



Grade 11 Term Plan

September – October 2023

Weeks 1 - 6



CHRISTMAS TERM CRITICAL DATES	
September 4 & 5	Orientation For Grade 7
September 6	Classes begin
October 9 - 13	Heritage Week Celebration
October 12 – 16	MidTerm
October 23 -27	Six weeks test #1
November 24	Prize Giving Ceremony
December 4 - 8	Six weeks test #2
December 15	Lapathon
December 19	Sports Day
December 19	School closes for Christmas holidays

Class Information

Class title:	Grade 11 Spanish
Class summary:	This course is designed for grade 11 students who are preparing to complete their second year of the 2-year CSEC programme. It is designed for students who have successfully completed their fourth year of Spanish. The course focuses on the development of the following skill areas: Reading, Writing, Speaking, Listening, Vocabulary Development and Grammar Competence.
Teacher(s):	Tanya Morgan Francis, Tashanna Leon, Aba Sykes
Delivery date:	September 4, 2023
Hours of instruction:	3 X 55 minutes sessions per week 1 single 55 minute session 1 double 110 minute session
Enrollment duration:	Students will take this class for one year (the months will be shorter than an academic year as students will sit CSEC exams)
Delivery format:	Face to face
Class structure:	Chronological (week by week)
Required tools:	Access to Google classroom An Edpuzzle account/ Edulastic platform <u>Devices</u> Tablet/ Laptop
Acceptable formats:	Microsoft Word for text documents: .doc, .docx Microsoft PowerPoint for presentations: .ppt, .pptx Microsoft Excel for spreadsheets: .xls, .xlsx Videos: AVI -.avi; Flash Video (FLV)-.flv; MPEG -.mpg, .mp2, .mpeg, .mpe, .mpv, .mp4; Windows Media Video -.wmv Images: .jpg, .tif, .png, .gif
Required student materials:	Viva 4 Textbook Viva 4 Practice book ¿Cuál Es? Notebooks Spanish Dictionary

Week/Topic Name	Subtopic (Lessons or activities)
<p>Day 1 (Weeks 1 – 2)</p> <p>Orientation, Introduction and Review</p>	<ul style="list-style-type: none"> ● Orientation to grade 11/ year 2 of CSEC programme: ● Motivational Activity. ● Discuss expectations for grade 11 Spanish and goals for Grade 11 and strategies to achieve their goals. ● Discuss expectations students have for the Teacher in target language. ● Discussion about preparations of students and teacher. have made for the term using target language. ● Diagnostic Test ● Review of Subjunctive and Future tenses: talking about hopes, expectations and plans for the academic year
<p>Week 1 – 2</p> <p>Buen Provecho</p>	<ul style="list-style-type: none"> ● Make an order in a restaurant ● Ask what food is recommended / recommend a variety of dishes ● Suggest foods ● Suggest that someone does something – sugerir + subjunc. ● Make a request of the waiter using pedir que, request bill ● Interpret a recipe ● Write a recipe ● Recommend that others use specific amounts in recipes or use particular methods in recipes
<p>Weeks 3-5</p> <p>¡Disfrutémonos!</p> <p>Vamos al cine</p> <p>¿Vas al espectáculo de Koffee?</p> <p>La música que me gusta...</p>	<ul style="list-style-type: none"> ● List the different types of movies ● Give opinions on the different types of movies ● Ask and say what is showing and when ● Ask and say what a movie is about ● State the types of music you like or dislike and why ● Express feeling happy /sad + subjunctive ● Compare and contrast carnival in Jamaica with carnival in a Hispanic country or independence celebration ● Talk about a Hispanic singer
<p>Week 6</p>	<p>SCHOOL 6 WEEK ASSESSMENT</p>

