

Spanish Language KS3 Course Overview

Years 7-9, 2010-2011

Teachers: Mr. Arriaga

Introduction

This document sets out the Spanish Language curriculum for Years 7 to 9 at ICHK. Its main aims are to establish a clear vision for teaching and learning and to translate this vision into a framework for everyday use.

General Vision

In keeping with the [ICHK vision statement](#), it is hoped that through the application of this curriculum students will:

- Be challenged to learn at a **high** but **appropriate** level;
- Work **collaboratively** in a spirit of **sharing** and **inclusion**;
- Solve problems with **creativity**, **innovation** and **critical analysis**;
- Be encouraged act with **respect** and **integrity** whilst considering issues from personal, local and global perspectives;
- Be asked to take **responsibility** for their own learning.

Spanish Language Vision

In this class we will focus on the development and strengthening of Spanish Language skills across all areas: reading, speaking, writing, listening and social interaction.

In terms of **key processes involved in the development of language-learning** strategies pupils should be able to;

1. identify patterns in the target language
2. develop intuitions on the Spanish morphology and syntax and grammar patterns
3. develop techniques for memorizing words, phrases and spellings
4. use their knowledge of English or another language when learning the target language
5. use previous knowledge, context and other clues to work out the meaning of what they hear or read to make accurate predictions on the meaning of words and sentences through the context or their cognates in other languages known
6. use reference materials such as dictionaries appropriately and effectively.

In terms of **key processes involved in the development of language skills** pupils should be able to;

7. listen for gist or detail
8. skim and scan written texts for the main points or details
9. respond appropriately to spoken and written language
10. use correct pronunciation and intonation, to confidently distinguish Spanish sounds and tones and pronounce them in a way that other Spanish speakers will be able to understand.
11. ask and answer questions
12. initiate and sustain conversations
13. write clearly and coherently, including an appropriate level of detail
14. redraft their writing to improve accuracy and quality
15. reuse language that they have heard or read in their own speaking and writing
16. adapt language they already know in new contexts for different purposes
17. deal with unfamiliar language, unexpected responses and unpredictable situations

Spanish Language at ICHK challenges students to view the world from different perspectives and to see how language is crucial in communicating our understanding. We aim at nurturing an international outlook, thus appreciating the richness and diversity of other cultures as well as recognising that there are different ways of seeing the world. Through written and oral analysis of the texts covered in class, we try to foster a sense of risk-taking as well as being caring and supportive of opposing views. We instill creative thinking in our

ability to manipulate and use language to convey our understanding and in the act of persuasion. We encourage critical thinking in a classroom which is founded on an inquiry-based approach.

Structure

The Spanish Language programme at ICHK follows the UK Key Stage 3 National Curriculum for Modern Languages, which covers Years 7 through 9. The key concepts that need to be covered are:

- 1. Linguistic competence**
 - a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
 - b. Applying linguistic knowledge and skills to understand and communicate effectively.
- 2. Knowledge about the language**
 - a. Understanding how a language works and how to manipulate it.
 - b. Recognizing that languages differ but may share common grammatical, morpho-syntactical or lexical features.
- 3. Creativity**
 - a. Using familiar language for new purposes and in new contexts.
 - b. Using imagination to express thoughts, ideas, experiences and feelings.
- 4. Intercultural understanding**
 - a. Appreciating the richness and diversity of other cultures.
 - b. Recognizing that there are different ways of seeing the world.

As group work is essential in this subject, students are grouped in flexible ways inside the class to allow them to work with as many different classmates as possible. Stronger students also act as mentors of the weaker ones.

Students joining Spanish without previous knowledge in Year 7 are expected to catch up following an individualized plan designed according to the stage of the course and dependent upon the profile of the language learner after an overall linguistic aptitude assessment. The measures include attending an after-school Spanish class and support from the teacher during the breaks and the work with a mentor (a student from the same class or above). External further assistance might be also recommended in some cases.

Year 7 students are immersed in an introductory linguistic experience which builds the foundation for the learning of the new language. Grammar is fully integrated into the teaching sequence though as needed it will be isolated and studied with explanations and further practice. Thus, basic skills are taught and revisited through a variety of age-appropriate and challenging exercises and ludic-oriented tasks (games, songs, etc.).

Year 8 builds upon these foundations and encourages students to dig deeper and to employ a higher degree of sophistication and maturity in their approach to grammar, and culture. Assessment tasks require a greater degree of proficiency of skills as well as more communicative-oriented exercises.

Year 9 further builds upon this but also prepares students for the rigor of the GCSE courses and external examinations in Years 10 and 11.

Assessments

Each unit will be assessed using the National Curriculum [Assessing Pupil's Progress](#) (APP) assessment criteria which clearly shows progression from one level to the next and is used to inform teaching and learning practice.

This will be used in conjunction with the [ICHK assessment scale](#). Formative assessment will take place throughout each unit and will take many forms (oral and written work, student reflections, practical tasks, workbook exercises, dictations, quizzes, role-play as well as culture-oriented presentations). Each unit will also culminate in one or more summative assessments which will aim to encapsulate all of the skills taught through the unit and provide a detailed assessment of the students' level of achievement at the end of each

unit. Targets for success with clearly-indicated rubrics will assist our students in steady progression from one level to the next.

