing practice in drama.

UNITS OF WORK GRADE 8 TERM 1 UNIT 2 (6 weeks)

About the Unit

Students will learn to interact with the doctor and dentist using appropriate grammar and vocabulary to talk about ailments and other health issues. They will also learn to give simple advice and suggestions to others on how to maintain good health.

<p>Prior Learning Check that students can:</p> <ul style="list-style-type: none"> • Identify main body parts and say where hurts • Tell the date and time • Express themselves fluently in English
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UNIT 2: Health and Health Services <i>Salud y Servicios Sanitarios</i>	
<p>Attainment Target(s):</p> <p>AT 1 - Pupils show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar language.</p> <p>AT 2 - Pupils participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.</p> <p>AT 3 - Pupils show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.</p> <p>AT 4 - Pupils write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.</p>	<p>Objectives - Students will:</p> <ul style="list-style-type: none"> • Identify a number of bodily ailments. • Effectively describe pain and ailments using the appropriate structures and vocabulary. • Give simple advice and instructions using the familiar form. • Demonstrate understanding of a command by responding appropriately to simple instructions in the affirmative in a health service setting. • Express sympathy to persons who are ill. • Select correct responses to questions based on oral and aural texts.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
Recap the body parts by listening to the teacher describe a monster. Draw the monster then show to the class.	Read	Accurate drawing of monster as per teacher's description
Participate in the game " <i>Las Charadas</i> "/ <i>Charades</i> with one student acting and the others guessing. State the problem depicted by the student who is acting. Students will take turns to ask different actors <i>¿Cuánto tiempo hace que ...? How long have you had?</i> to which he/she will respond accordingly.	Listen	Correctly utilize expressions learnt to state ailments in the game of " <i>Las Charadas</i> "
Listen to brief dialogues in which persons complaining about ailments, and	Speak Write Collaborate Demonstrate creativity	
		Matching completed correctly

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>match the name of the ailment/illness mentioned with the corresponding picture provided by the teacher.</p> <p>Read a dialogue about someone's visit to a doctor and answer true or false questions. Discuss, using home language, health issues that they are familiar with including their opinions on going to the doctor/dentist. Using a comic strip, complete a guided dialogue of a visit to a doctor. In groups, students will create a dialogue "<i>una visita al médico</i>" or "<i>una visita al dentista</i>" which will be acted out in class.</p> <p>Read complaints concerning health issues written in the Dear Doctor column and give appropriate advice. In pairs, rearrange a jumbled dialogue regarding a visit to the dentist. Give two pieces of advice to the patient in the dialogue. In groups, create a silent video or photonovela or a Powerpoint show depicting a visit to the dentist to which they will add the appropriate text. Create sympathy/get well cards for sick friends and family members.</p> <p>Survey members of the class to find out their dietary, exercise and hygiene practices (<i>see Points to Note</i>) which will then be reported to the class. Students will then create a poster to promote healthy lifestyles which will include "do's" and "don'ts" employing the verb (<i>no</i>) <i>deber/ Should (not)</i>.</p> <p>Fill out a simple medical form.</p>	<p>Think critically</p>	<p>Utilise appropriate levels of vocabulary and rules of grammar.</p> <p>Use appropriate grammatical structures and expressions when giving advice, suggestions, instructions and condolences.</p> <p>Poster will use appropriate grammar and expressions</p>

<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ○ Make complaints about ailments ○ Offer advice and condolences ○ Discuss healthy lifestyle practices

<p>Points to Note</p> <p>Teacher can engage the students in a conversation about illnesses or injuries they have had and find out what they do about it and what the doctors give them. Teacher can provide the initial vocabulary based on some of the things that came up before having them</p> <p>Teacher can divide the class and have teams guess the ailments that students have in the game of “las charadas”. Teacher should ask <i>¿Qué problema tiene...? What is the matter with...? Or ¿Qué le pasa? What’s wrong with him?</i> Students should give responses such as <i>Le duele la cabeza/His head hurts</i> or <i>Tiene dolor de cabeza/He is having a headache.</i></p> <p>Care must be exercised in discussing students’ hygiene practices. If students choose not to participate they should not be compelled to do so.</p>	<p>Extended Learning</p> <p>Students can research other ailments and illnesses.</p> <p>Advanced students could research and use the command forms of the verbs in the negative and affirmative when creating the poster to give the advice.</p>
<p>Resources</p> <p>Transcripts of dialogues and other texts Rules on how to play “Devinette” Medical form Sample comic strip Sample photonovel with instructions</p>	<p>Key Grammar</p> <p>Avoid using the negative construction in giving commands: use of <i>(no) deber + infinitive</i> Rewrite commands given using direct object pronouns Use of <i>Desde hace... or hace + time + que + present tense</i> <i>Antes de + infinitive (before); Después de + infinitive (after)</i></p>
<p>Links to other subjects</p>	

SPANISH

UNITS OF WORK-TERM 2

GUIDANCE FOR THE TEACHER

- Use a large labelled picture of table settings for large instructions with smaller versions for small groups
- Students should be encouraged to create their own word cards to use in the classroom
- A class vocabulary book can be created and kept in the classroom so it is available to students at all times
- Extend previous knowledge with revision/reinforcement/re-entry strategies before introducing new vocabulary or structures
- Encourage students to be a part of the creative process (flash cards, poster creation etc)
- Introduce new vocabulary to students before they examine the content
- Use a variety of groupings with your activities – pairs, small groups, large groups, all class
- Use samples of partially completed tasks as models, so that students can see exactly what you want them to do
- Encourage students to get a general gist of texts presented and not to worry too much about the details which they may not understand
- Encourage students not to rely too much on the dictionary at this stage. Try to provide as much as possible, the relevant vocabulary or direct them to the sites you wish to have them view
- Review activity instructions with students to ensure that they understand what is expected of them
- Ensure that student research tasks are clearly outlined, clearly scoped and that expectations are clearly stated. Do not simply send them “to research”

UNITS OF WORK GRADE 8 TERM 2 UNIT 1 (3 weeks)

About the Unit

In this Unit students will revise the names of common food items found on a menu, identify the different parts of a menu and learn how to order food in a restaurant. They will learn to describe the place setting.