Day 1: Orientation week

Topic:	Intro to the Grade 11 Syllabus and Review of grade 10
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an appreciation for the requirements of the gr.11 CSEC syllabus. 2. Express things they hope to achieve (esperar + infinitive) 3. Express what they will do to achieve these goals (future) 4. Express things they hope the teacher does (esperar + subj.)
Required student materials:	Viva 4 Textbook, Viva 4 Practice book, Dictionary
Detailed outline of content	
Title of instructional material	Details of instructional materials
Discussion	<p>Students and teacher outline expectations Teacher reminds students of the examination format: three papers: P1- 25%, p2. 42%, p3. 33%. Recap the construct of each paper and the skills that will be assessed. Discuss about the blended outline of the course: What the procedures are re attendance etc. single session used for oral/listening activities.</p>
Diagnostic Test	<p>Students will complete the grade 11 diagnostic test. The central areas of focus on this test include: familiar commands, por/para, direct object pronouns, the present subjunctive, future tense, preterite tense and the imperfect tense.</p>
PowerPoint	<p>Focus on using Esperar + Infinitive Esperar + subjunctive</p>
Textbook	<p>Review the formation and use of the future tense. Page: Page 20, Viva 4 Textbook Supplemental: https://www.spanish.cl/Grammar/Notes/Futuro.htm</p>
Ungraded Grammar Quizzes	<p>Future tense Regular- https://www.spanishdict.com/quizzes/94/simple-future-regular-forms-and-tenses Future tense Irregular- https://www.spanishdict.com/quizzes/95/irregular-simple-future-forms Esperar + Subjunctive- https://www.spanish.cl/Grammar/Games/Esperar_Que_Subjuntivo.htm</p>

Assignment	N/A
Week 1: September 11- 15, 2022	
Topic:	Buen Provecho
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and use restaurant related vocab. 2. Recommend foods/drinks. 3. Recommend restaurants to visit 4. Ask for dishes/drinks. 5. Make an order in a restaurant. 6. Ask what food is recommended / recommend a variety of dishes. 7. Suggest that someone does something – sugerir + subjunc. 8. Make a request of the waiter using pedir que, request bill
Required student materials:	<i>Viva 4 Textbook, Viva 4 Practice book, Dictionary, Device</i>
Detailed outline of content	
Title of instructional material	Details of instructional materials
Discussion	Students and teacher discuss what takes place when going out to eat at a restaurant, the types of food they would like to order. They discuss as well what foods they would/would not recommend, and how conversation usually happens in a restaurant between the waiter and the persons dining
PowerPoint	<p>Focus on using:</p> <p>sugerir + noun recomendar + noun, Making a request: pedir + que + present subjunctive. Asking someone else to do something pedir que + subjunctive, rogar que insistir que,</p> <p>Making recommendations – recomendar + noun and recomendar que + subjunctive</p> <p>double object pronouns with negative and positive commands in the context of following / creating a recipe.</p> <p>Verbs of recommending and suggesting</p> <p>Expressions related to dining out – exclamations on dishes positive and negative.</p>

Textbook	Viva Book 4 p 28 – 32 (at the top)
Ungraded Grammar Quizzes	
Assignment	<i>Listening Activity- Cual Es?</i> Recording to be sent out Oral and written situations Dialogue completion/creation Contextual dialogue
Assignment	15 Vocabulary items to be chosen by teacher, for students to prepare for a vocab test on general/pertinent vocabulary covered in the week.

Week 2: September 18 - 22, 2022

Topic:	Buen Provecho
Objectives:	Students should be able to: <ol style="list-style-type: none"> 1. Identify and use vocabulary specific to the kitchen/dining 2. Identify and use various expressions and vocabulary specific to the kitchen context. 3. Describe the state of foods using ser/estar with adjectives. 4. Give opinions on a variety of Hispanic dishes 5. Use the subjunctive to recommend simple meals that other students can prepare at home 6. Use the subjunctive to recommend that persons do various activities when cooking at home.
Required student materials	<i>Viva 4 Textbook, Viva 4 Practice Book, Dictionary,</i>
Detailed outline of content:	
Title of instructional material	Details of instructional materials
PowerPoint	Using Ser and Estar with food. Informal Commands with the Object pronouns specifically for restaurant use Range of foods Actions related to recipes cortar, mezclar etc Expressions of amounts of foods Hispanic dishes

