

Meg.



Scope & Sequencing P1A

This document outlines the Scope and Sequencing of Pathway 1A

DECEMBER 2020

**Languages.
Culture.
Technology.**

Meg Curriculum Policy

Meg's Language Philosophy

At Meg, we recognise that language is integral for all learning. It should be transdisciplinary across curriculum and medium of instruction. Adopting a collaborative, co-learning model, we believe that every student is a language learner, and all teachers are language teachers. Everyone brings their own unique contribution to the language learning process. With the development of an additional language, learners are given tools to become responsible, international-minded global-citizens poised for the 21st century. We encourage lifelong learning and believe that language learning is a socially constructed process. Therefore, at Meg, we have developed a deliberate and conscious approach to ensure that our curriculum is balanced—integrating oral, visual, and written language dimensions. We also ensure that students are involved in a myriad of learning experiences, to inspire lifelong readers, writers, listeners, and speakers.

Practices and Implementation

Our program is designed to introduce and acquire language in relevant and authentic context, focussing on daily life and contextualized literacy blocks. Our curriculum aligns with the American Council on the Teaching of Foreign Languages (ACTFL) and its proposed levels of proficiency. We also offer Virtual Excursions, which take students on a live cultural tour to support and enrich their language learning with an immersion in the target culture.

Curriculum Rationale

The curriculum frameworks used by Meg are American Council on the Teaching of Foreign Languages (ACTFL). We draw our focus from the American Council on the Teaching of Foreign Languages (ACTFL), which aims to teach students the necessary skills, attitudes, confidence, and creativity to foster informed, collaborative, and active citizens. The ACTFL sets the standard as to what students should learn as they progress through their school life.

MEG curriculum writers, instructional designers, and teachers use the latest version for content, achievement standards, capabilities, and cross curricula priorities.

Overview of MEG Language Scope and Sequencing – Pathway 1A

	1A Prep-Y6	1B Y3-6	1C Y5-6
Foundation Prep	Bracket A: Modules 1-7 *15 min lessons for Prep only classes		
Year 1			
Year 2		Bracket B: Modules 8-14	
Year 3	Bracket C: Modules 15-21		
Year 4	Bracket A: Modules 22-28	Bracket A: Modules 1-7	
Year 5	Bracket B: Modules 29-35	Bracket B: Modules 8-14	
Year 6	Bracket A: Modules 36-42	Bracket A: Modules 15-21	Bracket A: Modules 1-7
Year 6	Bracket B: Modules 43-49	Bracket B: Modules 22-28	Bracket B: Modules 8-14

Overview of Topics in Language Input Lessons – Pathway 1A

Band	Bracket	Module	Key Concepts	Topic Overview
P-2	A	Module 1	Self, Personal Information.	Participating in structured conversation about greetings, good-byes and introducing oneself.
		Module 2	Self and Others. Personal information. Identity.	Maintaining conversation by showing lack of understanding and, name and spell school supplies in Spanish.
		Module 3	Identity, Self and Others,	Provide personal information from someone else or their own (Nationality and Age).
		Module 4	Description. School life. Our world. Politeness.	Identifying and naming school objects and making simple requests.
		Module 5	Descriptions. Directions. Location. Clothing and Identity	Describing clothes by stating their color in Spanish and providing the location of such objects using demonstrative adverbs.
		Module 6	Belongings/Possession. Description. Transportation.	Engage in conversations about belongings or possessions of their own and from others. Identify and name means of transportation in Spanish.
		Module 7	REVIEW MODULE	
	B	Module 8	Self and others. Greetings. Identity. Nature. Pets. Beliefs and practices.	Engage in simple conversations, introduce themselves and others. Use appropriate greetings and farewells in Spanish.
		Module 9	School life. Polite remarks. Polite requests. Numeracy. History.	Name school objects and supplies. Spell nouns in Spanish and ask for clarification.
		Module 10	Identity. Nationality. Celebrations. Belonging. Self and others. Geography.	Participate in conversation where their personal information, or someone else's personal information is requested.
		Module 11	Housing. Description. Comparison.	Description of house and house objects. Finding similarities and differences in housing conditions.
		Module 12	Family life. Family composition. Identity. Belonging. Description. Comparison.	Provide information about their family members and identify them using possessives and nouns in Spanish.
		Module 13	Description. Comparisons. Nature.	Describe animals using colours and adjectives in Spanish. Name and identify nouns in Spanish.
		Module 14	REVIEW MODULE	
		Module 15	Food. Routine. Health. Description. Comparisons.	Talk about food eaten in a daily basis using the corresponding nouns and articles in Spanish.
		Module 16	Family. Possession. Belonging. Self and others. Personal information. Relations.	Ask for and give information about family members of their own or from a third person.
		Module 17	Self and other. Personal information. Family. Relations. Belonging. Celebrations.	State their own and others personal information, specifically those from the closer circles. (Family, friends, pets)
		Module 18	Food. Ordering. Interactions and relations. Identifying. Comparison.	Engage in a conversation where they can order meals, drinks and desserts in Spanish. Additionally, students identify and name a variety of foods in the target language.

		Module 19	Clothing. Identity. Belonging. Self and others. Description. Comparison	Participate in conversations by describing objects in Spanish using adjectives, possessives and colours.
		Module 20	School life. Directions. Location. Immediate environment. Description.	Provide and ask for directions to arrive to spaces in the school campus. Ask for clarification when necessary.
		Module 21	REVIEW MODULE	
3-4	A	Module 22	Routine. School life. Self. Time.	Participates in conversation about daily routine activities and schedules.
		Module 23	Routine. Hobbies. Likes and dislikes. Comparisons. Media and Art.	Express likes and dislikes of their own, and from others, regarding daily activities. Identify similar structures between target language and their own and pinpoint key information in short texts.
		Module 24	Location. Directions. Immediate environment. Communities. History and geography	Provide and ask for directions in Spanish in a range of situations. Identify and name places in their city/neighbourhood.
		Module 25	Food. Preferences. Polite commands. Self and others	Express preferences in terms of food and order meals and drinks in Spanish. Report on someone else's preferences.
		Module 26	Weather. Description. Comparison. Communities. Environment.	Describe and compare landscapes from around the world, and their weather, in Spanish.
		Module 27	Emotions. Corporality. Self and others. Environment. Geography. Problem solving. Sports. Health.	Identify and name body parts, and express various "aches" in Spanish.
		Module 28	REVIEW MODULE	
	B	Module 29	Routine. Hobbies. Self and others. Practices and perspectives.	Talk about their, and others', routine during the week and weekend, providing the time and date.
		Module 30	Sports. Health. Plans. Hobbies. Routine.	Talk about plans, routine and sport they want to do. Additionally, students talk about someone else's plans.
		Module 31	Food. Meals. Descriptions. Comparisons.	Listen to natural audio in the target language and identify key information. Additionally, students are able to ask for the components of meals and drinks and order food.
		Module 32	Preferences. Opinion. Food. Self and others.	Express their preferences, or someone else's, in terms of foods in Spanish.
		Module 33	Directions. Orders and commands. Location. Communities	Provide and ask for directions to get to a place. Use prepositions and imperatives to give instructions to get to a place.
		Module 34	Descriptions. Self and others. Identity. Communities. Emotions.	Describe people using adjectives in Spanish, and express theirs, or someone else's, emotions.
		Module 35	REVIEW MODULE	
5-6	A	Module 36	Descriptions. Identity. Self and others. Communities. Comparisons.	Provide descriptions of self and others using adjectives in Spanish.
		Module 37	Belongings. Preferences. Hobbies, Sports. Media. Entertainment	Talk about self and others preferences in terms of games, sports, and media.

