

Scope and Sequence Grade 7-9 SPANISH

TERM	GRADE 7	GRADE 8	GRADE 9
TERM 1	Conociéndonos: Getting to know each other	El mundo de trabajo y la salud/ The World of Work and Health	Viajes y vacaciones /Getting Around
Unit 1	El mundo hispano – The Spanish –speaking World (4 weeks)	Profesiones, oficios y habilidades- Professions, trades and skills (7 weeks)	De viaje en su país- Travelling in your own country (6 weeks)
	<p>Students will:</p> <ul style="list-style-type: none"> • Pronounce correctly letters and words in the target language • Read simple sentences imitating the sounds that they hear (vowels, consonants, combinations, rules of stress) • Identify and name Spanish-speaking countries and corresponding nationalities • Make simple requests or comments using classroom expressions and expressions of courtesy • Greet and bid farewell to others in oral and written dialogue • Use, and respond appropriately to basic greetings and farewells • Compare forms of greetings in Hispanic and Jamaican cultures • Evaluate the importance of learning Spanish 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify jobs and professions in their communities • Communicate orally and in writing in Spanish about their possible career choice • Create daily schedules in Spanish • Respond in the target language to job advertisements written in Spanish • Gather information via interviews • Conduct class presentations using appropriate verb forms 	<p>Students will:</p> <ul style="list-style-type: none"> • Use correct expressions to talk about likes and dislikes regarding a particular travel destination • Describe the different modes of transport • Talk about different activities which took place during their vacation, or the recent past • Compare past travel experiences • Describe a local place of interest using the appropriate vocabulary and impersonal expressions • Apply correct phrases and questions when making travel arrangements • Explain the necessary steps involved with the use of public transport

Unit 2	¿Quién soy yo? – Who am I? (4 weeks)	Salud, Servicios y Sanitarios -Health and Health Services (6 weeks)	De viaje en el exterior- Travelling Abroad (6 weeks)
	<p>Students will:</p> <ul style="list-style-type: none"> • Introduce themselves using additional appropriate expressions • Read and respond appropriately to material written in Spanish compare naming traditions in Hispanic and Jamaican cultures • Read and complete simple forms requesting basic personal information (name; country/ origin; nationality, address, age, date of birth etc.) • Ask for and provide basic information using appropriate vocabulary and grammar • Listen to questions about personal information and give appropriate responses • Write simple sentences using cues provided: (photos, lists of words, situations, videos) 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify a number of bodily ailments • Effectively describe pain and ailments using the appropriate structures and vocabulary • Give simple advice and instructions using the familiar form • Demonstrate understanding of a command by responding appropriately to simple instructions in the affirmative in a health service setting • Express sympathy to persons who are ill • Select correct responses to questions based on oral and aural texts • Make comparisons of traditional beliefs and practices regarding health services between the Jamaican and the target culture. 	<p>Students will:</p> <ul style="list-style-type: none"> • Complete travel documents using appropriate vocabulary • Report accurately on recent events using the simple past tense (preterite) • Compare places of interest in their own country with those in Hispanic countries. • Apply correct phrases and questions when making travel arrangements
Unit 3	Mi familia y yo- My Family and I (5 weeks)		
	<p>Students will:</p> <ul style="list-style-type: none"> • Introduce family members • Provide simple physical and personal descriptions of family members 		

	<ul style="list-style-type: none"> Describe the professions of family members Identify and describe family pets Ask someone to describe his/her family pets Compare own family life and celebrations with those of a family in one named Hispanic country 		
TERM 2	¿Cómo estoy y dónde estoy? / How am I and Where am I?	Andanzas y diversiones/ Adventures	Mi Vida/ My Life
Unit 1	¿Cómo estás? – How are you feeling? (3 weeks)	En el restaurante- At the restaurant (3 weeks)	Cuando era joven- When I was Young (5 weeks)
	<p>Students will:</p> <ul style="list-style-type: none"> State different ailments being experienced Describe their emotional states using <i>estar</i>/to be Make enquiries about health 	<p>Students will:</p> <ul style="list-style-type: none"> Identify names of food items found on a menu Name the different meals Classify the different parts of the menu. Place an order using a menu Ask for the bill Make clarifications when placing an order Calculate a bill including the tip Describe a table setting for a specific meal Create their own menus 	<p>Students will:</p> <ul style="list-style-type: none"> Apply target language to discussions relating different aspects of their life from childhood to becoming a teenager Differentiate between the imperfect tense and the preterite Create dialogues and stories dealing with habits in the past Respond appropriately to questions based on a variety of written texts relating habits or events in the past
Unit 2	En mi hogar – At My Home (4 weeks)	De compras- Going Shopping (3 weeks)	Los planes para el futuro- Future Plans (5 weeks)
	<p>Students will:</p> <ul style="list-style-type: none"> State where things are located in relation to household objects Describe their house and some furniture using simple adjectives Describe household chores using the appropriate grammatical structure appropriately to a variety of 	<p>Students will:</p> <ul style="list-style-type: none"> Utilize polite expressions Differentiate shops/stores by goods sold Ask and respond to questions appropriate to shopping Express likes, dislikes and preferences Describe products and what others are wearing Compare items and prices 	<p>Students will:</p> <ul style="list-style-type: none"> Apply suitable language expressions to express future actions and events Communicate effectively with classmates telling them about their plans or the future Answer orally and in writing, questions in the future tense