Differentiation

Throughout the Spanish course in Years 7-9, students will be supported to ensure the curriculum is accessible to all, whilst also providing appropriate challenge. Some of the ways in which this will be achieved are:

Support:

Individual students may receive additional teaching assistance as specified in their IEP. Students will also be supported by the class teacher; through varied activities or expected outcomes; through more detailed explanations or support during a task; or by varying the physical requirements or presentation aspects of a task (e.g. other than written information).

Outcomes:

It is envisaged that students will work within or above the level expected as per the ICHK assessment scale, unless stated in their IEP. All activities set will enable students to work within or beyond the level expected for their year group whilst a focus of enquiry learning will enable many students to develop their ideas and assessments. However, some activities will need to be adjusted to ensure they are accessible to those students who are not working at the expected level for their year group. Each activity will be individually assessed for its suitability for the students within the class and adjusted accordingly.

Main Resource Requirements

Year 7	Year 8	Year 9
<p>¡Mira 1! Pupil's book, Anneli McLachlan, Heinemann</p> <p>¡Mira 1! Workbook, Anneli McLachlan, Heinemann</p> <p>¡Mira 1!, mp3 Audio files</p> <p>Mi mundo en palabras, Instituto Cervantes, http://cvc.cervantes.es/ensenanza/mimundo/default.htm</p> <p>Spanish at ICHK Youtube channel www.youtube.com/spanishichk</p> <p>Online dictionary www.wordreference.com</p> <p>Herramientas de español http://www.bowdoin.edu/~eyepes/newgr/ats/</p> <p>Enrique Yepes Spanish</p>	<p>¡Mira 2! Pupil's book, Anneli McLachlan, Heinemann</p> <p>¡Mira 2! Workbook, Anneli McLachlan, Heinemann</p> <p>¡Mira 2!, mp3 Audio files</p> <p>Spanish at ICHK Youtube channel www.youtube.com/spanishichk</p> <p>Online dictionary www.wordreference.com</p> <p>Herramientas de español http://www.bowdoin.edu/~eyepes/newgr/ats/</p> <p>Enrique Yepes Spanish Grammar Online Advanced Spanish Book</p>	<p>¡Mira 3! Pupil's book (rojo and verde), Anneli McLachlan, Heinemann</p> <p>¡Mira 3! Workbook, Anneli McLachlan, Heinemann</p> <p>¡Mira 3!, mp3 Audio files</p> <p>Spanish at ICHK Youtube channel www.youtube.com/spanishichk</p> <p>Online dictionary www.wordreference.com</p> <p>Herramientas de español http://www.bowdoin.edu/~eyepes/newgr/ats/</p> <p>Enrique Yepes Spanish Grammar Online Advanced Spanish Book</p>

Links to Relevant Syllabus and Curriculum Documents

National Curriculum Key Stage 3 Modern Foreign Languages

Modern Foreign Languages programme of study for (from The National Curriculum 2007)

Level descriptors (from The National Curriculum 2007)

Assessing Pupil's Progress (APP)**ICHK Teaching & Learning & ICHK Student Documents**

Please refer to the following documents for related information:

- [ICHK Curriculum document for Years 7-9](#)
- ICHK Teacher document
- [ICHK Assessment Scale](#)
- ICHK Academic Honesty Policy
- Spanish Language Assessment Rubric for Y7-9
- Modern Foreign Languages National Curriculum Equivalent Levelled Assessment Statements

Acknowledgements

- [ICHK Assessment Scale](#)
- [ICHK Curriculum document for Years 7-9](#)