		Module 38	Food. Likes and dislikes. Agreement and disagreement. Problem solving. History. Geography. Negotiation.	Express their own preferences and state agreement or disagreement to preferences of others.
		Module 39	Clothes. Preferences. Negotiation. Description. Comparisons. Celebrations	Express their preferences in terms of clothes. They compare by using adjectives and demonstratives, and ask and report about someone else's preferences.
		Module 40	Directions. Location. Politeness. Requests. Negotiation. Communities.	Ask for and provide instructions/directions to arrive to different place in the city or find transportation.
		Module 41	Routine. Comparison. Hobbies. Habits.	List daily activities and use verbs in the gerund form to talk about actions happening in this moment.
		Module 42	REVIEW MODULE	
	B	Module 43	Preferences. Food. Description. Choices. History. Inventions.	Express their preferences in terms of food, provide and select from two options when in conversation.
		Module 44	Preferences. Foods. Different perspectives. Art. History.	Express their preferences in terms of food and report on someone else's preferences.
		Module 45	Preferences. Agreement/Disagreement. Negotiation. Self and others. Communities. Beliefs and practices.	Express their preferences in terms of sports and various activities. Express agreement to others' preferences in Spanish.
		Module 46	Routine. Description. Time. Comparisons. Practices and perspectives. Activities – sports and music.	Talk about actions happening now in Spanish. Write short texts to describe actions in the present.
		Module 47	Description. Comparison. Immediate environment. Society. Culture.	Use adjectives to describe their house/neighbourhood/city/country and make comparisons.
		Module 48	Location. Directions. Requests. Means of transportation. Our planet.	Ask for and provide the location of different countries around the world. Use prepositions in Spanish to provide directions.
		Module 49	REVIEW MODULE	

Scope: Foundation – Year 6

The following section outlines the scope of Pathway 1A, which covers Foundation (Prep) up to Year 6. The coding associated to the statements are intended for internal reference and is not cross-referencing any external curricula.

BAND P-2: Language

Language – Communicating:

- 1A.1.SP.NLS1 Students are able to introduce themselves using formal and informal forms.
- 1A.1.SP.NLS2 Students are able to talk about their personal information as their name, age and nationality.
- 1A.1.SP.NLS3. Students are able to ask and answer formulaic questions (By listing, naming, identifying)
- 1A.1.SP.NLS6 Students are able to exchange greetings and goodbyes including formal and informal ones.
- 1A.1.SP.NLS4 Students are able to present simple and basic information on familiar topics as someone else's name, nationality and age. .
- 1A.1.SP.NLS8 Students are able to create texts (Oral) about their immediate environment using nouns and definite and indefinite articles.
- 1A.1.SP.NLS17 Students are able to express ownership and relation.
- 1A.1.SP.NMS4. Students ask for repetition to maintain communication.
- 1A.1.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) using adjectives.
- 1A.3.SP.MS3 Students are able to produce short sentences.
- 1A.1.SP.MHS3 Students are able to make requests.
- 1A.3.SP.MHS4 Students are able to talk about daily routine.
- 1A.1.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task.
- 1A.2.SP.LMHS3 Students are able to describe and compare.
- 1A.3.SP.HW2 Students are able to produce certain texts using a provided format.

Language – Understanding:

- 1A.1.SP.NLMHS1. Students indicate lack of understanding to maintain communication.
- 1A.2.SP.NLL3 Students are able to comprehend familiar messages in listening with the assistance of visual aids. (Flashcards, pictures videos)
- 1A.1.SP.LR1 Students are able to comprehend texts related to personal information, prior knowledge and experiences.
- 1A.1.SP.LR3 Students are able to comprehend familiar messages with the assistance of visual aids when reading.

Language Awareness:

- 1A.1.SP.M1: Students are able to compare formal and informal forms of language in greetings in Spanish.
- 1A.1.SP.M2: Students use polite remarks from the target language when making requests or replying to them.
- 1A.1.SP.M3: Students learn about the agreement between Genre and adjectives in Spanish (Nationality)
- 1A.1.SP.M4: Students learn different ways to ask politely or make simple request in Spanish.
- 1A.1.SP.M5: Students learn about how some Spanish speakers provide directions giving objects as points of reference.
- 1A.1.SP.M6: Students learn about some words that change from country to country in the Hispano-American world.

- 1A.2.SP.M8: Students are able to use and compare formal and informal forms of language in greetings and good-byes in Spanish.
- 1A.2.SP.M9: Students use polite commands and phrases in Spanish.
- 1A.2.SP.M10: Students identify words in Spanish because of their cognates counterparts in English.
- 1A.2.SP.M11: Students demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
- 1A.2.SP.M12: Students learn about different ways to address family members in Spanish.
- 1A.2.SP.M13: Students demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
- 1A.3.SP.M15: Students demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.
- 1A.3.SP.M16: Students understand the different ways to refer to people in Spanish.
- 1A.3.SP.M17: Students learn about common pets' names and how pronouns are used with pets.
- 1A.3.SP.M18: Students recognize true and false cognates in the target language and compare them to own language.
- 1A.3.SP.M19: Students compare basic sound patterns and grammatical structures between the target language and own language.
- 1A.3.SP.M20: Students familiarise with how some Spanish speakers provide directions (Gestures, points of reference).

BAND P-2: Culture

- Students get familiar with festivals, fairs, parades, celebrations and cultural displays from the target culture.
- Students are able to recognize cultural expression (Art, cine, language, gestures)
- Students get acquainted with spaces, landscapes, biodiversity and geography of countries where the target language is spoken.
- Students are able to identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
- Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
- Students understand the different ways to refer to people in Spanish.
- Students recognize that there are important linguistic and cultural variations among groups that speak the same target language.
- Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

Language – Communicating:

- 1A.4.SP.NLS3 Students are able to ask and answer formulaic questions (By listing, naming, identifying).
- 1A.4.SP.NLS4 Students are able to present simple and basic information on familiar topics.
- 1A.4.SP.NLS5 Students are able to exchange descriptions of people.
- 1A.4.SP.NLS8 Students are able to create texts (Oral) about their immediate environment.
- 1A.5.SP.NLS12 Students are able to ask and answer a variety of questions on familiar topics.
- 1A.4.SP.LMS2 Students use polite commands.
- 1A.4.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics.
- 1A.5.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals).
- 1A.4.SP.MS3 Students are able to produce short sentences.
- 1A.5.SP.MS6 Students are able to create, present and talk about future plans.
- 1A.4.SP.LMHS3 Students are able to describe and compare.
- 1A.4.SP.MHS4 Students are able to talk about daily routine (activities)
- 1A.4.SP.LMHS2 Students ask for and give simple directions to go somewhere or to complete a task.

