

IMMACULATE CONCEPTION HIGH SCHOOL
SPANISH GRADE 10
EASTER TERM PLAN
JANUARY 8 – MARCH 27, 2024

IMPORTANT DATES FOR TERM	
JANUARY 8-9	VIRTUAL PTA CONSULTATIONS
JANUARY 10	CLASSES RESUME
FEBRUARY 9	SPIRIT DAY
FEBRUARY 12- 14	MID TERM/ ASH WEDNESDAY
FEBRUARY 15	CLASSES RESUME
FEBRUARY 19-23	THIRD SIXTH WEEKLY TEST
FEBRUARY 28	JAMAICA DAY
MARCH 27	FINAL DAY OF EASTER TERM
MARCH 28-APRIL 5	EASTER BREAK

PLATFORMS FOR ENGAGEMENT:

1. Physical Classroom
2. Edulastic/Google Meet
3. Kahoot!/Quizizz
4. Edpuzzle
5. Nearpod

RULES OF ENGAGEMENT

1. A register will be taken at each class.
2. Tasks will be provided on the week's topic.
3. Students are to complete their assignments on time.

REQUIREMENTS FOR THIS COURSE

1. Viva 4 Text
2. ¿Cual Es? workbook
3. Physical notebook
4. Spanish Dictionary

WEIGHTING FOR THIS COURSE

1. Tests- 30%
2. Coursework - 50%
3. Vocabulary Tests - 10%
4. Participation - 10%

OBJECTIVES FOR THE TERM

Students will be able to:

- review what they did over the holiday/to bring in the new year
- Express what they will do for the new year/their future
- Demonstrate knowledge of vocabulary identifying the extended family
- Demonstrate knowledge of a range of adjectives denoting various personal characteristics
- Talk about the extended family describing what people/things are like/used to be like
- Describe in the past using ser and estar with adjectives

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- Ask and respond to questions about Home and Family
- Give an account of an event which took place using the imperfect
- Use double object pronouns accurately
- ● Give instructions familiar (re-entry)
- ● Give instructions (familiar) using object pronouns

Week 1 :			
Topic	Students should be able to:	Grammar/Vocab/Culture	Assessment
El año nuevo	1. Describe how the New year was celebrated. 2. Express what various people will do as new resolutions for the New Year	Preterite Vocabulary linked to activities of a festive occasion Future tense Vocabulary linked to activities planned for the future	Writing sentences about a series of pictures depicting what people did to bring in the New Year Write sentences about what each person or group of people will do for the New Year. Grammar Quiz on forming the Future tense

Week 2-4 - FOCUS ON BEGINNING THE IMPERFECT TENSE AND ITS MANY USES			
Topic	Students should be able to:	Grammar/Vocab/Culture	Assessment
La familia celebra...	Identify and state the members of the extended family Describe what family and things were like in the past	Extended family Viva 4 pg 3 Adjectives pg 5	Viva 4 pg 4 Vocabulary activities crossword/¿Quién es? Vocabulary tests Listening Comp pg 6 - teacher can read and use questions from practice book Viva 4 practice book

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			Vocabulary tests/Multiple Choice items
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Week 5-6:			
Topic	Students should be able to:	Grammar/Vocabulary/Culture	Assessment
Un desastre Natural	<ol style="list-style-type: none"> 1. Identify and use vocabulary related to natural disasters 2. Discuss what was happening in the past, using the imperfect tense 3. Communicate what was happening before and during the hurricane 4. 	<p>Hurricane vocabulary and useful expressions</p> <p>Vocabulary list of the common natural disasters</p> <p>Imperfect Tense</p>	<p>Situations</p> <p>Graded Speaking Exercise. In groups make a hurricane experience report Report 2 things persons did to prepare and 3 things that were happening during the hurricane</p> <p>Vocabulary Test on Hurricane Vocabulary</p>

Week 7:			
Topic	Students should be able to:	Grammar/Vocabulary/Culture	Assessment
Cuando era joven.....	<ol style="list-style-type: none"> 1. Discuss time, age and general scenery in the past 	<p>Adjectives</p> <p>Imperfect tense</p>	<p>Grammar Quiz - On the imperfect Tense</p> <p>Then/Now</p> <p>Writing task in which students compare a 'relative'. Discuss what they used to be like and what they are like now.</p>

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Week 8-9:			
Topic	Students should be able to:	Grammar/Vocabulary/Culture	Assessment
<p>¡Tráeme la linterna! ¡Tráemela!</p> <p>Cómprales un juego de toallas; Compráselo</p> <p>[Continuing with the contexts of hurricane and wedding]</p>	<p>Recognize an indirect object</p> <p>Replace indirect object with the appropriate pronoun</p> <p>Use indirect object with a range of verb structures, present indicative /preterite/ imperfect tense/imperative/ future tense /</p>	<p>Indirect object and object pronoun</p> <p>Direct object and object pronoun re entry</p> <p>Household appliances and items suitable for wedding gifts</p> <p>List of items useful in a hurricane</p> <p>Verbs appropriate to use with indirect object: traer, comprar, enviar</p> <p>Familiar commands – reentry</p>	<p>Focus on Writing for Examination: Introduction and 1st paragraph only (to cover cues 1-2).- (to be done in Google docs as a continuing exercise.</p> <p>Reading and listening items ‘Cual es’</p> <p>Reading Comprehension</p> <p>Grammar activities to practice using direct and indirect objects pronouns and double object pronoun structure</p> <p>Grammar test – object pronouns.</p>

****THIS TERM PLAN IS SUBJECT TO CHANGE**