



Spanish

Grade 10 Term Plan

September to December 2023



Important dates:

1. Midterm – October 12-16
2. 1st Sixth week test- week of October 23rd
3. **Prize Giving Ceremony - November 24**
4. 2nd sixth week test- week of December 4th
5. Term ends: December 19, 2021

Class Information

Class title:	Grade 10 Spanish
Class summary:	This course is designed for grade 10 students who are preparing to complete their first year of the 2-year CSEC programme. It is designed for students who have successfully completed their third 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):	Mrs. Tanya Morgan Francis, Mrs. Tashana Leon, Ms. Georgeann Dawes
Delivery date:	September 4, 2023 – December 19, 2023
Hours of instruction:	1 X 55 minutes sessions per week 1 X 110 minutes sessions per week
Assessment	Participation- 10% Vocabulary – 10 % Coursework – 50% Tests – 30%
Enrollment duration:	Students will take this class for one year
Delivery format:	Face-to Face
Delivery method:	Synchronous
Class structure:	Chronological (week by week)
Required student materials:	Viva 4 Textbook Viva 4 Practice book

Cual Es?
 Notebooks
 Spanish Dictionary
 Past Paper Booklets

Chronological Outline of the Programme

Week/Topic Name	Subtopic (Lessons or activities)
<p>Weeks 1</p> <p>Orientation, Introduction. Diagnostic Quiz and Review</p> <p>Topic: En la escuela otra vez</p>	<ul style="list-style-type: none"> • Orientation to grade 10/ year 1 of CSEC programme: • Motivational Activity. • Introduction to classroom principles and procedures. • Discuss expectations for grade 10 Spanish and goals for Grade 10 as well as strategies to achieve their goals. • Discuss expectations students have for the teacher in target language. • Discussion about preparations students and teacher made for the term using target language. • Diagnostic Test • Review of preterite tense- talking about what you did to prepare for school • Learning styles quiz
<p>Weeks 2-6 Un desastre natural/La boda de mi.....)</p>	<ul style="list-style-type: none"> • Create an account of an event you attended in the past • Give instructions familiar (re-entry) • Read and understand advertisements/invitations/notifications with respect to events (births, deaths, weddings, concerts etc)
<p>Week 7</p>	<p>6TH WEEKLY TEST</p>
<p>Weeks 8 – 10</p> <p>¡Tráeme la linterna! ¡Tráemela!</p>	<ul style="list-style-type: none"> • Describe what was happening in the past using the imperfect tense • Use object pronouns accurately • Give instructions to family members using object pronouns • Ask favours and make requests

	<ul style="list-style-type: none"> Express thanks and appreciation
<p>Week 11- 14</p> <p>Un acontecimiento inolvidable inolvidable</p>	<ul style="list-style-type: none"> Discuss unexpected events (fire/robberies) Give information on actions witnessed
Week 13	2 nd Sixth Weekly Test
<p>Term 2 preparation</p> <p>¿Quién es/era?</p> <p>Es nuestro aniversario, ¿puedes ayudar?</p> <p>En casa con mi familia</p>	<ul style="list-style-type: none"> Theme: Family

Week 1			
Topic	Students should be able to:	Grammar/Vocab/Culture	Assessment
En la escuela otra vez	<ol style="list-style-type: none"> State what their expectations are. State what the objectives for the month are (at least) Give an account of an activity/event they attended during the holiday Use a range of question words to elicit information from their classmates about the event/activity they did/attended 	<ol style="list-style-type: none"> Review of preterite Interrogatives Irregular preterite verbs ending in -zar, car, gar, 	Pair work – think of an activity and partner questions you to find out what you did. Write a report of partners’ activity
Week 2			
Topic	Students should be able to:	Grammar/Vocab/Culture	Assessment
Un desastre natural	<ol style="list-style-type: none"> Give an account of what they they and others did to prepare for a hurricane. 	<ol style="list-style-type: none"> Imperfect (emphasis on was happening) Hurricane 	<ol style="list-style-type: none"> Write an account of what was done to prepare for the hurricane.

	<p>2. Communicate to a friend/relative what was happening during the hurricane</p> <p>3. Use preterite and imperfect together to express total picture of event in the past</p>	<p>Vocabulary Soplar , doblarse</p> <p>3. Irregular Preterite verbs Ser, ir, poner, andar, poder, Saber, tener, estare, (uve verbs)</p>	<p>2. Write an email giving an account of the hurricane experience – what you did and what was happening</p> <p>3. Verb worksheet- practise with car,gar,zar and ‘uve’ preterite</p> <p>4. Listening comprehension – Cual es</p> <p>5. Viva 4 Unit 12 – readings on hurricane</p>
--	---	---	---