Prior Learning

Check that students can:

- State the names of common food items.
- State location using prepositions

UNIT 1: En el restaurante *At the restaurant*

Attainment Target(s):

- AT1 - Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item
- AT2 - Students participate in short structured conversations on a variety of topics
- AT3 - Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues
- AT4 - Students write two paragraphs in essay or letter format, or longer dialogues in the present tense

Objectives:

- Revise names of food items found on a menu
- Identify the different parts of the menu.
- Place an order using a menu.
- Asking for the bill.
- Calculating a bill including the tip
- Name the different meals.
- Describe a table setting for a specific meal.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Listen to an audio file of a dialogue by a family of four in a restaurant. Repeat the dialogue line by line, paying attention to pronunciation and phrases used while viewing the projected dialogue or a worksheet. In groups of four, read the dialogue noting pronunciation and fluency of sentences.</p> <p>Identify the phrases used in a restaurant (asking and responding to questions, placing the order). Organise the phrases on the board according to the different sections of the menu (appetizer, main course, dessert etc.) using word cards provided. Compose, in groups of four, a song or a poem to help them to remember the phrases used in a restaurant and to describe place setting. They will videotape themselves.</p>	<p>Speak Write Read Listen Follow instructions Create Create Work together harmoniously</p>	<p>Speak with correct intonation and pronunciation</p> <p>Song/poem must include appropriate phrases correctly used</p>

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>In groups of four, create dialogues which takes place in one of the following specialized restaurants: seafood, vegetarian, Jamaican, and health food. Groups will take turns to create a menu on the board using word cards with the name of the foods, recommend food to each other, order food and calculate the bill. They will videotape themselves.</p> <p>Role play a family getting ready to eat and the parents are teaching the children to set the table. They will describe the setting paying attention to the relative positions of the items and their names <i>e.g El cuchillo está a la derecha del plato / The knife is to the right of the plate.</i> They will videotape themselves.</p> <p>Research the cuisine of any one Spanish speaking country, and list the various foods classified as breakfast, lunch and dinner. In three groups, create a table setting for one of the meals. Identify the main utensils needed for each meal, and food items for each meal. Create poems about these meals and compile these to produce a printed or digital scrapbook.</p> <p>Play a game of pictionary/Bingo to reinforce the different foods found on a menu at a restaurant.</p>		<p>Use appropriate vocabulary for each type of restaurant Use properly constructed phrases in ordering and recommending</p> <p>Correctly state the placing of each item, using accurate vocabulary and grammar</p> <p>Poems must utilise appropriate vocabulary and grammar, and should observe the protocols of poetry</p>

<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ○ Function effectively in a Spanish-speaking restaurant ○ Effectively employ prepositions to describe relative location
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Points to Note	Extended Learning
<p>Students should be encouraged to use the expressions each time they need them</p>	<p>Collect menus of different Spanish-speaking restaurants from the Internet.</p> <p>Students' videotape of their songs and poems may be shown on school special days</p>

Resources Food Bingo Audio file of dialogue in the restaurant Sentence strips with the structures for use Pictures of place settings correctly labelled	Key Grammar Conjugation of stem-changing verbs (<i>pedir, recomendar</i>) Use of <i>estar + position</i>
Links to other subjects Home Economics: Food preparation and table setting Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups Music: Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression Drama: Use body for verbal and non-verbal communication; give and receive information	

UNITS OF WORK GRADE 8 TERM 2 UNIT 2 (3 weeks)

About the Unit

In this Unit students will learn about the different places where people shop and how to carry the buying and selling process in the target language.

Prior Learning

Check that students can:

- Listen to each other
- Respect each other's opinion
- Differentiate between questions and statements
- Appreciate that similarities and differences exist among

UNIT 2: De Compras *Going Shopping*

Attainment Target(s):

- AT1 - Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item
- AT2 - Students participate in short structured conversations on a variety of topics
- AT3 - Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues
- AT4 - Students write two paragraphs in essay or letter format, or longer dialogues in the present tense

Objectives:

- Compare items and prices
- Differentiate shops/stores by goods sold
- Ask and respond to questions appropriate to shopping
- Describe products and what others are wearing
- Assess sizes and suitability of products
- Express likes, dislikes and preferences
- Utilise polite expressions

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Arrange a Spanish sale day where items will be labeled in the target language and persons who will purchase and sell items will use the target language as the means of communication.</p> <p>Visit a store then report to the class in Spanish the name and type of store visited, as well as the names, prices and a brief description of at least five items found in the store. Compile a list of items described. Participate in an auction led by a student with classmates bidding on items reported.</p> <p>Listen to CDs with shopping information then respond to related questions in English. Act out a short dialogue that takes place in a store making use of the expressions learnt in the target language. Dialogue should include what is sold in the stores, indicate if statements are true or false, asking for and refusing offers of help, and the total bill.</p> <p>Make sentences in Spanish about shopping, using pronouns and verbs from the roll of two dice, one of which will have verbs written on it and the other with subject pronouns/nouns. Use the immediate future as the structure for these sentences e.g. <i>Tú vas a la panadería / You are going to the bakery</i></p> <p>In pairs go to the whiteboard and try to write different vocabulary in boxes to get three in a row of a nine box square. Each student will have to write particular words (fruits, vegetables, stores etc.) The first person to get three in a row will be declared the winner. Each person will have 10 seconds to write his/her word before losing his/her turn. It can be played as boys against girls where necessary.</p> <p>Unscramble sentences about shopping written in Spanish, then read aloud correct sentences.</p>	<p>Listen and respond Reading and writing Group work Research</p>	<p>All speaking activities show appropriate pronunciation, vocabulary and use of grammar</p> <p>All speaking activities show appropriate pronunciation, vocabulary and use of grammar</p>

<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Effectively conduct transactions in a shopping context ○ Demonstrate appropriate interactions while shopping
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<p>Points to Note</p> <p>Teacher must ensure that each lesson be functional, incorporating aspects of everyday life as much as is possible</p> <p>Ensure that cultural links to the target language are included as much as possible in each lesson.</p> <p>Lessons must be organized to appeal to the different learning styles of the students</p> <p>Include all relevant information on the topic in the lessons.</p>	<p>Extended Learning</p> <p>Faster students can learn additional vocabulary including additional store names</p> <p>Write a paragraph to a friend telling him/her about the stores they will visit on the weekend. They can include things that they like and give a brief description of them.</p>
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<p>Resources</p> <p>Songs about clothes</p> <p>CD Player</p> <p>Internet and Overhead projector</p>	<p>Key Grammar</p> <ul style="list-style-type: none"> ○ Use of the present tense what someone is wearing ○ Use of demonstrative adjectives to describe items of clothing <p>Use quantifiers (<i>un kilo de.../a kilogram of</i>, etc.)</p> <p>Use demonstrative adjectives in speaking of articles of clothing</p>
<p>Links to other subjects</p> <ul style="list-style-type: none"> ○ Home Economics – Shopping for food, clothes etc. ○ Physical Education – Shopping in the Sports 	

SPANISH

UNITS OF WORK-TERM 3

GUIDANCE FOR THE TEACHER

- Encourage students to access pictures of popular places of interest in their country to include those in their parish and other parts of their country and the possible modes of transport that they will use
- Provide guidelines/tips to help students develop their listening, reading, speaking and writing skills in the target language so that they can select the most appropriate response to guided conversation, understand simple reading comprehension in target language, and write directed situations and guided letter/essay.
- Introduce interrogative words regarding asking directions in the target language
- Place students in mixed ability groups to make plans for a trip to a selected place of interest in their country
- Give cues to students to write responses to directed situations in terms of identifying the function that is required
- Remind students how to use **ir a + noun** or **infinitive** to express where they are going and what they are going to do
- Assist students in the format for compiling a brochure, researching information about a place and writing it in simple sentences in the target language
- Revise time schedules and introduce new elements for planning a trip; supply expressions that they could use and point them to the use of their own dictionaries
- Use commands so that students can imitate what you say and substitute other verbs correctly. The focus here is not to teach the commands
- Take the students on nature walks to a farm, the zoo or anywhere there are animals or plants that are being taught in the lesson

UNITS OF WORK GRADE 8 TERM 3 Unit 1 (3 weeks)

About the Unit

In this Unit students will learn to make simple descriptions of the weather, discuss modes of dress appropriate for different weather conditions, and make comparisons about dress and weather between Jamaica and Spanish-speaking countries.