Language – Understanding:

- 1A.5.SP.NLL2 Students are able to interpret meaning of an audio-text using their known vocabulary.
- 1A.4.SP.NLL3 Students are able to comprehend familiar messages in listening with the assistance of visual aids. (Flashcards, pictures videos)
- 1A.4.SP.MHR1 Students are able to identify key information from texts using their prior knowledge of the words and the context.
- 1A.4.SP.MHR2 Students are able to identify key information from authentic texts (reading/viewing) with the assistance of visual aids and their prior knowledge.
- 1A.4.SP.LMHL2 Students are able to understand expressions indicating emotions.
- 1A.5.SP.LMHR2 Students are able to read and understand expressions indicating emotions.
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Language Awareness:

- 1A.4.SP.M22: Students familiarise with some gestures related to routine and asking for the time.
- 1A.4.SP.M23: Students compare basic sound patterns and grammatical structures between the target language and own language.
- 1A.4.SP.M24: Students recognize true and false cognates in the target language and compare them to own language.
- 1A.4.SP.M25: Students review the order in which adjectives go in a sentence in Spanish.
- 1A.4.SP.M26: Students review the order in which adjectives go in a sentence in Spanish.
- 1A.4.SP.M27: Students familiarise with the use of indirect object pronouns “Me” and “Te”, and how they express familiarity.
- 1A.5.SP.M29: Students recognize true and false cognates in the target language and compare them to own language.
- 1A.5.SP.M30: Students recognize true and false cognates in the target language and compare them to own language.
- 1A.5.SP.M31: Students identify new words in Spanish because of its similarities to words in English.
- 1A.5.SP.M32: Students compare basic sound patterns and grammatical structures between the target language and own language
- 1A.5.SP.M33: Students recognize true and false cognates in the target language and compare them to own language.
- 1A.5.SP.M34: Students compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.

BAND 3 - 4: Culture

- Students are able to recognize cultural expression (Art, cine, language, gestures)
- Investigate practice and perspectives of past and contemporary life in the target culture through a variety of media.
- Students get acquainted with spaces, landscapes, biodiversity and geography of countries where the target language is spoken.
- Students are able to identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
- Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
- Distinguish similarities and differences among the patterns of behaviour of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

Language – Communicating:

- 1A.6.SP.NLS5 Students are able to exchange descriptions of people.
- 1A.6.SP.NLS17 Students are able to express ownership and relation.
- 1A.6.SP.LS20 Students are able to use high frequency vocabulary related to everyday topics.
- 1A.6.SP.LW2 Students produce short connected sentences.
- 1A.6.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics.
- 1A.6.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals)
- 1A.6.SP.LMW1 Students are able to write about basic information and daily routine.
- 1A.6.SP.LMW2 Students are able to express their thoughts and preferences on familiar topics when writing.
- 1A.6.SP.MS8 Students are able to use conjunctions to connect sentences.
- 1A.6.SP.MHS3 Students are able to make requests.
- 1A.6.SP.MHS4 Students are able to talk about daily routine (activities).
- 1A.7.SP.MHS15 Students use visual clues and practiced sentences when presenting.
- 1A.7.SP.MHW1 Student write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
- 1A.6.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task.
- 1A.6.SP.LMHS3 Students are able to describe and compare.
- 1A.6.SP.HW1 Students are able to correct their script/piece of writing based on teacher's feedback

Language – Understanding:

- 1A.7.SP.LR4 Students are able to comprehend highly contextualized short and simple stories.
- 1A.6.SP.LR5 Students are able to understand simple texts with structures students are familiar with.
- 1A.6.SP.LMHL1 Students are able to identify key information from familiar words and phrases in listening.

Language Awareness:

- 1A.6.SP.M36: Students compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
- 1A.6.SP.M37: Students compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own.
- 1A.6.SP.M38: Students are able to use appropriate body language to assist their communication (gestures, hand gestures)
- 1A.6.SP.M39: Students compare basic sound patterns and grammatical structures between the target language and own language.
- 1A.6.SP.M40: Students recognize true and false cognates in the target language and compare them to own language.
- 1A.6.SP.M41: Students compare basic sound patterns and grammatical structures between the target language and own language.
- 1A.7.SP.M43: Students compare basic sound patterns and grammatical structures between the target language and own language.
- 1A.7.SP.M44: Students recognize true and false cognates in the target language and compare them to own language.
- 1A.7.SP.M45: Students recognize true and false cognates in the target language and compare them to own language.
- 1A.7.SP.M46: Students recognize true and false cognates in the target language and compare them to own language.
- 1A.7.SP.M47: Students familiarise and use gestures that accompany descriptions when given in Spanish.
- 1A.7.SP.M48: Students familiarise with gestures that accompany indications when given in Spanish (Only in certain contexts)

BAND 5 - 6: Culture

- Students get familiar with festivals, fairs, parades, celebrations and cultural displays from the target culture.
- Students are able to recognize cultural expression (Art, cine, language, gestures)
- Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.
- Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)
- Students get acquainted with spaces, landscapes, biodiversity and geography of countries where the target language is spoken.
- Compare and contrast the geography and history of countries of the target language, and discuss their impact on own culture.
- Students are able to identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).
- Distinguish similarities and differences among the patterns of behaviour of the target language by comparing information acquired in the target language to further knowledge of own language and culture.
- Students are able to draw comparisons between societies.
- Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

