

IMMACULATE CONCEPTION HIGH SCHOOL
DEPARTMENT OF MODERN LANGUAGES
GRADE 7: 2022-2023
SPANISH
CHRISTMAS TERM PLAN

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

PLATFORMS FOR ENGAGEMENT:

1. Google Classroom (Students are to be reminded to join)
2. Edpuzzle
3. Quizizz
4. Padlet
5. Kahoot!
6. Boom cards
7. Loom

P.S. - Additions may be made as term progresses, however all links will be found in your Google Classroom

REQUIREMENTS FOR THIS COURSE

1. ¿Qué Hay? Bk 1
2. Spanish Dictionary
3. Notebook
4. **A Laptop/ Tablet or Cellular phone**
5. **Internet connection**

P.S. Numbers 4 and 5 will be mainly needed for homework and asynchronous class activities.

RULES OF ENGAGEMENT

1. A register will be taken at each class.
2. Meet face to face or via Zoom depending on the modality stipulated by MOEYI
3. Tasks will be provided on the week's topic.
4. Assessment- **weighting**
Participation- 10% **Coursework- 50%** **Test- 30%** **Vocabulary- 10%**

TOPICS FOR THE TERM

1. The Hispanic world
2. Greetings, well-being and farewells
3. Introductions (What is your name?)
4. Family
 - a. introduction of family members
 - b. stating how many people are in one's family and naming them.
 - c. pets
 - d. descriptions of self and others
5. Feliz Navidad

OBJECTIVES: STUDENTS WILL BE ABLE TO	VOCABULARY AND GRAMMAR	SUGGESTED ACTIVITIES AND QUIZZES	STANDARDISED ASSESSMENTS
WEEK of Orientation: Sep 4-8		INTRODUCCIÓN AL ESPAÑOL	
1. Understand the need to learn Spanish. 2. Name at least 12 jobs that require Spanish or where Spanish would be an advantage	<ul style="list-style-type: none"> ○ Greetings and introduction. (Soy, me llamo) ○ El abecedario 	<ul style="list-style-type: none"> ○ Oral activity introducing oneself. ○ Identifying classroom vocabulary. ○ Class discussion on whether knowledge of a foreign language is relevant or necessary. ○ Impromptu spelling bee. 	
WEEK 1: Sep 11-15		EL MUNDO HISPANO	
1. Understand the need to learn Spanish.	<ul style="list-style-type: none"> ○ Greetings ○ Hispanic countries 	<ul style="list-style-type: none"> ○ Map-labelling activity ○ Identifying 5 places in Jamaica with Spanish 	

<p>2. Name at least 10 Hispanic countries.</p> <p>3. Identify at least 10 Spanish speaking countries on the world map.</p>	<p>and capitals</p> <ul style="list-style-type: none"> ○ El abecedario 	<p>names</p> <ul style="list-style-type: none"> ○ Presentations on assigned Hispanic countries, highlighting capital, population, food, sites of interest, music and dance. 	
<p>WEEK 2-3: Sep 18-Sep 29</p>		<p>¡HOLA! ¿CÓMO ESTÁS?</p>	
<p>1. Be knowledgeable of greeting customs in Spain and Latin America (kiss and hug).</p> <p>2. Greet and welcome others appropriately in Spanish.</p> <p>3. Bid others farewell in Spanish.</p> <p>4. Ask how others are doing and respond appropriately when others ask about their well-being.</p>	<p>■ Greetings <i>Bienvenid@(s), Hola, Buenos días, buenas tardes, buenas noches,</i></p> <p>■ Farewells <i>Adiós, hasta luego, hasta pronto, hasta mañana, hasta la próxima</i></p> <p>■ ¿Cómo está/s/n?</p> <p>■ ¿Qué tal? / Estoy bien/mal/regular</p> <p>■ Numbers 1-20</p>	<ul style="list-style-type: none"> ○ Research greeting customs in Latin America and Spain. ○ Practice dialogues in pairs ○ Situations ○ Interviewing an actual native speaker. 	<ul style="list-style-type: none"> ○ Writing: Situations ○ Listening: Questions based on short dialogues.
<p>WEEKS 4-5: Oct 2-13</p>		<p>¿CÓMO TE LLAMAS?</p>	
<p>1. Understand Hispanic naming traditions (Christian names and last names at birth and marriage) and compare them to local counterparts.</p> <p>2. Introduce themselves to others and ask others their name.</p>	<p>■ ¿Cómo te llamas/se llama? / <i>Cuál es tu/su nombre?</i></p> <p>■ <i>Yo soy.../Me llamo.../</i></p> <p>■ <i>Mucho gusto/ Encantad@</i></p> <p>■ <i>Señor, Señorita,</i></p>	<ul style="list-style-type: none"> ○ Research naming traditions in Hispanic countries. ○ Create a name for themselves in Spanish per teacher's instruction. ○ Songs and Music ○ Role play ○ Situations 	<p>1. Speaking: In groups of 3 or 4, students act out a dialogue in which they greet each other, introduce themselves and other people, and bid farewell.</p> <p>2. Grammar: Dialogue completion/Fill in blanks.</p>