Prior Learning

Check that students:

- Use basic weather expressions learnt in Grade 7.
- know the months of the year.
- Identify familiar articles of the clothing.

¿Qué tiempo hace? What is the weather like?

Attainment Target(s):

- AT1 - Students show that they understand instructions, messages and dialogues, aided by repetition and respond appropriately and accurately by identifying specific detail in each item
- AT2 - Students participate in short structured conversations on a variety of topics
- AT3 - Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues
- AT4 - Students write two paragraphs in essay or letter format, or longer dialogues in the present tense

Objectives Students will:

- Describe basic weather conditions using the appropriate expressions.
- Identify the seasons.
- Create simple short-term weather forecasts
- State the appropriate clothing for particular weather conditions.
- Compare seasonal activities done in Spanish culture with those done in Jamaica at the same time.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Watch a video on weather expressions twice. Note the expressions at first viewing, then repeat what was heard paying attention to pronunciation and intonation. Complete a worksheet by labelling correctly the diagrams showing the differences in the weather.</p> <p>Repeat the months of the year while viewing a sheet which relate the months to the particular weather conditions in the target culture. State the four seasons and the months to which they belong. Choose two countries, and for each list three activities for each season and write sentences to describe the seasons and the activities. Compare activities done in the target culture with those done in their own culture during the month and the seasons.</p>	<p>Listen for specific information.</p> <p>Speak paying attention to intonation and pronunciation.</p> <p>Labelling diagrams</p> <p>Collaborate</p>	<p>Use appropriate constructions to describe the weather</p> <p>Comparison of activities done in target and native culture must focus on differences and weather-related reasons for these differences</p>

<p>Listen to an audio file twice. During the first audition, write the names of the items of clothing heard. During the second audition, write the weather with which each is usually associated. Consult research to identify activities connected to the different seasons and the items of clothing identified.</p> <p>Listen to an audio file of a dialogue in which a parent tells a child what to wear on account of the weather. Pay attention to the weather expressions which refer to forecast.</p> <p>Use a map of the Caribbean and state a variety of weather conditions for a week for different countries. In groups of five, they will create a podcast and a worksheet in which the different forecast has to be matched with different pictures of appropriate clothing.</p>	<p>Demonstrate creativity</p> <p>Think critically</p>	<p>Correctly use weather expressions in creation of weather forecast for the week</p>
<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Make simple descriptions of the weather ✓ describe different items of clothing and associate them with particular weather conditions 		

<p>Points to Note</p> <p>Each class should begin with the weather of the day. The students should be allowed to be the ones to give the weather for the rest of the term at the beginning of the class.</p>	<p>Extended Learning</p> <p>Create brochures advertising activities in their native culture and those of the target culture.</p> <p>Add vocabulary learnt to their picture dictionary.</p> <p>Research the seasonal activities done in other countries of the target culture.</p>
<p>Resources</p> <p>Audio recordings and transcripts</p> <p>Weather symbols, charts and maps.</p> <p>Sample electronic invitation with alternative paper format</p>	<p>Key Grammar</p> <p><i>Hace +.....</i> to describe weather</p>
<p>Links to other subjects</p>	

UNITS OF WORK GRADE 8 TERM 3 Unit 2 (4 weeks)

About the Unit

In this Unit students will learn how to: communicate orally and in writing about places of interest in the target language ensuring that they develop listening, reading, speaking and writing skills in addition to working harmoniously and collaboratively in groups. They will incorporate previous knowledge about scheduling of activities in the planning of trips within their parish and nationally.

Prior Learning

Check that students can:

- List places of interest that they already know in Spanish
- Identify places on a map and give their positions
- Use *ir a* correctly
- Construct a simple dialogue in Spanish
- use *a la...* and *a las...* to express the schedule of an

***Los lugares de interés* Places of interest**

Attainment Target(s) :

- AT1: Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar language.
- AT2: Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.
- AT3: Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language
- AT4: Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

Objectives:

- Students will be able to
- Identify popular places of interest on a map of Jamaica
 - Share information about places of interest
 - Communicate travel plans
 - Ask and give directions in Spanish
 - Read information related to directions and places of interest
 - Produce a brochure with specific pieces of information on a place of interest in own country

Suggested Teaching and Learning Activities

Students will:

- Play a relay game to learn the names of selected places of interest in Jamaica and in one Spanish-speaking country. Collect pictures of places of interest and make an album indicating where they can be found. Label the pictures in the album.
- Work in pairs to ask and give directions related to tourist attractions/places of interest, using the appropriate expressions in the target language.
- Watch a video with a person acting as a tour guide talking in the target language giving a description and basic information about each location seen. Note the different

Key Skills

- Listen and respond
 Read and respond
 Ask and answer questions in formal and familiar forms
 Develop investigative skills through conducting research
 Work harmoniously and collaboratively

Assessment

- All speaking activities show appropriate pronunciation, vocabulary and use of grammar
- Brochure must adhere to

<p>expressions used, and try to understand what is being spoken. Answer orally in target language questions asked about the different places.</p> <p>Research and collate information in Spanish using familiar expressions about at least one museum and one tourist attraction from their parish. Arrange this information in the form of a brochure with the aid of classmates or teacher</p> <p>In mixed ability groups of four, plan class trips to one of the places researched and include: the itinerary; mode of transportation; cost of trip; reasons for the trip; and some activities which they will do. Record ideas of the group and report to their class in Spanish.</p> <p>Practise reading aloud a passage in the target language that relates to vocabulary to which they have been already exposed and try to answer in English the questions set on them in English also.</p>		<p>age-appropriate art and design principles, as well as appropriate Spanish grammar and vocabulary</p>
<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ✓ Locate places of interest in Jamaica on any given map ✓ Read, talk and write about places of interest in the target language ✓ Research for specific information paying attention to instructions given 		

<p>Points to Note</p> <p>Make use of previous expressions/vocabulary as well as new ones where necessary</p> <p>Search the internet for pictures and information related to the places of interest you have chosen</p> <p>Note the expressions and format for making an itinerary, finding the cost of a trip, and the word used in the target language that precedes the giving of reasons.</p>	<p>Extended Learning</p> <p>The more advanced students:</p> <p>Can write a contextual announcement promoting a place of interest in their country, giving a description of the place, a set of activities that takes place there and where it is located</p> <p>Can write a poem or a song about a particular place of interest and perform it for the class</p>
<p>Resources</p>	<p>Key Grammar</p>

<p>Two maps of Jamaica featuring all 14 parishes. Cards with names of popular places</p> <p>Books; suitable websites</p> <p>Guided conversation questions</p> <p>Pictures of some places of interest in Jamaica: museums (<i>museos</i>), parks (<i>parques</i>) and galleries (<i>galerías</i>)</p> <p>Multi-media projector (for presentation of some pictures of places of tourist attractions on the North Coast)</p> <p>Power point presentation on some places of interest (tourist attractions on the North Coast)</p> <p>Spanish/English dictionary</p>	<p>Reinforce use of polite expressions in asking questions</p>
<p>Links to other subjects</p> <p>Civics: Express an understanding of self as part of a group, and of common and accepted behaviours within groups; Identify self as a Jamaican in a global environment</p> <p>Drama-Have a greater awareness of working together to complete a task.</p>	

UNITS OF WORK GRADE 8 TERM 3 Unit 3 (4 weeks)

About the Unit

In this Unit students will learn to express their opinions in the target language on issues dealing with the environment and also be able to talk about the different plants, animals and landforms especially those found in the Caribbean region.

