



IMMACULATE CONCEPTION HIGH SCHOOL

GRADE 9 SPANISH TERM PLAN

EASTER TERM JANUARY 8 - APRIL 5, 2024

Important Dates and Events 2024	
January 10	Classes resume
January 8-9	Parent/Teacher Consultation
February	Six Weeks Test
February	Mid-term break
March	Classes resume
March	Six Weeks Test
April	Final day of Easter Term
April	School resumes for Summer Term



1. Preterite revision
2. Verbs of obligations (Tener que + infinitive, Deber + infinitive and Hay que + infinitive)
3. Distinguishing between the tone and context of instructions:
4. Imperative (Giving positive tú commands,/ negative tú commands) Regular and irregular verbs, reflexive verbs
5. Adjectives – agreement (re-entry) and placement of adjectives, those that are shortened before nouns
6. Compare people/places using más que, menos que and tan como
7. Comparison- subjects, people/places using más que, menos que and tan como.
8. Hispanic celebrations
9. Travel by land
10. At the travel agency
11. At the airport
12. Sports

May spill over to Summer term*



Week 1 (January 10-12 2024)			
Topic assessment	Students should be able to:	Grammar and vocab	Assessment
Review Weeks 1 (January, 2024)			
<p>¿Qué hiciste durante La Navidad?</p> <p>Letter Writing</p>	<p>1. Use the preterite to talk about what one did during the Christmas break.</p> <p>2. Respond to questions about activities they engaged in on Christmas day.</p> <p>3. Write a letter about how one spent Christmas</p>	<p>Regular verbs in the Preterite</p> <p>Reflexive Verbs in the Preterite</p> <p>Letter Writing Structure</p> <p>Questions</p> <ul style="list-style-type: none"> ● 1. ¿Cómo pasaste La Navidad? ● 2. ¿Qué bebiste? ● 3. ¿Qué comiste? ● 4. ¿ Adónde viajaste? ● 5. ¿Con quién hablaste? ● 6. ¿ Dónde visitaste? ● 7. ¿ A quién visitaste? 	<p>Speaking- Respond to direct questions asked about how one spent the holiday</p> <p>Graded Letter Writing – How Christmas day was spent</p>



		<ul style="list-style-type: none"> • 8. ¿A qué hora te acostaste?/ te despertaste? • 9. ¿Cuándo dormiste? • 10. ¿Cuántos asignaturas estudiaste? 	
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Week 2 (January 15-19 2024)

Topic assessment	Students should be able to:	Grammar and vocab	Assessment
¿Qué tienes que hacer en casa? (Helping at home part 1)	1. Use tener que/hay que/deber + infinitive to say what must be done and ask friends what they have to do at home/school. 2. Give positive instructions to a friend /family member (familiar sing command) 3. Give instructions using verbs which have irregular imperatives	Tener que + infinitive Expanded list of Household chores Vocab Los quehaceres Sacar la basura- to take out the garbage Fregar/lavar platos- to wash the dishes Pasar la aspiradora- to vacuum	Situations Reading comprehension Listening comprehension Speaking: what I have to do/ do not have to do at home and at school



	<p>to friend or family member (familiar sing command)</p> <p>4. Give instructions to family member or friend using reflexive verbs.</p> <p>5. Read and understand a recipe</p>	<p>Quitar la mesa- to clear the table</p> <p>Cortar el césped- to cut the grass</p> <p>Hacer las compras- to do shopping (to buy different things)</p> <p>Hacer/ tender las camas- to make beds</p> <p>Arreglar los dormitorios- to fix the rooms</p> <p>Quitar el polvo- to dust</p> <p>Pasear el perro- to walk the dog</p> <p>Cerrar/ abrir las ventanas</p> <p>lavar los platos sucios (wash the dirty dishes)</p> <p>limpiar la cocina (clean the kitchen)</p> <p>sacar la basura (take out the trash)</p> <p>lavar la ropa (do the laundry)</p> <p>arreglar los dormitorios (tidy up the bedrooms)</p> <p>hacer la cama (make the bed)</p> <p>pasar la aspiradora (vacuum)</p> <p>quitar el polvo (dust)</p> <p>cortar el césped (mow the lawn)</p> <p>ir de compras (go shopping)</p> <p>cocinar la cena (cook dinner)</p> <p>poner la mesa (set the table)</p> <p>quitar la mesa (clear the table)</p> <p>Classroom chores</p>	
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		<p>Apagar el ventilador sacar la basura Borrar la pizarra Estudiar Ir a clases Hacer las tareas Deber + infinitive</p> <p>1. Use of infinitive as instructions 2. Positive familiar commands singular 3. Negative familiar commands, singular</p> <p>Vocabulary: Household chores (re-entry for some) Cooking: Batir, agregar, mezclar, colocar, hornear, freír, asar, hervir</p> <p>Una cuchara(dita), media cucharadita, una taza, un bol + list p 153</p> <p>Reflexive familiar singular commands Levantarse Lavarse, cepillarse etc</p>	
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		Intro sentarse, apurarse, - use other reflexives which are connected to students everyday activities	
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Week 3 (January 22-26 2024)			
Topic assessment	Students should be able to:	Grammar and vocab	Assessment
La Buena Salud Helping at home part 2	1. Distinguish between the use of the infinitive as a command in written pieces and interactive commands (covid signs and instructions) 2. Use the imperative to tell a friend or a family member what to do to stay healthy during Covid. 3. Tell a friend or family member what not to do to avoid getting Covid.	Positive familiar commands Irregular pos. familiar haz etc Negative familiar commands Vocabulary for following a recipe	Reading comprehension Work sheets on command Viva p 152