MODULE: 1

KEY CONCEPTS: Self, Personal Information

Topic Overview: Participating in structured conversation about greetings, good-byes and introducing oneself.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 1, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.1.SP.NLS1 Students are able to introduce themselves. • 1A.1.SP.NLS6 Students are able to exchange greetings. <p>Language awareness:</p> <p>CL2. Students are able to use and compare formal and informal forms of language in greetings and good-byes in Spanish.</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.1.SP.NLS1 Students are able to introduce themselves. <p>Students will communicate with the Spanish teacher in pairs during oral assessment. They will introduce themselves when asked to, and request someone's name.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.1.SP.NLS6 Students are able to exchange greetings. <p>Students will communicate with the Spanish teacher in pairs during oral assessment. They will greet their teacher formally or informally according to the situation (role-play) selected by the teacher.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Nombre – Name <p>Verbs:</p> <ul style="list-style-type: none"> • Llamarse – To be called (1st person singular) • Ser – To be (Conj. 3rd person singular) <p>Adjectives:</p> <ul style="list-style-type: none"> • Bien – Good/ Fine • Mal – Bad <p>Others:</p> <ul style="list-style-type: none"> • Hola – Hello • Chao – Bye • Por favor – Please • Gracias – Thank you • Buenos días – Good morning • Buenas tardes – Good afternoon • Buenas noches – Good night • Mucho gusto – Nice to meet you • Hasta luego/pronto – See you later/soon • ¿Cómo? – How/What (Question word) • My - Mi 	<p>During this Module, students will:</p> <p>1A.1.SP.NLS6 Walk around the room saying “Hello” and introduce themselves with three classmates using “I am called...”</p> <p>1A.1.SP.NLS6 Walk around the classroom and ask their classmates “How are you?” and answer “Good” or “Bad. They will high five if they say the former, and give them a pat on the shoulder if they say the latter.</p> <p>1A.1.SP.NLS1 Use the formal “My name is” and informal “I am called” to introduce themselves and finally say “Nice to meet you”. They will share a handshake with the former and a high five with the latter.</p> <p>1A.1.SP.NLS1 Go in an Onion ring formation to interact with their classmates. They will ask “How are you?” and “What’s your name?”</p> <p>1A.1.SP.NLS6 Use greetings “Buenos días/tardes/noches” with their classmates according to the image shown by the picture/flashcard.</p> <p>1A.1.SP.NLS6 Use different farewells “Hasta luego / pronto” when talking to their classmates.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 1, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1 Students will identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>CLMH2 Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken. (Not assessed).</p>	<p>Summative:</p> <p>Assessment Task: CLMH1 Students will identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 2: Students learn about “Tingo, tingo, tango” and compare it with other similar games they play at school.</p> <p>Lesson 4: Students learn about hand games played in Latin America and discuss similarities and differences with the ones played in their community.</p> <p>Lesson 6: Students learn “The broken bridge” in Spanish and make some comparisons between how it is played in Latin-America and in their community.</p> <p>Lesson 7: Students learn how Latin-American kids play “Hopscotch” and compare it with their own way of playing.</p> <p>Lesson 9: Students learn how to play “Congelados” (Statues) as Latin-American kids do. Then, they discuss some similarities and differences between the two.</p>	<p>Intercultural understanding:</p> <p>Spanish Speaking countries around the world.</p> <p>Kids familiarise with games from Latin-America</p> <ol style="list-style-type: none"> 1. Tingo, Tingo, Tango. 2. “Gallinita ciega” – Blind man’s bluff 3. Chocolate (Hand game) 4. “El puente está quebrado” – The broken bridge 5. Rayuela – Hopscotch 6. Congelados – Statues.

MODULE: 2

KEY CONCEPTS: School life. Personal information. Belongings. Identity.

Topic Overview: Maintaining conversation by showing lack of understanding and, name and spell school supplies in Spanish.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 2, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.1.SP.NLMHS1 Students indicate lack of understanding to maintain communication. • 1A.1.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). • 1A.1.SP.NMS4. Students ask for repetition to maintain communication. <p>Language awareness:</p> <p>MHS3 Students are able to make simple requests.</p> <p>Students use polite remarks from the target language when making requests or replying to them.</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <p>1A.1.SP.NLMHS1 Students indicate lack of understanding to maintain communication.</p> <p>Students are able to ask for repetition when facing a situation in which they do not understand what was said.</p> <p>Assessment Task 2:</p> <p>1A.1.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying).</p> <p>Students ask how a word is said and written in Spanish and reply using nouns and spelling, respectively.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Libro - Book • Mesa - Table • Lápiz - pencil • Borrador - Eraser • Mochila - Back pack • Escuela - School • Cuaderno - Notebook • Sacapuntas - Sharpener • Marcador - Marker • Colores - Colors • Alfabeto - Alphabet <p>Verbs:</p> <ul style="list-style-type: none"> • Entender - To understand • Poder - Can/ Be able to (c. 2nd p. singular) • Repetir - To repeat • Llamarse - To be called (conj. 3rd singular) • Decir - To say • Escribir - To write <p>Demonstrative:</p> <ul style="list-style-type: none"> • Esto - This • Others: No - No 	<p>During this Module, students will:</p> <p>1A.1.SP.NLMHS1 Students ask for repetition after not understanding someone else's name using "No entiendo, ¿puedes repetir?"</p> <p>1A.1.SP.NLS3 Play Pictionary with their classmates in order to name school supplies in Spanish.</p> <p>1A.1.SP.NLS3 Point to school supplies and ask their classmates for the name of the object using "¿Cómo se llama esto?"</p> <p>1A.1.SP.NLMHS1 Ask their classmate for how to say a word in Spanish using "¿Cómo se escribe?"</p> <p>1A.1.SP.NLS3 Ask their classmates for the name of and objects and then ask for repetition. Their classmates will spell the name using the alphabet.</p> <p>1A.1.SP.NLMHS1 Spell nouns in Spanish using the Alphabet.</p> <p>1A.1.SP.NLMHS1 Spell nouns for their classmates when asked "¿Cómo se escribe?"</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 2, students will:</p> <p>Culture and Intercultural Understanding:</p> <ul style="list-style-type: none"> CLMH1 Students will identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature). 	<p>Summative:</p> <p>Assessment Task: CLMH1 Students will identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 1: Students learn 2 basic moves from Cha cha cha, the Cuban dance.</p> <p>Lesson 2: Students learn about Mariachis and the culture behind it, reflected in the movie Coco.</p> <p>Lesson 3: Students familiarise with reggaeton, its history and what it means for Latin-American youth.</p> <p>Lesson 4: Students learn about Salsa dancing and create their very own Salsa gown.</p> <p>Lesson 6: Students familiarise with Rock in Spanish and what it means for Latin-American youth.</p> <p>Lesson 7: Students learn about Colombian cumbia, some steps and how it has been expanding through Latin-America.</p> <p>Lesson 8: Students learn about Andean music and how it expresses the connection between earth and humankind.</p> <p>Lesson 9: Students learn about Tango, the Argentinian dance, and create a gown to dance tango.</p>	<p>Intercultural understanding:</p> <p>Latin-American music genres and dances, and how it represents culture:</p> <ul style="list-style-type: none"> -Youth's voice -Connection between Earth and Humankind -History of music genres in Latin-America

MODULE: 3

KEY CONCEPTS: Identity, Self and Others, Nature/Our world.

Topic Overview: Provide personal information from someone else or their own (Nationality and Age).