	<p>questions</p> <ul style="list-style-type: none"> • Listen to short texts based on the topic and select appropriate responses to questions based on the text 	<ul style="list-style-type: none"> • Assess sizes and suitability of products 	<ul style="list-style-type: none"> • Use appropriate forms of the future tense in describing future events • Respond appropriately to questions by selecting the appropriate tense
Unit 3	En mi escuela – At My School (4 weeks)	Los pasatiempos- Hobbies (3 weeks)	
	<p>Students will:</p> <ul style="list-style-type: none"> • Identify key persons in the school setting • State where different places are located • Say what time they have lunch • Request specific classroom items or things in bags, pencil case etc. • Talk about the subjects that are done in school • Explain why they like/dislike a subject, school etc. • Describe school activities, including extracurricular activities. • Write a brief description of their uniform • Differentiate between going to school in Jamaica and countries where the target language is spoken 	<p>Students will:</p> <ul style="list-style-type: none"> • Provide information about famous sports and entertainment personalities using appropriate structures • Discuss pastime activities indicating their likes and dislikes and those of others • State reasons for liking a particular hobby/sport and sport personality using appropriate grammatical structures • State what pastime activity is being done • Read and respond to a variety of texts and answer appropriately • Listen to a variety of texts related to the topics and answer questions appropriately • Explain the value of sports and sporting events in lifestyle practices 	
TERM 3	Mi Rutina Diaria – My Daily Routine	El medio ambiente/ The Environment	La Comunicación/ Communication
Unit 1	¿Qué hago normalmente? - What are my routines? (5 weeks)	Los lugares de interés- Places of Interest (4 weeks)	Comunicación entre amigos- Personal Communication (5 weeks)
	<p>Students will:</p> <ul style="list-style-type: none"> • State at what time routine activities are done 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify popular places of interest on a map of Jamaica 	<p>Students will:</p> <ul style="list-style-type: none"> • Respond to questions about personal

	<ul style="list-style-type: none"> Express activities at home and at school as parts of a daily schedule Read aloud in Spanish with accurate pronunciation and intonation Respond to questions on written passages 	<ul style="list-style-type: none"> Share information about places of interest Communicate travel plans Ask and give directions in Spanish Read information related to directions and places of interest Describe places of interest and the pastime activities that take place at that location 	<p>communications devices</p> <ul style="list-style-type: none"> Conduct surveys regarding the use of personal communication devices Discuss the advantages and disadvantages of personal communication devices Compare and express opinions about personal communications devices
Unit 2	Lo que me gusta hacer – What I like doing (4 weeks)	¿Qué tiempo hace?- What is the weather like? (3 weeks)	Los medios de comunicación- The media (3 weeks)
	<p>Students will:</p> <ul style="list-style-type: none"> Describe their recreational activities using appropriate expressions of frequency Extend simple invitations using appropriate expressions Order basic food and drink items using learned vocabulary and structures State their likes, dislikes and preferences Identify at least three typical Hispanic foods 	<p>Students will:</p> <ul style="list-style-type: none"> State the appropriate clothing for particular weather conditions Listen to a weather forecast to determine what activities can be done under certain weather conditions Describe basic weather conditions using the appropriate expressions Compare seasonal activities done in the Hispanic culture with those done in Jamaica at the same time Create simple short-term weather forecasts 	<p>Students will:</p> <ul style="list-style-type: none"> Describe the different types of mass media Apply appropriate target language expressions to express opinions on social and other media Advance arguments about the use and misuse of communication media Communicate using relevant structures to express what is being done with particular media
Unit 3		El medio físico- The Physical Environment (4 weeks)	
		<p>Students will:</p> <ul style="list-style-type: none"> Identify simple landforms Name and describe animals and plants Use simple negative and positive commands to give instructions Discuss natural disasters and environmental protection Express opinions on environmental issues 	