Textbook	Viva student book 4 pg 33 – 40 Practice book pages 20 & 21 Pluperfect - 38
Discussion	Using Ser/Estar with food The pluperfect tense.
Videos	Videos containing vocabulary and restaurant structures. Title: Hi spanish online: en el restaurante vocabulario Link: https://youtu.be/PrE4_LPovp8 Title: At the restaurant in Spanish Link: https://youtu.be/5slf0q6c-0w Title: En el restaurante expresiones útiles Link: https://youtu.be/cXPm-ilH8Nk Video with content about the pluperfect tense, as well as practice activities. Title: A Level Spanish - The Pluperfect Tense Link: https://youtu.be/IXUluTpOSoY
Worksheet	Pluperfect Tense- Feedback provided for incorrect answers. Link: https://www.spanishdict.com/quizzes/100/past-perfect-forms-and-uses
Website	Discussing the differences between ser/estar with food: Link: http://download.langmaster.cz/grammar/en-gb/spanish2/grammar/les05/g01.htm
Oral Session	Students presented with past paper oral questions based on talking about food
Assessment	Graded situations- Assign 5 situations to students based on meal preparation context
Assessment	Vocabulary test on 15 selected vocabulary items from previous week.
Assessment	Due in week 3, 1-minute oral presentation about the importance of eating well while you are learning online. (This will require extensive use of the subjunctive or other command structures) Rubric: Respond to the following question: a. Why is it important to maintain a balanced diet while studying? b. What can students do to make preparing meals easier/less time consuming? c. What are two examples of easy meals that you recommend d. What do you recommend that students not do when preparing meals for themselves?

Week 3: September 25 - September 29, 2022

Topic:	Vamos al Cine
Objectives:	Students should be able to: <ol style="list-style-type: none"> 1. Create new expressions with the vocabulary related to movies. 2. List the different types of movies 3. Give opinions on the different types of movies 4. Ask and say what is showing and when 5. Ask and say what a movie is about
Required student materials:	<i>Viva 4 Textbook, Viva 4 Practice book, Dictionary, Device</i>
Detailed outline of content:	
Title of instructional material	Details of instructional materials
Discussion	About the different genres of movie and reasons for like them. Discussion about how to summarize a movie.
PowerPoint	<i>Title: En el Cine – genres, questions and expressions related to talking about movies.</i> It includes activities to be used in class.
Websites	To view actually Spanish movie listings, stating, genre and rating as well as sample of summaries: https://www.cinespanama.com/ https://www.abc.es/play/cine/cartelera/ Resources speaking to talking about Movies in Spanish: Genres and Phrases Link: https://www.spanishlearninglab.com/movie-genres-spanish/
Textbook	Reading comprehension “ Acción ”- page 54- 55
Assessment:	Writing task: First draft- Graded assignment. Choose a movie that you have watched. Use the provided cues to write a letter to a friend about your movie experience.
Assessment	Select the words to studied for vocabulary test
Speaking Activity/Textbook	Students respond to “ hablemos un poco ” – page 54, 1-6 Oral questions about going to the movies.
Ungraded Listening Quiz	Activities to practice listening. Listening about <i>Listening Activity No. 1: Recognizing movie genres in Spanish</i> <i>Listening Activity No. 2: Talking about movies in Spanish</i>

LINK: <https://www.spanishlearninglab.com/movie-genres-spanish/>

Week 4: October 2 - October 6, 2022

Week #/topic title:	La música que me gusta...
Objectives:	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Correctly use vocabulary related to talking about music. 2. State the types of music she likes or dislikes and why 3. State different reasons that people may like/ dislike. 4. Express statements of emotions by using the subjunctive 5. Compare and contrast the music in Jamaica with that of a Hispanic
Required student materials:	<i>Viva 4 Textbook, Viva 4 Practice book, Dictionary, Device. Recording device</i>
Detailed outline of content:	
Title of instructional material	Details of instructional materials
PowerPoint	<p>Title: <i>The Subjunctive to Express Feelings and Emotions</i> Lists the rules for using the subjunctive with emotions as well as the common triggers and their English translations.</p>
Videos	<p>Video about using the subjunctive with verbs /expressions of emotion Link: https://youtu.be/u4omAhGS1gM Emotion trigger words and practice activity for translation Link: https://www.youtube.com/watch?v=BG4JuKduJEA</p>
Textbook	Additional explanations on subjunctive with emotions – pages 43-44
Grammar Links to notes and practice worksheets	<p>Subjunctive with Emotions: Link: https://www.spanishdict.com/guide/expressing-emotions-with-the-subjunctive Link: https://personal.colby.edu/~bknelson/SLC/subj6_emotion.html</p>
Assessment	Vocabulary test- Vocabulary related to going to the movies
Assessment	<p>Speaking- “Blog of a music fan”- using the target language, students choose a genre of music to speak about. Describe the type of music, state 2 popular artistes and songs. State what they are excited/sad/happy about as it relates to the genre.</p>