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 3, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.1.SP.NLS4 Students are able to present simple and basic information on familiar topics. 1A.1.SP.NLS2 Students are able to talk about their personal information. <p>Language Awareness:</p> <ul style="list-style-type: none"> CH4 Students compare basic sound patterns and grammatical structures between the target language and own language. <p>Students learn about the agreement between Genre and adjectives in Spanish (Nationality)</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.1.SP.NLS4 Students are able to present simple and basic information on familiar topics. <p>Students are able to provide someone else's personal information, including their name and age.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.1.SP.NLS2 Students are able to talk about their personal information. <p>Students provide their personal information when asked (Name, age and nationality).</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Venezuela, Colombia, Panamá, Argentina, Chile, Belice, Guatemala, República Dominicana, Paraguay, Uruguay. (1: Uno / 2: Dos / 3: Tres / 4: Cuatro /5: Cinco / 6: Seis / 7: Siete / 8: Ocho / 9: Nueve / 10: Diez / 11: Once / 12: Doce / 13: Trece / 14: Catorce / 15: Quince) Año - Year <p>Verbs:</p> <ul style="list-style-type: none"> Ser - To be (conj. 1st and 2nd person singular) Tener - To have (conj. 1st, 2nd and 3rd person singular) <p>Pronouns:</p> <ul style="list-style-type: none"> Yo - I Tú - You Él - He Ella - She <p>Others:</p> <ul style="list-style-type: none"> De - From/Of Y - And Dónde - Where (Question word) Cuántos - How many (Question word) 	<p>During this Module, students will:</p> <p>1A.1.SP.NLS4 Ask their classmates for someone else's name and complete a chart.</p> <p>1A.1.SP.NLS2 Provide their nationality using "Yo soy de..." and the name of a country.</p> <p>1A.1.SP.NLS2 Ask their classmates for their "Latin" Nationality using "¿De dónde eres?"</p> <p>1A.1.SP.NLS2 Select a character and take the character's age as their own and interact with their classmates.</p> <p>1A.1.SP.NLS2 Ask their classmates for their age and provide theirs when asked "¿Cuántos años tienes?"</p> <p>1A.1.SP.NLS4 Ask for someone else's age and answer using numbers in Spanish.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 3, students will:</p> <p>Culture and Intercultural Understanding:</p> <ul style="list-style-type: none"> • CLMH2 Students familiarise with spaces, landscapes and geography of countries where the target language is spoken. • CL3 Students are able to recognize cultural expression (Art, cine, language, gestures) <p>-Pre-columbian civilizations architecture and Rapa Nui art.</p>	<p>Summative:</p> <p>Assessment Task: CLMH2 Students familiarise with spaces, landscapes and geography of countries where the target language is spoken.</p> <p>Lesson 1: Students learn about the natural mirror created in Salar de Uyuni during the rainy season.</p> <p>Lesson 2: Students learn about Caño Cristales and the reason behind its colors.</p> <p>Lesson 3: Students familiarise with fauna, flora and the characteristics of the Great blue hole.</p> <p>Lesson 4: Students learn about Glacier Perito Moreno and explore what can be done to protect it.</p> <p>Lesson 6: Students learn about the Easter Island, Moais and how islanders used the Resources of the island. Discuss how to protect natural Resources.</p> <p>Lesson 7: Students learn about “Cueva de Cristal”, its formation, temperature and why it is so unique.</p> <p>Lesson 8: Students familiarise with Tikal, a pre-Columbian city built by the Mayans.</p> <p>Lesson 9: Students familiarise with Isla Galápagos, its fauna and flora and how it is connected to Charles Darwin theory of evolution.</p>	<p>Intercultural understanding:</p> <p>Natural landscapes in Latin-America.</p> <ul style="list-style-type: none"> -Characteristics -History -How to protect them? (Environmental issues) -Formation (Geology) -Part of a community

MODULE: 4

KEY CONCEPTS: Description. School life. Our world. Politeness.
 Topic Overview: Identifying and naming school objects and making simple requests.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 4, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.1.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. 1A.1.SP.MHS3 Students are able to make requests. <p>Language awareness:</p> <ul style="list-style-type: none"> Students learn different ways to ask politely or make simple request in Spanish. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.1.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. <p>Students are able to use “¿Qué es/son esto/s?” to ask their classmates to identify school supplies and reply using indefinite articles and nouns.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.1.SP.MHS3 Students are able to make requests. <p>Students ask and answer to simple request for school supplies.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Estante – Shelf Regla – Ruler Tijeras – Scissors Pinturas – Paint Escritorio – Desk Corrector – Correction paper. Carpeta – Folder Bolígrafo – Pen Hoja de papel – Sheet of paper <p>Verbs:</p> <ul style="list-style-type: none"> Tener – To have (Conj. 2nd person singular) Ser – To be (Conj. 3rd person singular and plural) Prestar – To lend (Conj. 3rd person singular) <p>Indefinite articles:</p> <ul style="list-style-type: none"> Un-a – A. Unos-as – Some <p>Others:</p> <ul style="list-style-type: none"> Me – To me Eso / Esos – That / Those Sí / No – Yes / No 	<p>During this Module, students will:</p> <p>1A.1.SP.NLS8 Students identify and name school supplies by guessing the nouns according to TPR movements (Singular) and match them with the correct indefinite article.</p> <p>1A.1.SP.NLS8 Draw school supplies for their classmates so they can identify it and name them in Spanish using indefinite articles. (Plural)</p> <p>1A.1.SP.NLS8. Ask their classmates “¿Qué es esto?” so they can identify and name school supplies.</p> <p>1A.1.SP.NLS8 Guess the object that their classmate has put in their hands asking “¿Qué son esos?”</p> <p>1A.1.SP.MHS3 Talk about their classmates check list of their school supplies using “¿Tienes un-a...?”</p> <p>1A.1.SP.MHS3 Make polite requests and answer with “Sí” and “No” to complete a chart.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 4, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH2 Students get acquainted with spaces, landscapes, biodiversity and geography of countries where the target language is spoken.</p>	<p>Summative:</p> <p>Assessment Task: CLMH2 Students get acquainted with spaces, landscapes, biodiversity and geography of countries where the target language is spoken.</p> <p>Lesson 1: Students learn about Ocelots, their night vision, routine and how they are protected.</p> <p>Lesson 2: Students learn about Southern right whale, where they can be found and the banning of whale hunting.</p> <p>Lesson 3: Students learn about the Gila Monster, its characteristics and how human has used their venom as a diabetes medicine component.</p> <p>Lesson 4: Students familiarise with the Scarlet Macaw, how to take care when they are pets and how to protect them in the wild.</p> <p>Lesson 6: Students learn about “Pingüino Rey”, where they live, characteristics and how climate change affects their ecosystems.</p> <p>Lesson 7: Students familiarise with the Spectacled bear, its characteristics and routine.</p> <p>Lesson 8: Students familiarise with the Manned wolf, its characteristics, territory and particular bark.</p> <p>Lesson 9: Students learn about the Morpho butterfly, their camouflage and how they are a vital part of the environment.</p>	<p>Intercultural understanding:</p> <ul style="list-style-type: none"> • Latin-American animals and how they can be protected. • Latin-American animals with unique characteristics. • Latin-American animals and products created/taken from them.