Prior Learning

Check that students can:

- Use adjectives correctly in the target language

El Medio Físico The Physical Environment

Attainment Target(s) :

- AT1: Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar language.
- AT2: Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.
- AT3: Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language
- AT4: Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

Objectives:

- Express opinions on environmental issues
- Name and describe animals and plants
- Identify simple landforms
- Discuss natural disasters and environmental protection
- Use simple negative and positive commands to give instructions
- Make pamphlets showing things to be done to protect the environment

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Write on a strip of paper their opinion on at least one environmental issue. They will then be asked to present their sentences to the class. The other students will then say in English what was said by that student in the target language.</p> <p>Play a game in which they respond to the question <i>¿Cómo se dice... en español? / How does one say in Spanish?</i> The name of an animal or a plant will be substituted each time.</p> <p>Match answers with questions about plants and vegetation on strips of paper: organised into two groups, group B students will match the responses they have on paper with questions that Group A will read from strips of paper. After the correct answers are select the persons in Group B will stand beside the Group A person and the class will repeat question and answer.</p>	<p>Write Speak Read Listen Group work</p>	<p>Translations must convey what is being said with few errors</p> <p>Names of animals must be correctly pronounced</p> <p>Accurate pronunciation</p>

Learning Outcomes

Students will be able to:

- ✓ Give their views on environmental issues
- ✓ List the names of animals and plants in the target language
- ✓ Talk about natural disasters

Points to Note <ul style="list-style-type: none">○ In some cases the focus will be solely on the teaching of relevant vocabulary items.○ Use the internet links in the lessons.	Extended Learning <p>Students who are faster may be asked to attempt extra work and explore additional vocabulary on plants and animals. Students may be asked to create papier-mache animals and label them for a display on Open day.</p>
Resources <p>Laptop with multimedia projector</p>	Key Grammar <p>Use of <i>Cómo se dice</i> in asking questions</p>
Links to other subjects <ul style="list-style-type: none">○ Geography – The natural environment○ Art and Craft – Papier-mache	

GRADE 9

SPANISH

OVERVIEW OF SUBJECT CONTENT GRADE 9

SUBJECT	TERM 1	TERM 2	TERM 3
Modern Languages (Spanish)	Theme: 1: Se déplacer <i>Getting Around</i>	Theme 2: Mi Vida <i>My Life</i>	Theme 3: La Comunicación <i>Communication</i>
	<p style="text-align: center;">Unit 1 De viaje en su país <i>Travelling in your own country</i></p> <p style="text-align: center;">Unit 2 De viaje en el exterior <i>Travelling Abroad</i></p>	<p style="text-align: center;">Unit 1 Cuando era joven <i>When I was Young</i></p> <p style="text-align: center;">Unit 2 Los planes para el futuro <i>Future Plans</i></p>	<p style="text-align: center;">Unit 1 Comunicación entre amigos <i>Personal Communication</i></p> <p style="text-align: center;">Unit 2 Medios de comunicaciones masivos <i>Mass Communication</i></p>

STANDARDS FOR SPANISH: GRADE 9

The Attainment Targets

There are 4 key Attainment Targets within Spanish as outlined below:

	AT1	AT2	AT 3	AT4
Gr.9	Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.	Students participate in structured conversations expressing feelings, opinions making reference to present, future and past experiences.	Students show that they understand a variety of written texts with some complex and unfamiliar expressions within their experience by responding appropriately in English or the target language to given instructions, and expressing opinions/views with the aid of relevant resource materials.	Students write a variety of texts including announcements expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

SPANISH

UNITS OF WORK – TERM 1

Term 1 Unit 1

Range and Content

- Modes of transport
- Give and Carry out simple (Commands)
- Giving Opinions
- Description of things and places of interest
- Request and give information
- Making and cancelling reservations
- Express ideas in the past
- Formation and use of Future Tense
- Description of future plans and events (holidays, birthdays, anniversaries, education, jobs etc.)
- Party invitations
- Description of future educational and employment path
- Expression of wondering about the future
- Expressions of time in the future
- Past holiday trips
- Places of interest in Hispanic countries
- Preparations for a trip
- At the airport
- Expressing opinion on a trip
- Irregular verbs in the preterit tense
- Expressions of time in the past

GUIDANCE FOR THE TEACHER

- Teach the preterite forms of the verbs, both regular and irregular.
- Do not forget to include the reflexive verbs.
- Review the contraction of *a+el* and *de+el*

UNITS OF WORK GRADE TERM 1 Unit 1 (7 weeks)

About the Unit

In this Unit students will learn to give and execute basic instructions related to directions, describe the basic modes of transportations, plan and visit places of interest and discuss and describe these experiences using the past tense.

Prior Learning

Check that students can:

- Recall the various continents of the world and identify things or activities that are typical to each continent
- Say the date in the target language
- Recall how adjectives are used in agreement with nouns.

UNIT TITLE **De viaje en su país** *Travelling in your country*

Attainment Target(s):

- AT1** Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond Appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.
- AT2** Students participate in structured Conversations expressing feelings, opinions making reference to present, future and past experiences.
- AT3** Students show that they understand a variety of written texts with some complex and unfamiliar expressions Within their experience by responding Appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.
- AT4** Students write a variety of texts including announcements; expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

Objectives:

- Use correct expressions to talk about likes and dislikes about a particular travel destination
- Describe the different modes of transportation
- Demonstrate an understanding of instructions for directions given in the target language.
- Distinguish clearly between the use of the past and Imperfect Tense.
- Talk about different activities that students partake during their vacation
- Describe a place of interest, both local and international utilizing the appropriate vocabulary and impersonal expressions.
- Apply correct phrases and questions when making travel arrangements
- Describe - the necessary steps / stages in relation to use of public transport

Learning Outcomes

Students will be able to:

- ✓ Plan and execute plan for a trip
- ✓ Name different modes of transportation
- ✓ Talk about visits they have made to places of interest
- ✓ Say what their favourite means of transport are.
- ✓ Give and carry out instructions in the target language
- ✓ Create information leaflets about places of interest in their country using the target language.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Create an itinerary for a trip to another part of the island (Use a verb structure like <i>vamos a</i>)</p> <p>Conduct research within your school to find out what is the most popular mode of transport among students using the impersonal expressions.</p> <p>Create an informational booklet advertising your own transportation company</p> <p>Complete a departure form for travelling from their country to another destination.</p> <p>Listen to a short extract about students going on a field trip and respond to questions based on extract.</p> <p>Play the role of bus driver in giving an outline of the day's activities. Correctly prepare and present to class an announcement that the driver/ tour guide on a bus would make when he is starting a trip.</p> <p>Fill out an information sheet to give to the place of final destination</p> <p>Compare means of transport by saying which is faster based on pictures that are given by the teacher. Accurately prepare a brochure which describes one type of transportation listing all the attractive features and inviting the public to choose this medium.</p> <p>Stand in front of the class and recount what took place on the day of the trip including activities starting from the planning and preparation to the end of the trip. in the target language the routine that they go through on the day of the trip</p>	<p>Writing Speaking Reading Listening Group work</p>	<p>Accurate use of adjectives in describing destinations and giving directions</p> <p>Oral and written presentations demonstrating the proper use of the preterite and imperfect tense</p> <p>dialogue of a scene that took place on one of their trips is correctly presented in pairs utilizing the correct representation of the preterite and imperfect tense both orally or written.</p>
Points to Note	Extended Learning	
<p>Use expressions like like <i>¿Cómo viajas a la escuela, normalmente?</i> as a model. Add the word <i>ayer</i>, then change <i>vas-tu</i> to the simple past tense and remove <i>normalmente</i>.</p>	<p>Faster students may be allowed to write longer paragraphs in the target language</p>	
<p>Resources Laptop with multimedia projector CD player</p>	<p>Key Grammar Use of the preterite</p>	
<p>Links to other subjects Social Studies – Places of interest can be explored in the student's own country and also globally. The Spanish influence in Jamaica can be explored and also detailed examination of the Spanish Culture can be examined.</p>		

UNITS OF WORK GRADE 9 TERM 1 UNIT 2 (7 weeks)

About the Unit

In this Unit, students will learn to use the the simple past tense to talk about things they did on on a trip, and to express how they felt about the experience. They will learn the vocabulary and idioms required to talk about things needed for a trip, to create a list things to be done to prepare for a trip, and to communicate effectively at the airport.

Prior Learning

Check that students:

- can talk about a completed action in the past using regular verbs and also the irregular verbs Ir (to go) and hacer (to do)
- Can conjugate reflexive verbs appropriately in the present tense
- Can effectively articulate in Spanish what they have to do, using the *tener que* construction

De viaje en el exterior Travelling overseas

Attainment Target(s):

- AT 1 - Pupils show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar language.
- AT 2 - Pupils participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.
- AT 3 - Pupils show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.
- AT 4 - Pupils write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

Objectives Students will:

- Correctly use the simple past tense (preterite) in discussing recent events
- Correctly use irregular verbs in discussing recent events
- Accurately complete travel documents using appropriate vocabulary

Suggested Teaching and Learning Activities

Students will:

Take turns telling the class at least two things that they did over the weekend

Key Skills

Assessment

The presentation on *Mes meilleures*

<p>or the day before as a means of recapping the simple past tense.</p> <p>Work in groups to research and present on places of interest in Francophone countries in ENGLISH.</p> <p>Watch a news report on a local personality dealing with his/her holiday visit to a Francophone country and answer questions. Students will try to identify the new irregular verbs being introduced and answer other questions pertaining to the report.</p> <p>Participate in a competition to create a song or poem using the irregular verbs. In small groups, students will use the first person singular form of the verb and put it to their favourite tune. This will be presented to the class.</p> <p>Participate in the “verb race” game to practice the irregular verbs. Class is divided into two or four groups. One member from each group will stand to the back of the class. The teacher will call out an irregular verb with the subject and the students will race to write the correct form on the verb on the board. The first person to write it correctly scores a point for his/her team.</p> <p>Create a simple picture story based on various pictures using linking expressions and other expressions of time while employing both regular and irregular verbs in the preterit tense.</p> <p>Participate in a class discussion, in SPANISH, about their visit to a Hispanic country. Students will respond to questions such as <i>¿¿A dónde fuiste ?/Where did you go? ¿Qué has hecho?/What did you do?</i></p> <p>Write an article to be entered in a well-known magazine in which they report on a trip that a famous Jamaican went on to a Francophone country.</p> <p>Complete a questionnaire from a travel agency which requires them to indicate what they liked and did not like about their holiday experience.</p> <p>Create a PowerPoint presentation about <i>Unas vacaciones reales /My best vacation</i> in which they discuss a trip they went on to a Hispanic country and present to the class. Students will also express their opinion on the trip.</p> <ul style="list-style-type: none"> ○ Students, in pairs, will help each other do a check list of the things they have and what they don't have for a trip. They will employ the correct direct object pronoun in giving the response. For e.g. <i>¿Tienes su traje de</i> 	<p>Read</p> <p>Listen</p> <p>Speak</p> <p>Write</p> <p>Collaborate</p> <p>Demonstrate creativity</p> <p>Think critically</p>	<p><i>vacances</i> should reflect correct use of the irregular and irregular verbs in the <i>passé composé</i></p> <p>Employ correct grammar and appropriate vocabulary to effectively communicate when at the airport.</p> <p>Accurately complete immigration form and travel documents with required information.</p> <p>Demonstrate their understanding of the written and spoken language by correctly responding to questions based on the texts.</p>
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<p><i>baño? Do you have your bathsuit? sí, lo tengo” (yes, I have it), if not, “no, no lo tengo” (no, I don’t have it).</i></p> <p>In pairs, each student will receive a sheet with items that they have. The partner’s sheet will have a few items that are different. Student A will ask his/her partner if he/she has a particular item, and Student B will respond based on whether or not that item is on the sheet. The student will also have to indicate what he/she “has to do” to complete the preparation.</p> <p>Watch and listen to an animated video or presentation about persons talking about their preparations for their upcoming trip and respond appropriately by identifying things the person needs for the trip.</p> <p>Read a dialogue which deals with persons interacting with officials at different sections of the airport. Students, in groups, will use the dialogue as a guide to create their own <i>En el aeropuerto/At the airport</i> dialogue then act it out in the class.</p> <p>Fill out an immigration form/travel related documents</p> <p>Complete multiple choice exercise by selecting the correct form of the verb in the appropriate tense, present or preterit.</p>		
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<p>Learning Outcomes Students will be able to:</p> <ul style="list-style-type: none"> ○ Write an article on past holiday trips ○ Create a picture story ○ Express opinion about a trip ○ Respond appropriately to questions based on oral and written texts ○ Fill out forms and questionnaires

Points to Note	Extended Learning
<p>In recapping the verbs, bear in mind the regular verbs, as well as the reflexive verbs.</p> <p>For the description of the picture, teacher could brainstorm with the students the possible verbs that can be used before having them attempt the description. Guided questions could be provided</p>	<p>Students can practice the grammatical structures with online games and exercises.</p> <p>Students can create a travel blog in which they</p>