	Use <i>¿Te gusta la música?</i> - on page 47 in the textbook as support.
Assessment	Writing activity: Students are given some headlines about musicians/events etc., and they write their reactions to the headlines.
Assessment	Grammar quiz- Deciding whether to use the subjunctive with emotions or not in translation activities.

Week 5: October 9 - October 13, 2022

Week #/topic title:	¿Irás al espectáculo de Beyoncé?
Objectives: Identify instructional goals for this topic/week.	Students should be able to: <ol style="list-style-type: none"> 1. Talk about a Hispanic singer. 2. Correctly use vocabulary related to talking about an event/ a concert. 3. Use idiomatic expressions to enhance the naturalness of their writing/speaking. 4. Use the correct tenses to recount an unexpected occurrence.
Required student materials:	<i>Viva 4 Textbook, Viva 4 Practice book, Dictionary, Device</i>
Detailed outline of content	
Title of instructional material	Details of instructional materials
Textbook	Passages: <i>Quiero ser musico</i> – page 46 <i>Biografía: Enrique Iglesias</i> – pgs. 52-53 Presents vocabulary and structures that are useful in talking about an artiste.
Padlet	Students will share the expressions that they have found useful as it relates to talking about events.
Class write/ Break out groups write	Students presented with scenarios, they write a paragraph about something unexpected that happened, according to the context of their given scenario. Focus to be on grammar- sequence and usage of tenses as well as using appropriate expressions.
Speaking activity/Textbook	Students prepare “ <i>Hablemos de conjuntos</i> ”- pg. 47 in the textbook, to present responses orally
Assessment	Dialogue completion – talking about a singer Situations – Related to movies/music/ concerts
Assessment	Graded Reading comprehension – Past paper
Assessment	Graded listening comprehension (based on context being taught)

Six week test

Week 6: October 16 - October 20, 2022

(October 17 – October 19 Mid Term)

Week #/topic title:	<i>Vamos de compras en la ropería</i>
Objectives:	Students should be able to: <ol style="list-style-type: none"> 1. Use vocabulary related to shopping 2. Use impersonal 'se' to speak where specific items are sold. 3. Express likes and dislikes of items 4. Correctly compare different items
Required student materials:	<i>Viva 4 Textbook, Viva 4 Practice book, Dictionary, Device</i>
Detailed outline of content:	
Title of instructional material	Details of instructional materials
Textbook	Passage/ Reading comprehension- pgs 57- 60. Introduces shopping related vocabulary and structures
Web/Text Quest	Students are given a number of prompts by the teacher to look for on the internet and in their textbooks. <i>Eg. Find 3 expressions that a store clerk may use to greet you.</i>
Padlet	Padlet will be used to share student responses. The boards to be saved and posted in google classroom as resources.
Video	Talking about vocabulary/structures related to shopping Link: https://drive.google.com/drive/u/0/folders/1ZX2wqwvlr3JvWMjZh36WBrzUkBrGypu = Supported by the textbook- Page 63- " Shop talk "
Games	Matching vocab: https://www.quia.com/mc/309379.html Puzzle: https://www.quia.com/ws/309379.html Concentration : https://www.quia.com/cc/309379.html
Oral Activity	Pair dialogues – " hablemos un poco "- pg.71 in the textbook. Past paper questions re shopping.
Discussion/ Textbook	Recap of the demonstrative adjectives.
Writing Activity/ Style	"Virtual store online" students are to write sentences, comparing the displayed items in a store. Students will share appropriate pictures of their choosing and

Check	students write and share their preferences stating their reasons.
Assessment	Selection of items for vocabulary test.
Practice Listening	Listening items taken from a section of a past paper/ Cual es?
Assessment	Writing activity: Situations based on context.