MODULE: 5

KEY CONCEPTS: Descriptions. Directions. Location. Clothing and Identity.
Topic Overview: Describing clothes by stating their colour in Spanish and providing the location of such objects using demonstrative adverbs.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 5, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.1.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) 1A.1.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. 1A.1.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. <p>Language awareness:</p> <p>Students learn about how some Spanish speakers provide directions giving objects as points of reference.</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.1.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) <p>Students are able to describe school supplies with their colour in Spanish,</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.1.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. <p>Students are able to ask "¿Dónde está + article + noun?" and provide an answer using demonstratives and prepositions.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Color - Color Pantalón - Pants Camiseta - T-shirt Chaqueta - Jacket Zapatos - Shoes Calcetines - Socks Bufanda - Scarf Sombrero - Hat Tenis - Tennis shoes / Sneakers Guantes - Gloves Falda - Skirt Camisa - Shirt Vestido - Dress Botas - Boots Sandalias - Sandals <p>Verbs:</p> <ul style="list-style-type: none"> Estar - To be (conj. 3rd person plural) Ser - To be (conj. 3rd person plural) <p>Demonstrative adverbs:</p> <ul style="list-style-type: none"> Aquí - Here (Demonstrative adverb) Allá - Over there (Demonstrative adverb) <p>Adjectives (Nouns)</p> <ul style="list-style-type: none"> Amarillo - Yellow / Azul - Blue / Rojo - Red / Blanco - White / Negro - Black / Marrón - Brown / Gris - Gray / Verde - Green / Naranja - Orange / Morado - Purple / Rosado - Pink 	<p>During this Module, students will:</p> <p>1A.1.SP.LMHS2 Draw their room and position pieces of clothes and provide their location using "Aquí".</p> <p>1A.1.SP.LMS5 Identify the location of pieces of clothes using hieroglyphics provided by the teacher.</p> <p>1A.1.SP.LMHS2 Complete a chart with the location of different pieces of clothing using "Aquí" and "Allá".</p> <p>1A.1.SP.LMHS2 Ask "¿Dónde están?" and reply with the location of an object using plural nouns and demonstratives adverbs (Aquí/Allá)</p> <p>1A.1.SP.LMS5 Role-play a Police-witness situation for them to describe what "a suspect" was wearing.</p> <p>1A.1.SP.LMS5 Guess a character based on the description that their classmates provide of the characters' clothes.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 5, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1 Students are able to identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CLMH1 Students are able to identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature)</p> <p>Lesson 1: Students learn about Wayuu women clothing and where they use them (Ceremonies).</p> <p>Lesson 2: Students learn about how Quechua women dye wool with natural plants, and how their clothing is part of their cultural identity.</p> <p>Lesson 3: Students familiarise with the Amazon tribe’s gowns and compare it with aboriginal tribes in their own culture.</p> <p>Lesson 4: Students learn about gowns Incas, Mayas and Aztecs used to wear and create a new gown taking those as references.</p> <p>Lesson 6: Students learn about uniforms used by Latin-American schools and compare it with uniforms in their schools.</p> <p>Lesson 7: Students familiarise with Sombreros from Latin-America, their characteristics and who uses them.</p> <p>Lesson 8: Students familiarise with Feria de las Flores, and the tradition of <i>Silleteros</i>.</p> <p>Lesson 9: Students learn about “Marimonda” and La Catrina gowns used in the Barranquilla Carnival and the day of the dead, and the meaning behind them.</p>	<p>Intercultural understanding:</p> <p>Clothing used in Latin-America:</p> <ul style="list-style-type: none"> -By native tribes. -For Carnivals and festivities. -School life <p>Meaning and history behind certain pieces of clothing used in Latin-America.</p> <p>Comparison between clothing used in Latin-America and students country/culture.</p>

MODULE: 6

KEY CONCEPTS: Belongings/Possession. Description. Transportation.
Topic Overview: Engage in conversations about belongings or possessions of their own and from others. Identify and name means of transportation in Spanish.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 6, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.1.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. 1A.1.SP.NLS17 Students are able to express ownership and relation. <p>Language awareness:</p> <p>CH8 Students recognize that there are important linguistic and cultural variations among groups that speak the same target language.</p> <p>Students learn about some words that change from country to country in the Hispano-American world.</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.1.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. <p>Students name and identify nouns in Spanish according to the visual/oral cues of the teacher.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.1.SP.NLS17 Students are able to express ownership and relation. <p>Students talk about theirs, and others' belongings when asked about it in conversation.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Carro – Car Bus – Bus Motocicleta – Motorcycle Bicicleta – Bicycle Camión – Truck Metro – Metro Tren – Train Patineta – Skate Patines – Rollerblades Casa – House Apartamento – Apartment/Flat Habitación - Bedroom <p>Possessives:</p> <ul style="list-style-type: none"> Mío / Mía – Mine (Masculine and Feminine) Suyo / Suya – His/Hers/Theirs Mi / Mis – My (Singular/Plural) Tu / Tus – Your (Singular/Plural) <p>Others:</p> <ul style="list-style-type: none"> ¿De quién es...? - ¿De quién son...? 	<p>During this Module, students will:</p> <p>1A.1.SP.NLS8 Review the use of “El” and “La” to name objects/nouns in Spanish.</p> <p>1A.1.SP.NLS8 Review the use of “Los” and “Las” by matching them with the corresponding nouns (feminine or masculine plural).</p> <p>1A.1.SP.NLS17 Ask “¿De quién es...?” to their classmates in order to express their ownership (Mío/Mía) of different objects shown by the teacher.</p> <p>1A.1.SP.NLS17 Ask and answer to “¿De quién son...?” using “Suyo/a” in a conversation.</p> <p>1A.1.SP.NLS17 Engage in a conversation with their classmates where they express ownership over different objects sing “Mi” and “Mis” (Singular/Plural).</p> <p>1A.1.SP.NLS17 Express someone else’s ownership (Tu/Tus) over different objects shown by the teacher.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 6, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 1: Students learn about one of the most fun and colourful vehicles from Colombia: Chivas.</p> <p>Lesson 2: Students familiarise with Old cars from the streets of Cuba, and what they represent for the community of La Habana.</p> <p>Lesson 3: Students learn about Llamas y Alpacas used in the Andean region for transport.</p> <p>Lesson 4: Students familiarise with different means of transportation in Rural Latin-America and compare them with their own.</p> <p>Lesson 6: Students familiarise with Taxis from Mexico and compare them with their own.</p> <p>Lesson 7: Students learn about "Cebolleros", a particular kind of bus from Latin-America.</p> <p>Lesson 8: Students learn about Transmilenio and similar means of transportation across Latin-American cities.</p> <p>Lesson 9: Students familiarise with different forms of art that can be found in Public transport from Latin-American cities.</p>	<p>Intercultural understanding:</p> <p>Students identify means of transportation from Latin-America and compare them with their own.</p> <p>-Rural transportation. -Urban transportation.</p> <p>Students empathise with the realities of Latin-Americans in certain areas where transportation is more complicated, and propose ideas to solve such issues.</p> <p>Students familiarise with common behaviours related to means of transportation (Public).</p>