Week 4 (January 29- Feb 2)			
¡Hay que vestirme pronto!	<p>1. Talk about the things that they/family members must do using the reflexive verbs. (Tener que + reflexive verbs)</p> <p>2. Use the positive familiar of reflexive verbs</p> <p>3. Use the negative familiar of reflexive</p>	<p>1. Reflexive verbs</p> <p>2. Positive commands with reflexive verbs</p> <p>3. structures – tener que</p>	<p>Situations</p> <p>Work sheets</p> <p>Reading comprehension</p> <p>Listening comprehension</p>
Week 5 (Feb 5- 9)			
Shortening of Adjectives	Identify adjectives that are shortened	Examples of djectives that shorten	



	<p>Demonstrate knowledge of when to shorten. adjectives and when not to</p> <p>Decipher the difference in meanings that adjectives take on, based on placement in simple sentences</p> <p>Use these apocopated adjectives to form simple sentences.</p>	<p>Primero</p> <p>Bueno</p> <p>Tercero</p> <p>Malo</p> <p>Alguno</p> <p>ninguno</p>	<p>Grammar practice</p> <p>Grammar tests</p> <p>Gapped paragraphs</p> <p>Fill in the blanks</p>
<p>Six Weeks Test Feb 12- 16</p>			
<p>Week 7 (Feb 19- 23</p>			



<p>Comparative and the irregulars.</p>	<ol style="list-style-type: none">1. Students should be able to compare people and things using both the regular and irregular comparatives2. Decipher the similarities with irregular comparatives in English and Spanish.3. State the formula used to compare people/things after observing sentences from their peers.4. Compare the qualities- physical and personality of different singers and actors/actresses using the irregular comparatives after discussing their uses in sentences.	<p>Mejor que, peor que, menor que, mayor que,</p>	<p>Speaking:</p> <p>Students will engage in a conversation in groups comparing family members' physical appearances and abilities.</p> <p>Reading comprehension:</p> <p>Students will complete a reading comprehension activity of a family comparing members' abilities and appearances.</p> <p>Writing:</p> <p>Students will write 8 -10 comparisons of classmates including at least three of the irregular comparatives.</p>
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Week 8(February 26- March 1 2024)

¿Quién es la/el más de la clase?

Compare members in their class based on abilities using the superlative.

El/la/los/las + (noun) más/menos +adj + de

Irregulars in the superlative- menor/es, mayor/es, peor/es, mejor/es.

Speaking

¿Quién es la/el más game

Graded speaking- describe members of their families- age, physical description, abilities, and personalities

Writing

Créate sentences in groups about their members.

Respond to situational questions. (graded)

Test

Comparative-regular and irregular

Week 9(March 4- 8, 2024)



<p>¿Cómo viajas en tu país? Travelling around your country</p>	<ol style="list-style-type: none"> 1. Talk about traveling around your country 2. Say what means of transport you like/prefer or do not and why 	<p>Por – along, through</p> <p>Verbs of motion p163 Viva include manejar/estacionar/conducir/volar</p>	<ol style="list-style-type: none"> 1. Vocabulary test 2. Questions on travel – to elicit what is your favorite mode and why / what mode you dislike the most and why/ How you usually travel around what you think of this
<p>Week 10 (March 11-15, 2024)</p>			
<p>At the travel agency</p>	<ol style="list-style-type: none"> 1. Buy a ticket for a destination 2. Ask for a one-way vs round trip ticket 3. Say when they are going to leave and return 4. Express length of a trip 	<ol style="list-style-type: none"> 1. expressing date – definite article is used no en and day 2. expressing time using- a qué hora? 	<p>Speaking</p> <p>Enacting a scene at the travel agency</p> <p>Writing</p> <p>Dialogue writing / completion</p> <p>Dialogue unscrambling</p> <p>Situations oral and written</p>



Week 11 (March, 2024)

SIX WEEKS TEST

Week 12 (March – April 2024)

At the airport – Leaving on a trip to Machu Pichu

1. Say they want to check in
2. Ask about the departure and arrival time

Polite commands to check passenger ticket and luggage.

Reading Comprehension

Comprehension passage based on travel.

Writing

Situations based on proceedings at the airport.

Week 13 (April, 2024)

Arriving at your destination – Customs and Immigration

Talking about what you will do during your trip

Ask and state what someone else will during their vacation/trip

Future tense of regular verbs.

Speaking

Enact scene from different aspects of travel- travel agency, airport-check-in, customs, immigration



			<p>Writing</p> <p>Situations oral and written</p> <p>Dialogue completion</p> <p>Letter writing about what you will do on a trip – details of travel itinerary, what you will do.</p>
Week 14 (April, 2024)			
Additional topic (to be brought over to Summer Term if not completed)			
Los deportes y los deportistas del Caribe	<ol style="list-style-type: none">1. State a range of sporting activities2. Describe athletes and say what they do/ like to do3. Describe a game		<p>Test</p> <p>Vocabulary test</p> <p>Listening comprehension</p> <p>Listening activity of a game/athletes life.</p>



			<p>Writing</p> <p>Describe their favourite athlete in details.</p>
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