<p>as well.</p> <p>For the news report, the teacher could create an animated news report, using PowerPoint or other presentation tools. The news report should include new irregular verbs that are to be introduced to the students.</p> <p>For the class discussion, teacher could group students and provide them with visual stimuli representing the country they visited, places visited in the country, activities they participated in, things bought, etc. Students will take turns to respond to questions posed by the teacher.</p> <p>For the checklist, students will be given a handout with pictures of items that he/she has for a trip. There are two versions of the handouts. Based on the items on each person's list, students will take turns asking his/her partner if he/she has various items.</p> <p>When the students are given the immigration form to fill out they could be told that they are on a flight to a particular SPANISH-speaking country and that they are required to complete the form before landing. The teacher will be the hostess distributing the forms.</p> <p>Some students have never travelled overseas and may be reluctant to admit this. Encourage students to talk about an imaginary trip instead and use the information gathered from the presentations made previously to say that they have been to one of those countries and also mention some of the places to say that they visited them.</p>	<p>describe their visits, experiences etc.</p>
<p>Resources</p> <p>BINGO game</p> <p>Transcript of news report along with the Rules for the verb race game</p> <p>Animated news report and transcript</p> <p>Article on <i>Unas vacaciones reales</i> with blank spaces</p> <p>Transcript of video about preparations along with sample video</p> <p>Transcript of dialogue at the airport</p> <p>Sample checklists</p> <p>Questionnaire</p> <p>Immigration form</p>	<p>Key Grammar</p> <p>Emphasis on irregular and reflexive verbs</p>
<p>Links to other subject</p> <p>ICT – Grade 6 – Use selected ICT tools effectively to produce multimedia presentations with text, images, shapes, animation narration and video, eg., design and produce advertisement, recipe for cake making, etc.</p> <p>Drama – Grade 1 - Explore familiar themes and characters through improvisation and role-play.</p> <p>Music- Grade 8 – Compose pieces and songs, attending to musical shape and structure.</p>	

SPANISH

UNITS OF WORK – TERM 2

Range and Content

Key Concepts

- When I was at primary/preparatory school (use of negatives)
- What my family was like when I was young
- Description of a place I visited
- Comparison of previous experiences and current ones
- Description of plans for the future (holidays, birthdays, anniversaries etc)

Grammar

- Formation and** Uses of imperfect tense
- Differences between uses of the preterite tense/passé composé and imperfect tense

Double Negatives

- Use of Immediate future
- Formation and use of Future Tense
- Use of the 'suppositional future' (Spanish)
- The future tense used emphatically

Skills

- Listening and responding
- Reading and responding
- Speaking – asking and answering questions
- Descriptive writing
- Story building

GUIDANCE FOR THE TEACHER

- Introduce imperfect tense in context – possibly, a passage or short story about a girl's/boy's experiences before she/he started high school or an older family member recounting when he/she was a young girl/boy. Let students select the verbs that they think are in the imperfect tense and examine how they are formed
- Ensure that students can pronounce verbs in that tense correctly especially those that are ER and IR and the 1st person plural of the AR verbs.
- Have students deduce the uses of the imperfect tense from the passage/short story that is used to introduce the tense and distinguish between these uses and that of the preterite tense
- Give students adequate practice in situations requiring usage of imperfect tense
- Remind students of the use of negatives in the target language and their positions in sentences
- Engage students in storybuilding using the expressions: *Cuando era joven.../When I was young...* where students will speak while teacher or another student who is very competent writes story on the white board/interactive board
- Have students complete a passage in which they select the correct tense from those tenses that they have already studied
- Have students critique their own work or that of their peers to see if what is written is grammatically correct
- Give students the opportunity to ask each other questions in the target language about their past habitual experiences when they were little and also give them cues that will help them to write a short dialogue in pairs
- Allow students to read aloud excerpts that have the imperfect tense and the preterite tense in it
- Use the song *Había una vez* to reinforce imperfect tense versus the preterite tense
- Let students listen to a variety of stimuli and select the correct response
- Ensure that students can ask and supply information about traditional events using appropriate expressions and grammatical constructions in target language
- Review the immediate future tense.
- Give students cues for writing letter in the future tense
- Use dialogues in which students are wondering what will take place at a party as a means of teaching the future tense
- Encourage students to do a PowerPoint presentation showing what profession classmates will be pursuing. Advise them not to be abusive in this task.

UNITS OF WORK GRADE 9 TERM 2 Unit 1 – 5 weeks

About the Unit

In this Unit students will learn how to describe their life story before they started high school using the appropriate past tense to capture their habitual actions and also that of other persons in their lives; compare former actions with current ones; and give their opinions about fashion and celebrations in the past

Prior Learning

Check that students can:

- Use descriptive words to talk and write about people and places
- Provide words in SJE that are associated with habitual actions in the past
- list common verbs whether they are regular or irregular
- identify and describe items of clothing and footwear

UNIT TITLE: Cuando era joven *When I was young*

Attainment Target(s):

- AT1** Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.
- AT2** Students participate in structured conversations expressing feelings, opinions making reference to present, future and past experiences.
- AT3** Students show that they understand a variety of written texts with some complex and unfamiliar expressions within their experience by responding appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.
- AT4** Students write a variety of texts including announcements; expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

Objectives Students will be able to:

- Apply target language to discussions relating different aspects of their life from child hood to becoming a teenager
- Differentiate usage of imperfect tense and the preterite
- create dialogues and stories dealing with habits in the past
- respond appropriately to questions based on a variety of written texts dealing with habits or events at the past
- Differentiate usage of imperfect tense from preterite tense

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Examine a passage or short story and pick out verbs/underline verbs in the imperfect tense</p> <p>Deduce usage of verbs in the imperfect tense</p> <p>Practise forming the imperfect tense of regular and irregular verbs</p> <p>Tell then write sentences of their own relating their experiences when they were younger</p> <p>Play the Chinese Telephone game to tell each other one activity that they used to do as a younger child</p> <p>Build a story of their past experiences based on what they used to do aided by their teacher and peers utilizing positive and negative constructions</p> <p>View picture slides with celebrations of historical events and describe in the target language how each event was celebrated paying special attention to cultural practices.</p> <p>Complete a passage in which they select the correct tense from those tenses that they have already studied</p> <p>In groups of four, discuss their growing- up years using the target language and tell what they now do that they never used to do before</p> <p>In pairs write a short guided dialogue which will entail the exchange of information about each other's habitual past actions in Spanish</p> <p>Read aloud excerpts that have the imperfect tense and the preterite in it</p> <p>Listen to a variety of stimuli and select the correct responses</p> <p>Plan and present a fashion show featuring clothes from the '60s to the '90s and have an announcer tell the era and describe what persons used to wear for a particular event/occasion based on what the model is wearing. Record the presentation.</p> <p>Debate the moot: <i>La vida anteriormente comparada con la vida corriente / Life then and now</i> using simple sentences composed in the appropriate tenses and comparative expressions as required in the moot</p>	<p>Listening and responding</p> <p>Reading and responding</p> <p>Speaking – asking and answering questions</p> <p>Descriptive writing</p> <p>Story building</p>	<p>Demonstrate understanding of recounting their early years by employing sentences constructed in the appropriate past tense, negative as well as positive expressions and set phrases.</p> <p>Show ability to determine when to use the preterite when completing a piece of written document</p> <p>Exhibit listening skill by responding correctly to specific stimuli related to past experiences</p>
Learning Outcomes		

Students will be able to:

- ✓ Describe their growing-up years
- ✓ Compare their formative years with now
- ✓ Distinguish between the use of the preterite and the imperfect tense
- ✓ Express their opinions about fashions and celebrations in the past