MODULE: 7

Review Module

MODULE: 8

<p>KEY CONCEPTS: Self and others. Greetings. Identity. Nature. Pets. Beliefs and practices.</p> <p>Topic Overview: Engage in simple conversations, introduce themselves and others. Use appropriate greetings and farewells in Spanish.</p>	<p>MODULE DURATION: 10 sessions</p>
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 8, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS6 Students are able to exchange greetings. 1A.2.SP.NLS1 Students are able to introduce themselves. <p>Language awareness:</p> <p>CL2 Students understand the different ways to refer to people in Spanish.</p> <p>Students are able to use and compare formal and informal forms of language in greetings and good-byes in Spanish.</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS6 Students are able to exchange greetings. <p>Students use different greetings in Spanish according to situations and visual cues proposed by the teacher.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS1 Students are able to introduce themselves. <p>Students state their name in Spanish when asked for, and ask for someone’s name in situations given by the teacher.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Nombre – Name <p>Verbs:</p> <ul style="list-style-type: none"> Llamarse – To be called (1st, 2nd and 3rd person singular) Estar – To be (Conj. 2nd person singular) <p>Adjectives:</p> <ul style="list-style-type: none"> Bien – Good/ Fine Mal – Bad <p>Others:</p> <ul style="list-style-type: none"> Hola – Hello Chao – Bye Buenos días – Good morning Buenas tardes – Good afternoon Buenas noches – Good night Nos vemos – See ya! Adiós – Good-bye ¿Cómo? – How/What (Question word) ¿Qué tal? – What’s up? ¿Cómo se llama? – What is his/her name? 	<p>During this Module, students will:</p> <p>1A.2.SP.NLS6 have a short conversation with their classmates using the language learned in class.</p> <p>1A.2.SP.NLS1 go around the classroom asking their classmates for their name using “¿Cómo te llamas?”</p> <p>1A.2.SP.NLS1 select a character’s name and use to ask and reply to “¿Cómo se llama?”</p> <p>1A.2.SP.NLS6 go in onion rings and ask each other “¿Qué tal?”. If they answer “Bien” they give each other a high-five, if they answer “Mal” they will their classmate a pat in the shoulder.</p> <p>1A.2.SP.NLS6 greet each other formally depending on the time of the day (visual cues)</p> <p>1A.2.SP.NLS6 farewell each other formally or informally using “Nos vemos” or “Adiós”.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 8, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH3. Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p>	<p>Summative:</p> <p>Assessment Task: CLMH.3. Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p> <p>Lesson 3: Students familiarise with the tradition of eacting "Cuy" or Guinea pigs, in some Andean countries.</p> <p>Lesson 4: Students learn about "Parque seminario" in Guayaquil, Ecuador and the Iguanas that populate it.</p> <p>Lesson 8: Students familiarise with Llamas as pets, transportation and source of wool in Andean countries.</p> <p>Lesson 9: Students learn about Xolo dogs and Mexicas beliefs about them (Pre-Columbian beliefs and deities).</p>	<p>Intercultural understanding:</p> <p>Students are able to get to know some animals that Latin-American people have as pets, companion or take care of. According to this, students find similarities and differences in practices and beliefs between the target culture and their own.</p> <ul style="list-style-type: none"> -Guacamayas -Guinea pigs -Capybaras -Turtles -Exotic frogs -Llamas -Xolo dogs.

MODULE: 9

KEY CONCEPTS: School life. Polite remarks. Polite requests. Numeracy. History.
 Topic Overview: Name school objects and supplies. Spell nouns in Spanish and ask for clarification.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 9, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.2.SP.MHS3 Students are able to make requests 1A.2.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. 1A.2.SP.LMHS1 Students indicate lack of understanding to maintain communication. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> LMS2 Students use polite commands. Students use polite commands and phrases in Spanish. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.2.SP. MHS3 Students are able to make requests <p>Students engage in a small conversation where they use polite requests to ask for school supplies, with the guidance of visual cues.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.2.SP. NLS8 Students are able to create texts (Oral) about their immediate environment. <p>Students are able to name, spell and identify school supplies with the help of visual cues.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Tablero – Whiteboard Regla – Ruler Carpeta – Folder Uno – 1, Dos – 2, Tres – 3, Cuatro – 4, Cinco- 5, Seis – 6, Siete – 7, Ocho – 8, Nueve – 9, Diez – 10. <p>Verbos:</p> <ul style="list-style-type: none"> Pasar - To pass Deletrear – To spell Decir – To say Tener – To have (Conj. 1st and 2nd person singular) Entender – To understand (Conj. 1st person singular) <p>Demonstratives:</p> <ul style="list-style-type: none"> Eso – It Esos – Those <p>Others:</p> <ul style="list-style-type: none"> ¿Cómo se deletrea? How do you spell? ¿Cómo se dice? – How do you say? Por favor – Please Gracias – Thank you 	<p>During this Module, students will:</p> <p>1A.2.SP.MHS3 ask for the name of certain school supplies in Spanish shown by the teacher,</p> <p>1A.2.SP.MHS3 review the alphabet, spell and ask their classmates to spell the name of some school supplies. They will review the use of “No entiendo, ¿puedes repetir?”</p> <p>1A.2.SP.NLS8 create a list of school supplies they have, go around the classroom and ask their peers if they have these school supplies. “Tengo 2 reglas / No tengo reglas”</p> <p>1A.2.SP.MHS3 ask and respond to informal requests in Spanish “¿Tienes un/a...?” and complete a chart with the information collected in the interactions.</p> <p>1A.2.SP.MHS3 ask and answer to “¿Cuántos tienes...?” using school supplies and numbers learned so far. A list with all the supplies in the class will be made at the end of the interactions.</p> <p>1A.2.SP.MHS3 ask their classmates to pass a specific school supply (determined by the Spanish teacher).</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 9, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH2 Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p>	<p>Summative:</p> <p>Assessment Task: CLMH2 Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p> <ul style="list-style-type: none"> • <p>Lesson 4: Students familiarise with “Tikal” and the meaning of this constructions in Pre-Columbian times and nowadays.</p> <p>Lesson 9: Students familiarise with the floating islands of Lake Titicaca; explore their construction and community nowadays.</p>	<p>Intercultural understanding:</p> <p>Students explore different astonishing buildings and constructions from Latin-America. Explore their significance and compare them with similar constructions in their own culture.</p>

MODULE: 10

<p>KEY CONCEPTS: Identity. Nationality. Celebrations. Belonging. Self and others. Geography.</p> <p>Topic Overview: Participate in conversation where their personal information, or someone else’s personal information is requested.</p>	<p>MODULE DURATION: 10 sessions</p>
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 10, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS2 Students are able to talk about their personal information. 1A.2.SP.NLS4 Students are able to present simple and basic information on familiar topics. 1A.2.SP.NLL3 Students are able to comprehend familiar messages in listening with the assistance of visual aids. (Flashcards, pictures videos) (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> CLM3 Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. <p>Students identify words in Spanish because of their cognates counterparts in English.</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS2 Students are able to talk about their personal information. <p>Students are able to state their nationality and their birth date, when engaging in a role-play situation.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS4 Students are able to present simple and basic information on familiar topics. <p>Students are able to ask and answer someone else’s personal information in a role-play situation selected by the Spanish teacher.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Peruano/a – Peruvian Boliviano/a – Bolivian Argentino/a – Argentinian Colombiano/a – Colombian Australiano/a – Australian Estadounidense – American Mexicano/a – Mexican Cubano/a – Cuban Puertoriquense – Puerto Rican Cumpleaños – Birthday Enero – Jan. Febrero – Feb. Marzo – Mar. Abril – Apr. Mayo – May. Junio – Jun. Julio – Jul. Agosto – Aug. Septiembre – Sept. Octubre – Oct. Noviembre – Nov. Diciembre – Dec. <p>Verbs:</p> <ul style="list-style-type: none"> Ser – To be (Conj. 1st, 2nd and 3rd person singular) <p>Others:</p> <ul style="list-style-type: none"> ¿De dónde...? – Where from? En – In De – Of <p>*Review numbers and possessives (my/your)</p>	<p>During this Module, students will:</p> <p>1A.2.SP.NLS2 select a nationality from the ones covered in the class and use it as their own. They will point to the country during their interactions.</p> <p>1A.2.SP.NLS2 complete a chart with their selected nationality (from the ones learned) and their classmates nationalities. They will ask and answer to “¿De dónde eres?”</p> <p>1A.2.SP.NLS4 ask about a third person nationality, their classmates will answer using the characters disposed by the Spanish teacher.</p> <p>1A.2.SP.NLS2 state their birthday date using the correct date in Spanish “Mi cumpleaños es en...”</p> <p>1A.2.SP.NLS2 create a calendar of birthday as a group. First, they will collect information using the language learned and then create the calendar as a class.</p> <p>1A.2.SP.NLS4 ask about a third person’s birth date and answer by using the data given by the Spanish teacher.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 10, students will:</p> <p>Culture and Intercultural Understanding:</p> <ul style="list-style-type: none"> • CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.) 	<p>Summative:</p> <p>Assessment Task: CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>Lesson 1: Students familiarise with the birthday song used by Mexicans and the reason behind its use.</p> <p>Lesson 2: Students familiarise with the birthday song used by Venezuelans and compare it with their own version.</p> <p>Lesson 4: Students learn about the Piñata tradition in Latin-America, where it comes from and its significance in this culture.</p> <p>Lesson 6: Students learn about games played during birthday celebrations and compare them with their own.</p> <p>Lesson 9: Students learn about the Latin-American tradition of “Quinceañeras”, why and how are they celebrated.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with traditions regarding Birthdays in Latin-America and compare them with their own.</p> <ul style="list-style-type: none"> -Food -Ceremonies -Games -Songs/Music