Week 3			
Topic	Students should be able to:	Grammar/Vocab/Culture	Assessment
Un desastre natural/La boda de mi.....	<p>1. Communicate to a friend/relative what was happening during the event</p> <p>2. Use preterite and imperfect together to express total picture of event in the past</p>	<p>1. Imperfect (emphasis on was happening)</p> <p>2 Irregular Preterite verbs Ser, ir, poner, andar, poder, Saber, tener, estare, (uve verbs).</p> <p>3. Wedding Vocabulary and useful expressions</p> <p>4. Hispanic wedding practices e.g what happens in ceremony, name changes, ring</p>	<p>1. Write an account of what was happening during the event</p> <p>2. Write an email giving an account of the hurricane experience – what you did and what was happening</p> <p>3. Verb worksheet</p> <p>4. Vocabulary test</p> <p>5. Reading and listening items on topics – Practice Papers – wedding invitation, Viva 3 Unit 5 passages on wedding and family</p>

Weeks 4- 6			
Topic	Students should be able to:	Grammar/Vocabulary/Culture	Assessment
La boda de mi..	<p>1. Communicate to a friend/relative what was happening before/ during and after the wedding</p> <p>2. Use preterite and imperfect together to</p>	<p>1. Preterite or Imperfect</p> <p>2. Irregular Preterite verbs Ser, ir, poner, andar, poder, Saber, tener, estare, (uve verbs)</p> <p>3. Wedding Vocabulary and useful expressions</p>	<p>1. Writing - situations</p> <p>2. Reading and listening items</p> <p>3. Write on the wedding of</p>

	express total picture of event in the past	4. . Hispanic wedding practices e.g what happens in ceremony, name changes, ring	Carlos and Cristina
Week 7- 1st Sixth Weekly Test			

Week 8-10			
Topic	Students should be able to:	Grammar/Vocabulary/Culture	Assessment
<p>¡Tráeme la linterna! ¡Tráemela!</p> <p>Cómprales un juego de toallas; Compráselo [Continuing with the contexts of hurricane and wedding]</p>	<ol style="list-style-type: none"> 1. Recognize an indirect object 2. Replace indirect object with the appropriate pronoun 3. Use indirect object with a range of verb structures, indicative/preterite/imperative 	<ol style="list-style-type: none"> 1. Indirect object and object pronoun 2. Direct object and object pronoun – reentry 3. Household appliances and items suitable for wedding gifts 4. Items useful in a hurricane 5. Verbs appropriate to use with indirect object: traer, enviar, comprar 6. Familiar commands – reentry 	<ol style="list-style-type: none"> 1. Writing - situations 2. Reading and listening items – [passages in which object pronouns occur 3. Grammar sheet to practice using direct and indirect objects pronouns and double object pronoun structure 4. Grammar test – grammar exercises and situations Viva 3 pp 62-63 <p>Vocab Test</p>

Week 11-14			
Topic	Students should be able to:	Vocab/Grammar/Culture	Assessment
Un acontecimiento inolvidable	1. Create a video for social media, where victim gives an account of a fire or a robbery	<ol style="list-style-type: none"> 1. Irregular “I” preterite verbs: hacer, dar, decir, querer, venir 2. Fire/Robbery vocabulary ladrón, robar, agarrar etc. 	<p>Grammar exercises</p> <p>Recording created and recorded</p>

Interrogatives	<p>2. Use connectors appropriately to create a coherent account</p> <p>Students should be able to interpret interrogatives and form questions</p>	<p>Despues, despues de, antes, antes de, al principio, primero, luego/entonces, al (poco) rato, por ultimo, al dia siguiente, a la mañana siguiente, ademàs, al fin y al cabo, a pesar de, sin en primer/Segundo lugar</p> <p>3. Practice with preterite and imperfect .</p> <p>Cuándo, Por qué, quién, Con quién etc</p>	<p>Vocabulary Test</p> <p>CREATION OF QUESTIONS</p> <p>oral questions</p>
Week 13- 2nd Sixth Weekly Test			

Term 2 Preparation Topics

Topic	Students should be able to:	Grammar/ Vocab/Culture	Assessment
¿Quién es/era?	<p>1. Describe family members / friends in detail</p> <p>2. Answer conversation questions in detail</p> <p>3. talk about different family functions</p>	<p>1. Descriptive adjectives</p> <p>Nacimiento/nacer/bautista/a/crecer</p> <p>Morir/ casarse/ aniversario/ etc</p>	<p>1. Write about family members and how they get along with them</p> <p>2. Oral presentation on self .</p> <p>2. Vocabulary tests</p>

Topic	Students should be able to:	Grammar/Vocab/Culture	Assessment
Es nuestro aniversario, ¿puedes ayudar?	<p>1. Ask others to do/help with an activity</p> <p>2. Ask permission</p> <p>3. Accept and decline requests made</p> <p>4. say what they do at home to help.</p> <p>5. State how long ago an event took place</p>	<p>Household activities</p> <p>Ways of requesting help:</p> <p>¿Puedes....</p> <p>Hazme el favor de</p> <p>Quiero que tu</p> <p>Commands</p> <p>Hace</p>	<p>Situations</p> <p>Reading comprehensions</p>

Topic	Students should be able to:	Grammar/Vocab/Culture	Assessment
En casa con mi familia	<ol style="list-style-type: none"> 1. Express what you want others to do... 2. Say what they don't/like about their family using (no) me gusta que + subjunctive 	<ol style="list-style-type: none"> 1. subjunctive 	Situations Letters Reading comprehension