Points to Note	Extended Learning
In the debate, the emphasis is more on the construction of sentences than the construction of arguments	Create a story board showing what they used to do and narrate it to the rest of the class, or Create a story about another person's past experiences using a set of pictures then read aloud what they have written and they will critique what they have written in terms of the tense and descriptive words they have used. Their peers will also say if what they hear is correctly written.
Resources Costumes of the past (clothes and shoes people used to wear then) Hand-out – passage with story in imperfect tense Picture story series Pictures showing celebrations of historical events in the past Computer/laptop and multimedia projector/document camera Microphone Electronic device to record presentations and debate A suitable dictionary	Key Grammar <ul style="list-style-type: none">• The three irregular verbs in the imperfect tense• Use of <i>nunca</i>• Double negatives: <i>no</i> precedes the verb and the other negative word follows the verb
Links to other subjects Language Arts: Consider all aspects of the context, include appropriate language register and verbal and non-verbal techniques when planning and delivering speech Civics: Accountability with regard to individual responsibilities; the importance of selected family observances History: trace history of indigenous people, fashion past celebrations	

GRADE 9 TERM 2 Unit 2 (6 weeks)

About the Unit

In this Unit students will be able to express ideas related to future actions including information about their careers and general plans for the future. They will also be able to use the future tense in the target language to express wonderment.

Prior Learning

Check that students can:

- ⊖ Correctly utilize the expression “ir a + verb” to express future actions
- ⊖ Ask questions using both questions words and verbs
- Identify verbs in the infinitive form
- Say what they want to be
- ⊖ Discuss the chores and the subjects that they do.
- Say what they have to do

UNIT TITLE: *Los planes para el futuro Future Plans*

Attainment Target(s):

- AT1** Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.
- AT2** Students participate in structured Conversations expressing feelings, opinions making reference to present, future and past experiences.
- AT3** Students show that they understand a variety of written texts with some complex and unfamiliar expressions Within their experience by responding Appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.
- AT4** Students write a variety of texts including announcements; expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

Objectives:

- Apply suitable language expressions to express future actions and events.
- Communicate effectively with classmates telling them about their plans for the future
- Answer orally and in writing questions in the future tense
- Select and use appropriate forms of the future tense in describing future events
- Respond appropriately to questions by selecting the appropriate tense.

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>Participate in a conversation to talk about things they are going to do using the “ir a” construction as a means of recapping the near future construction. Teacher will ask questions such as “¿Qué vas a hacer esta noche?” “¿Qué vas a estudiar mañana? Students will respond using the same construction, e.g. “Voy a mirar la television”, “Voy a estudiar matemáticas”.</p> <p>Complete short sentences using the correct form of the verb indicated in the future tense.</p> <p>Watch a short video clip with persons talking about their plans for their birthday or their New Year’s resolutions. Students will then engage in a discussion about what they understood, in English. Create an e-invitation in which they will invite at least two persons from their class to their birthday celebration.</p> <p>Contribute a comment to a passage which deals with a young person’s concerns about his/her future. Each student will write at least one comment to say what the future holds for the person. When completed, this should then be read in class. In groups, create a poster which deals with what persons have to do to achieve their future goals e.g. “Tendrás que tener fé”, “Tendrás que estudiar”</p> <p>In groups, students will read concerns from a schoolmate and write a brief paragraph, in response to the concern, to be placed in the school’s magazine in the “¿Cómo será mi futuro?” What will my future be like? section.</p> <p>Read a comic strip in which the future tense is used in wondering. Discuss the use of the tense in this context. They will then complete a comic strip on wondering about the future based on the cues given.</p> <p>Read a passage entitled “Mis próximas vacaciones” or read/listen to a variety of material and answer open ended questions based on these. Create a dialogue with a classmate talking about their life in the future or an invitation to a celebration or other event.</p> <p>Contribute to the online forum ¿Cómo será el mundo en el año 2050 ?</p>	<p>Writing Speaking Reading Listening Collaborative Creativity</p>	<p>Written material should reflect correct use of both regular and irregular verbs in the future tense.</p> <p>Demonstrate their understanding of the written and spoken language by correctly responding to questions</p> <p>Demonstrate an ability to ask and respond to questions in the future tense</p>

<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Describe future plans and actions ✓ State what someone will have to do. ✓ Express wondering about the future in SPANISH ✓ Identify and use the appropriate tenses to say why they will/will not pursue particular careers 	
<p>Points to Note</p> <p>BINGORAMA or Jeopardy-type games can be used for reinforcement. These could be created in PowerPoint and projected on the board. In the case that the teacher is unable to create the PowerPoint game, he/she can use the paper format. In order for students to get the point, they will have to not just identify the correct verb but give the correct response. Students should be encourage to be as creative as possible in their contributions and writings.</p>	<p>Extended Learning</p> <p>Faster students could be asked to translate a short letter, from English to SPANISH, regarding an anniversary or birthday celebration to be held.</p>
<p>Resources</p> <p>Internet Laptop and multi-media projector YouTube videos reinforcing simple future tense http://www.youtube.com/watch?v=J--BSh-PmeA Sample BINGORAMA game Sample Jeopardy game (PowerPoint) or chart with accompanying questions Transcripts of audio texts and questions Sample comic strip Sample advertisements and other texts with accompanying questions</p>	<p>Key Grammar</p>
<p>Links to other subjects</p> <p>Guidance & Counselling, Social Studies – Careers</p> <p>ICT– Make video recording, and edit video to represent information for particular audiences. Create web pages and other forms of multimedia presentation tools which incorporate text, audio, images, videos to demonstrate learning and original work.</p> <p>Drama - Improvisation and role-play</p>	

SPANISH

UNITS OF WORK - TERM 3

Range and Content

Students will develop key concepts, skills, knowledge and understanding by learning:

- Personal communication devices - Advantages and disadvantages of the devices.
- Express opinions.
- Direct object pronouns revisited
- Use of indirect object pronoun and double object pronouns
- print media (newspaper magazines, journals)
- electronic media (Mp3 Mp4,, Ipad, Internet, ipod, Social media, TV programmes, etc)
- Preferences
- Comparisons of equality
- Making Requests
- Present Continuous tense
- Expressing Opinions (agreeing and disagreeing and suggesting alternatives)
- Use of Ir, Deber and Poder

Skills

- Transference of previous knowledge to new context
- Listening and responding
- Reading and responding
- Speaking
- Writing
- Investigative skills – conducting a survey

GUIDANCE FOR THE TEACHER

- Ensure that there is access to internet in school laboratory and book same ahead of time for those activities that require internet access
- Make sure to point out the uses of the direct object pronouns and /double object pronouns positions before and after verbs before introducing indirect object pronouns
- Give students sufficient time to do investigative work
- Ensure that you incorporate previous knowledge with new ones and review where necessary
- Help those students who are struggling with the language to use glossary provided, get assistance from their peers; therefore, when placing them in groups ensure that in each group there is a student who is competent in the target language
- If there are issues of taking electronic gadgets or personal communication devices to school, seek permission from administration for those lessons that will require their use in class and monitor class carefully or collect some samples and bring to class
- Encourage students to use tener que with the infinitive to persuade someone to purchase an item and include objects pronouns in dialogue – ¡Cómpralo para tu amiga/madre! Buy it for your friend/mother; Tienes que comprárselo para tu madre./ You have to(must) buy it for your mother.
- Use cartoons to introduce communications devices
- You will also focus on the direct object pronouns
- Incorporate in this lesson the vocabulary and expressions learnt in all previous units.
- Ensure that students are exposed to both singular and plural forms of all structures where necessary.
- Use laptop and multimedia projector or document camera to project images of communication devices on whiteboard/screen
- Ensure that all activities include reading, writing, listening and speaking skills.

