

1. Department Name: Modern Languages

2. Grade level: 9

3. Title of Course: Spanish

4. Hours of Instruction: 3 x 55 minutes sessions per week

5. Teachers: Ms. Sykes, Ms. Brown, Mrs. Leon, Ms. Bowen

6. Required student materials:

- ¿Que Hay? - Cuaderno 3
- Spanish Dictionary
- Notebook
- *Primer Libro- Spanish first year (suggested)*

7. Duration: September 2024 - June 2025

8. Description of the Course: The Grade 9 Spanish course for Term 1 focuses on enhancing students' ability to communicate in Spanish by building on foundational knowledge of the language. This term emphasizes the development of listening, speaking, reading, and writing skills, as well as cultural awareness. The course uses a communicative approach, with students engaging in conversations, role-playing, and interactive activities that encourage language use in real-life contexts.

9. Course Prerequisites:

Completion of the NSC Curriculum objectives for Grades 7 and 8. Students should have a foundational understanding of Spanish sentence structure, regular verb conjugation in the present tense and basic knowledge of themes such as: home and family, school and career, health, sports and recreation and shopping.

10. Course Objectives:

Upon completion of this course, students will have the ability to:

- Communicate effectively in Spanish across various contexts, including daily life, travel, and cultural discussions.
- Understand and interpret spoken and written Spanish through diverse media.
- Write coherent and grammatically correct Spanish texts, including essays, letters, and narratives.
- Demonstrate cultural awareness of Hispanic countries and their contributions to global culture.

11. Student Learning Outcomes:

Students will be able to:

- Engage in meaningful conversations in Spanish, using appropriate vocabulary and grammar.
- Comprehend and analyze Spanish audio and written materials, answering questions accurately.
- Produce well-structured written work in Spanish, including descriptive, narrative, and argumentative texts.
- Discuss cultural and global issues in Spanish, reflecting an understanding of Hispanic societies and their global impact.

12. Topical Outline of the Course Content:

- a. La rutina diaria
 - i. -go verbs, reflexive verbs, stem changing verbs
- b. Mis vacaciones del verano
 - i. Preterite tense
 - ii. Celebratory activities
- c. ¿A ti te gusta? (Las asignaturas)
 - i. indirect object pronouns
 - ii. Verbs like gustar
 - iii. Subjects
- d. Me duele
 - i. indirect object pronouns
 - ii. Body parts
- e. ¿Qué tienes que hacer en casa?
 - i. Tener que + infinitive
 - ii. Household chores
- f. La buena salud
 - i. Command(formal and informal, positive and negative)
- g. Verbs of obligations (Tener que + infinitive, Deber + infinitive and Hay que + infinitive)
- h. Distinguishing between the tone and context of instructions
- i. Adjectives – agreement (re-entry) and placement of adjectives, those that are shortened before nouns
- j. Comparison- subjects, people/places using más que, menos que and tan como.
- k. Hispanic celebrations
- l. Travel by land
- m. At the travel agency
- n. At the airport
- o. Sports
 - i. Identify a range of sports
 - ii. Talk about athletes involved in various sports and what they do

- iii. Describe a football match/ training
- p. Superlatives

13. Guidelines/Suggestions for Teaching Methods and Student Learning

Activities:

- **Role-Play:** Students assume different characters or personas in simulated real-life scenarios, using Spanish to communicate in these situations.
- **Digital Tools:** Use language apps or websites for practice with conjugation, offering instant feedback.
- **Storytelling:** Model the use of the various tenses by narrating your own experiences. Highlight the use of specific conjugations.
- **Class Discussion:** Students present their summer vacations to the class, encouraging listening and speaking practice.
- **Cultural Presentation:** Discuss different activities in Spanish-speaking countries based on the topic being studied at the time
- **Modeling:** Provide sentences showing correct usage, such as "A mí me gusta la biología."
- **Class Debate:** Organize a debate where students defend different points of view in the target language.
- **Flashcards:** Use flashcards with body parts and symptoms to practice identifying and describing ailments.
- **Visual Aids:** Use images or videos to illustrate ideas and content such as commands in the context of health advice (e.g., "No comas comida chatarra").
- **Peer Teaching:** In pairs, students give each other health-related advice using both positive and negative commands.

14. Guidelines/Suggestions for Methods of Student Evaluation:

- Quizzes and Tests: Regular assessments to check understanding of key concepts **and knowledge of vocabulary in each topic.**
- Classwork: Assignments completed during class that help monitor ongoing student progress and understanding.
- Homework Assignments: Tasks assigned for completion outside of class, reinforcing concepts taught and promoting independent study.
- Group Projects: Team assignments that assess collaborative and interpersonal skills along with individual contributions.

- Peer Reviews: A process where students evaluate each other's work, providing feedback and gaining insights from peers.
- Final Exam: A comprehensive exam covering all course material.

1. Suggested Readings, Texts, Objects of Study:

- ¿Que hay? - Cuaderno 3
- Spanish Dictionary
- Notebook
- *Primer Libro- Spanish first year (suggested)*

Prepared by: Ms. A. Sykes

Date: August 18, 2024