<p>3. Spell their names using the Spanish alphabet.</p> <p>4. Use Spanish punctuation marks correctly.</p>	<p><i>Señora</i></p> <ul style="list-style-type: none"> ■ El abecedario español 		
<p>Oct 12-16 (MID-TERM BREAK)</p>			
<p>WEEK 6 Oct 16 - 20: MI FAMILIA Y YO</p>			
<p>1. Compare Latin family structures to Jamaican family structures.</p> <p>2. Identify and point out the members of their family.</p> <p>3. Introduce family members.</p>	<ul style="list-style-type: none"> ■ Immediate family members: <i>madre/mamá, padre/papá, espos@, marido, mujer, herman@, hij@, abuel@, niet@, ti@, prim@, sobrin@</i> ■ <i>Él/ella se llama...</i> ■ <i>Ellos/ellas se llaman...</i> 	<ul style="list-style-type: none"> ■ Videos on Hispanic families ■ Create a family tree with labelled family members and pictures. 	<p>1. Reading.</p> <p>2. Vocab: Family members</p>
<p>WEEK 7: Oct 23-27</p>			
<p>SIX WEEK TEST</p>			
<p>WEEK 8 - 9: Oct 30 – Nov 10 ¿MI FAMILIA Y YO ? (cont'd) y ¿TIENES MASCOTAS?</p>			
<p>4. Compare Latin family structures to Jamaican family structures.</p> <p>5. Identify and point out the members of their family.</p> <p>6. Introducing family members.</p>	<ul style="list-style-type: none"> ■ Immediate family members: <i>madre/mamá, padre/papá, espos@, marido, mujer, herman@, hij@, abuel@, niet@, ti@, prim@, sobrin@</i> ■ <i>Él/ella se llama...</i> 	<ul style="list-style-type: none"> ■ Videos on Hispanic families ■ Create a family tree with labelled family members and pictures. ■ Roleplay 	<p>3. Reading.</p> <p>4. Vocab: Family members and pets</p> <p>5. Writing: Situations</p>

	<ul style="list-style-type: none"> ■ <i>Ellos/ellas se llaman...</i> ■ Possessive pronouns: <i>mi(s)</i> ■ The verb <i>SER</i> ■ <i>Éste/a es.../Él/Ella es...</i> ■ Demonstrative pronouns: <i>Éstos, Éstas (son)</i> ■ Subject pronouns: <i>yo, tú, él, ella, nosotros, ustedes, ellos, ellas</i> ■ Pluralization of nouns ■ <i>de</i> (replacing apostrophe) ■ Numbers 1-20 		
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WEEKS 10 - 11: Nov 13- Dec 1	¿COMO ERES TU? ¿COMO ES EL O ELLA?
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<ul style="list-style-type: none"> ● Describe themselves and other people. ● Differentiate between adjectives about physical appearance vs personality. ● Describe hair and eyes using the appropriate adjectives. 	<ul style="list-style-type: none"> ● The verb <i>Ser</i> ● Subject pronouns: <i>yo, tú, él, ella, nosotros, ustedes, ellos, ellas</i> ● Common descriptive adjectives ■ General placement of Adjectives 	<ul style="list-style-type: none"> ● Complete worksheets on adjective-subject agreement. ● Write a description of yourself and your best friend. <ul style="list-style-type: none"> ■ <i>Speaking</i>: Describe famous people based on pictures. 	<ol style="list-style-type: none"> 1. Vocabulary Test 1: Adjectives. 2. Grammar Test 1: <i>SER</i> conjugation. 3. Speaking CW 1: Presentación: ¿Cómo es mi familia? – 1 min. max 4. Writing CW 1: Situations 5. Reading Comprehension
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<ul style="list-style-type: none"> ● Create sentences that are negative and pluralized. 	<ul style="list-style-type: none"> ■ Vocab: pelo liso, corto, rubio, castaño, largo, rizado. ojos marrones, azules, claras etc. 		
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WEEK 13: Dec 4-8

SIX WEEK TEST

WEEK 12: Dec 11 - Dec 15

Feliz Navidad

<p>1. State the difference between how families in different countries celebrate Christmas.</p>	<ul style="list-style-type: none"> ■ Feliz Navidad ■ Noche Buena. ■ <i>Ángel</i> ■ <i>Decorar, Árbol de Navidad, Nieve, Regalos, Reno, Papá Noel, Muñeco de nieve, Adorno, Villancicos, Vacaciones etc.</i> 	<ul style="list-style-type: none"> ■ Learn 2 Christmas carols in Spanish. ■ Research on the Christmas customs in Hispanic countries. 	
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