UNITS OF WORK GRADE 9 TERM 3 Unit 1 (5 weeks)

About the Unit

In this Unit students will learn about using the appropriate structures to communicate effectively in the target language about common personal communication devices, conduct a survey of persons in the class who own these devices; express their opinions about these devices, research other devices and share their findings with the class.

Prior Learning

- Check that students can:
- Use the numbers 1-100.
 - Spelling in the target language
 - Express basic preferences using gustar.
 - Make comparisons of inequality
 - Apply use of direct object pronouns

La comunicación entre amigos *Personal Communication*

<p>Attainment Target(s):</p> <p>AT1 Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond Appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.</p> <p>AT2 Students participate in structured Conversations expressing feelings, opinions making reference to present, future and past experiences.</p> <p>AT3 Students show that they understand a variety of written texts with some complex and unfamiliar expressions Within their experience by responding Appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.</p> <p>AT4 Students write a variety of texts including announcements; expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ○ Ask and answer questions about personal communications devices. ○ Compare and express opinions about personal communications devices. ○ Discuss the advantages and disadvantages of personal communication devices.
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Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
<p>From a video, listen to the names of communication devices while viewing pictures of them. In pairs, ask each other how to spell these devices. Practise asking about each item using “<i>Tienes...</i>” Choose three items of communication and find two persons who have each one by asking “<i>Tienes... + name of object</i>”</p>	<p>Ask and answer questions Listen for specific information Express opinion</p>	<p>Communicate effectively using appropriate structures in selected contexts.</p>

<p>Practise questions specific to particular devices, e.g. capabilities of the device, phone number. Find out each other's opinions about different devices using <i>Te gusta + name of object?</i> and <i>¿Qué te parece + name of object?</i> Express positive and negative opinions using common phrases (see glossary). Work in pairs to practise giving their opinions on various media.</p> <p>Research various communications devices paying attention to the expressions used in Spanish. State the advantages and disadvantages of a particular device in their opinion, using the construction "<i>No me gusta.... porque...</i>" Make comparisons using <i>mejor que/better than; más grande que/bigger than; más útil que/more useful than</i></p> <p>Role play in groups of four a sales event in which they try to persuade others to buy their favourite communication device. Record their dramatizations, listen to taped roleplay and write down what they hear. Work in groups of four to identify and correct the mistakes made. Redo the roleplay with the corrected script and videotape it.</p>	<p>Make comparisons</p>	<p>Communicate effectively using appropriate structures in selected contexts.</p>
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<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ express clearly their opinions and support their viewpoints. ✓ Make persuasive arguments
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<p>Points to Note</p> <p>Apply the target language to a variety of media. Combine use of object pronouns in the role play regarding sales event Make the final version of the role play as authentic as possible.</p>	<p>Extended Learning</p> <p>Create poster advertising their favourite communications devices. Present the video of the final version of their role play as part of their attempt to promote the language in their school.</p>
<p>Resources</p> <p>Pictures of communication devices Word cards with expressions Actual devices that students will bring or teacher will supply Video and voice recording devices</p>	<p>Key Grammar</p> <p>Constructions using:</p> <ul style="list-style-type: none"> ○ <i>Tienes... + name of object as a question</i> ○ <i>Te gusta + name of object as a question</i> ○ <i>Qué te parece + name of object</i> ○ <i>No me gusta.... porque...</i> ○ <i>mejor que</i> ○ <i>más grande que</i>

- *más útil que*

Links to other subjects

ICT - Communicate information to multiple audiences using appropriate vocabulary.

ICT – Make video recording and edit video to present information for particular audiences.

Language Arts – Listen for specific purposes. Speak and respond to what has been heard supporting and justifying opinions. Analyse effectiveness of speakers. Identify errors in language usage and recognise their sources.

UNITS OF WORK GRADE 9 TERM 3 Unit 2 (3 weeks)

About the Unit

In this Unit students will be able to express opinions on the different types of mass media, say what media is being used and express their opinions on the mass media

Prior Learning

Check that students can:

- Use adjectives appropriately
- Identify some forms of media
- Express preferences

Medios de comunicaciones masivos Mass Media

Attainment Target(s):

- AT1** Students show that they understand a variety of spoken stimuli including announcements related to different topics aided by repetition and respond Appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.
- AT2** Students participate in structured Conversations expressing feelings, opinions making reference to present, future and past experiences.
- AT3** Students show that they understand a variety of written texts with some complex and unfamiliar expressions Within their experience by responding Appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials.
- AT4** Students write a variety of texts including announcements; expressing feelings and opinions making reference to present, future and past experiences, aided by cues with 80% accuracy.

Objectives:

Students will:

- Apply appropriate target language expressions to express opinions on social and other media.
- Advance arguments about the use and misuse of communication media
- Communicate using relevant structures to express what is being done with particular media

Suggested Teaching and Learning Activities Students will:	Key Skills	Assessment
Participate in a class discussion in which they list different media forms, and present	Write	Demonstrate the ability to

<p>their views in ENGLISH on the role of media. Act out a scenario, in groups, in which a reporter seeks the opinion of the general public in SPANISH on different media. Write sentence slogans in SPANISH to support their perspectives. Use these to create a montage for class display.</p> <p>Participate in a field trip to an electronic store. Identify in SPANISH the different forms of media seen. Create a compilation of descriptions of persons engaged in various activities with media devices. Create an advertisement for a one communication device observed in the store.</p> <p>Translate the display language of a commonly used social media platform into Spanish. Create a glossary of the terms used to represent common tasks e.g. <i>contraseña /password, descargar/download</i>. Work in pairs to explain to the class in SPANISH how to use a chosen social media platform.</p> <p>Respond appropriately to simple questions about different media e.g. <i>¿Te gusta el cine?</i>. Talk about media content that they have seen e.g. describing actors, actresses and favourite scenes of movies.</p> <p>Play a game in which descriptions of communication media are written on slips of paper and read by different students, with the rest of the class trying to guess what they are.</p>	<p>Speak Read Listen Work harmoniously and collaboratively Research</p>	<p>express appropriately opinions about different forms of communication in the target language.</p> <p>Communicate effectively preferences using target language.</p> <p>Extract information in the target language from different media sources using available devices</p> <p>Use appropriate structures to describe events and media devices</p>
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<p>Learning Outcomes</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ✓ Discuss their views on media ✓ Effectively use a social media platform displayed in Spanish ✓ Describe and discuss communication devices
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Points to Note	Extended Learning
Students must show respect for the opinions of others by listening keenly to what is being said by others.	Students can watch the video on communications devices and then answer questions in English on the information presented
Resources	Key Grammar

Samples of electronic devices (actual objects or pictures) Laptop and multimedia projector Document camera	The Present Continuous tense The verbs <i>ir, deber, poder</i> Comparisons
Links to other subjects Information Technology – Devices used for communication and storage Social Studies - Communication	

DRAFT