Calendar

Term 1	Term 2	Term 3
<p>Year 7: Module 1 "Vamos" (wk 4) Assessment 1: Oral presentation (group work) introducing yourselves (wk 7) Assessment 2: Write an email introducing yourself and describing your classroom</p> <p>Year 8: Module 1 "La gente" (wk 4) Assessment 1: Oral presentation (group work) Likes and dislikes/describing celebrities (wk 7) Assessment 2: Write an email about your daily routines.</p> <p>Year 9: Module 1 "Los medios de comunicación" (wk 4) Assessment 1: Oral presentation (group work) about computers, TV, movies and music (wk 7) Assessment 2: Write an email about a fun weekend (music concert, cinema, tv programmes).</p>	<p>Year 7: Module 3 "Mi familia" (wk 3) Assessment 1: Script and role-play "My family" [p.56 as model]</p> <p>Year 8: Module 3 "Mis vacaciones" (wk 3) Assessment 1: Script and role-play "On holidays!"</p> <p>Year 9: Module 3 "La salud" (wk 3) Assessment 1: Script and role play "At the doctor's"</p>	<p>Year 7: Module 6 "¿Cómo es tu ciudad?" (wk4) Assessment 1: Writing workshop: "The city I come from / live in" (wk6) Assessment 2: Summative assessment.</p> <p>Year 8: Module 6 "Barcelona" (wk4) Assessment 1: Writing workshop: "A postcard from Spain" (wk6) Assessment 2: Summative assessment.</p> <p>Year 9: Module 6 "Mi casa es tu casa" (wk4) Assessment 1: Writing workshop: "My trip to [a Hispanic city]" (wk6) Assessment 2: Summative assessment.</p>
<p>Mid Term Break</p>	<p>CNY Holiday</p> <p>Year 7: Module 4 "En casa" (wk 8) Assessment 2: Oral presentation (individual) "My house"</p> <p>Year 8: Module 4 "La comida" (wk 8) Assessment 2: Role play "At the restaurant"</p> <p>Year 9: Module 4 "Ganarse la vida" (wk 8) Assessment 2: Writing workshop "Cover letter for a CV"</p>	<p>Year 7: <u>Revision of the year's work</u> Final examinations</p>
<p>Year 7: Module 2 "En el instituto" (wk 11) Assessment 1: Short individual oral presentation about a Spanish-speaking country (in English) (wk 13) Assessment 2: Writing workshop: "Blog entry about yourself, your school, and what you eat". (wk 15) Assessment 3: Oral presentation (group work) "The School's subjects and teachers".</p>	<p>Year 7: Module 5 "El tiempo libre" (wk 11) Assessment 1: Role play "My hobbies" (wk 15) Assessment 2: Write a blog entry "My Easter holidays plan"</p> <p>Year 8: Module 5 "De moda" (wk 11) Assessment 1: Role play "shopping" (wk 15) Assessment 2: Write a blog entry "My Easter holidays plan"</p>	

CAS Week	<p>Year 9: Module 5 "Hispanoamérica" (wk 11) Assessment 1: Role play "Experience sharing travelling in America" (wk 15) Assessment 2: Write a blog entry: "Biography of a celebrity"</p>	Summer Break
<p>Year 8: Module 2 "Vamos a salir" (wk 11) Assessment 1: Short individual oral presentation about a Hispanic cultural aspect (in English) (wk 13) Assessment 2: Writing workshop: "Online Chat" (wk 15) Assessment 3: Oral presentation (group work) "An appointment / a date"</p> <p>Year 9: Module 2 "El instituto" (wk 11) Assessment 1: Short individual oral presentation about a Hispanic topic of your choice (in Spanish) (wk 13) Assessment 2: Write a blog entry "Your ideal school" and its norms" (wk 16) Assessment 3: Oral presentation (individual) "Christmas [in my place]"</p>	Easter Holidays	
Christmas Holidays		

Reflections/Points to Note from 2010/11

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Created By/Date	Reviewed	Signed
N. Arriaga/02.2011		

ICHK Year 7-9 Spanish Language Assessment Criteria

Level	Criterion A: listening	Criterion B: speaking	Criterion C: reading	Criterion D : writing
0	The student does not reach a standard described by any of the descriptions given below.	The student does not reach a standard described by any of the descriptions given below.	The student does not reach a standard described by any of the descriptions given below.	The student does not reach a standard described by any of the descriptions given below.
1-2	The student shows that he understands a range of familiar spoken words and phrases. He understands speech spoken clearly, face to face or from a good-quality recording but he needs repetition or gesture.	The student could say single words and short phrases in response to what he sees and hears. He imitates correct pronunciation with some success.	The student recognizes some familiar written phrases. He matches sound to print by reading aloud familiar words and phrases. He uses books and glossaries to find out the meanings of new words.	The student writes a few short phrase or sentences, following a model. He labels items and select appropriate words to complete short phrases or sentences.
3-4	The student shows that he understands the main points of short passages made up of familiar material language in simple sentences. He may need some short sections to be repeated.	The student asks and answers simple questions. He takes part in brief prepared tasks, starting using their knowledge of grammar to adapt and substitute single words and phrases. His pronunciation is generally accurate.	The student shows that he understands the main points and some of the detail in short written texts from familiar contexts. He begins to read independently, using context to work out the meaning of unfamiliar words.	The student writes a few sentences and begins to write short texts on familiar topics with support. He begins to use dictionaries or glossaries to check words he has learnt.

5-6	The student shows that he understands the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. He may need some repetition.	The student gives a short prepared talk, expressing opinions and answering simple questions about it. Although there may be some mistakes, he makes himself understood with increasing confidence.	The student shows that he understands the main points and opinions in written texts from various contexts, including present, past or future events. He is more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language.	The student writes short texts on a range of familiar topics, using descriptive language and variety of structures. He applies grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.
7	The student shows that he understands longer passages and recognizes people's points of view. The passages cover a range of material that contains complex and unfamiliar language. He understands language spoken at near normal speed, and need little repetition.	The student answers unprepared questions. He initiates and develops conversations and discusses matters of personal or topical interest. He uses a range of vocabulary structures and time references. He speaks confidently, with good pronunciation and intonation.	The student shows he understands longer texts and recognizes people's points of view. His independent reading includes authentic materials. He uses new vocabulary and structures found in his reading to respond in speech or writing.	The student produces formal and informal texts in an appropriate style on familiar topics. He develops the content of what he has read, seen, or heard. His spelling and grammar are generally accurate.