MODULE: 11

KEY CONCEPTS: Housing. Description. Comparison.

Topic Overview: Description of house and house objects. Finding similarities and differences in housing conditions.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 11, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. 1A.2.SP.LMHS3 Students are able to describe and compare. 1A.2.SP.NLL3 Students are able to comprehend familiar messages in listening with the assistance of visual aids. (Flashcards, pictures videos) (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> CLM3 Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. <p>Students are able to name and identify house objects using visual or audio cues.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.2.SP.LMHS3 Students are able to describe and compare. <p>Students describe rooms in their house, listing objects (name and number) in them and comparing them to other rooms.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Ventana – Window Mesa – Table Cama – Bed Sofá – Couch Televisión – TV Estufa – Stove Espejo – Mirror Refrigerador – Refrigerator Habitación – Bedroom Sala de estar – Livingroom Cocina – Kitchen Baño – Bathroom Silla – Chair <p>Others:</p> <ul style="list-style-type: none"> Hay – There is/are In – En ¿Cuántos/as? – How many? (Masculine/ Feminine) Un/a – Indefinite articles (Maculine/Feminine) <p>*Review definite articles “El/La” and numbers.</p>	<p>During this Module, students will:</p> <p>1A.2.SP.NLS8 identify and name house objects when playing Pictionary with their classmates.</p> <p>1A.2.SP.NLS8 name objects that can be found in a house room. Their classmates will guess which room they are referring to.</p> <p>1A.2.SP.LMHS3 describe a house room for their classmates, who will have to draw it as accurately as possible.</p> <p>1A.2.SP.LMHS3 describe a room in their house for their classmates and make comparisons between the two.</p> <p>1A.2.SP.LMHS3 create a list of objects in their house. Then, they will compare it with objects in their classmate’s house. (Only singular objects)</p> <p>1A.2.SP.LMHS3 create a list of objects in their house. Then, they will compare it with objects in their classmate’s house. (Plural objects)</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 11, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH.1. Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CLMH.1. Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 1: Students learn about how indigenous Kogi community lives at Parque Tayrona in Colombia. (Housing)</p> <p>Lesson 2: Students familiarise with housing life styles of the community of Uros in the Titicaca lake.</p> <p>Lesson 4: Students learn about rural housing in Latin-America and compare it with rural housing in their country/culture.</p> <p>Lesson 6: Students familiarise with the most populated island in the world, located in Colombia's pacific coast line, and discuss how overpopulation might affect/benefit the population there.</p> <p>Lesson 9: Students learn about urban life in main Latin-American cities and compare it with living in big cities in their country.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with the different ways of living in various Latin-American regions. They will compare these realities with their own in order to understand the target culture in a deeper sense.</p> <ul style="list-style-type: none"> -Indigenous communities -Main cities -Rural housing -Overpopulation -Environmental housing

MODULE: 12

KEY CONCEPTS: Family life. Family composition. Identity. Belonging. Description. Comparison.
 Topic Overview: Provide information about their family members and identify them using possessives and nouns in Spanish.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 12, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). 1A.2.SP.NLS17 Students are able to express ownership and relation. <p>Language awareness:</p> <ul style="list-style-type: none"> CL2 Students understand the different ways to refer to people in Spanish. <p>Students learn about different ways to address family members in Spanish.</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). <p>Students are able to name and list family member in Spanish using visual cues (family tree).</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.2.SP.NLS17 Students are able to express ownership and relation. <p>Students are able to use possessives to refer to/ identify theirs, or someone else's, family members.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Mamá – Mother Papá – Father Hermano/a – Brother / Sister Hermanos – Siblings / Male brothers or combination of Male-female. Hermanas – Female sisters. Tío/a – Uncle/ Aunty Tíos – Uncles / Uncles and Aunties combined. Primo/a – Cousin Primos – Male cousins / Combination of female and male cousins. Abuelo/a – Grandfather/mother Abuelos – Grandfathers / Combined grandfather and grandmother. <p>Verbs:</p> <ul style="list-style-type: none"> Llamarse – To be called (Conj. 3rd person singular and plural) Ser – To be (Conj. 3rd person singular and plural) <p>Pronouns:</p> <ul style="list-style-type: none"> Él / Ella – He / She Ellos /Ellas – They (Masculine-Feminine) <p>Others:</p> <ul style="list-style-type: none"> ¿Quién/es? – Who? 	<p>During this Module, students will:</p> <p>1A.2.SP.NLS3 select a mother and father figure from the list given by the teacher and introduce them as their parents.</p> <p>1A.2.SP.NLS17 draw their family nucleus and present them to their classmates when asked “¿Quién es él/ella?”</p> <p>1A.2.SP.NLS17 create the ID cards of 2 family member and introduce them by name when ask about it. “¿Cómo se llama él/ella?”</p> <p>1A.2.SP.NLS3 talk about their extended family using the language learned in the class.</p> <p>1A.2.SP.NLS17 create a “Famous family tree”, where they will select characters to pose as their family members. Then, they will present it to some classmates.</p> <p>1A.2.SP.NLS17 introduce their own family members to their classmates by name “¿Cómo se llaman ellos/ellas?” (My family tree)</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 12, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH3 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p>	<p>Summative:</p> <p>Assessment Task: CLMH3 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p> <p>Lesson 3: Students learn about families in rural areas of Latin-America and how they live. Then, they will describe families in rural areas of their own culture and make a list of comparisons between the two.</p> <p>Lesson 4: Students familiarise with the family constitution and roles of Pre-Columbian families and compare them with indigenous/aboriginal communities in their culture.</p> <p>Lesson 9: Students learn about how families are constituted in big cities nowadays in Latin-America, and compare them with their own.</p>	<p>Intercultural understanding:</p> <p>Students learn about and discuss differences and similarities between Hispano-American families and their own.</p> <ul style="list-style-type: none"> -Rural families -Pre-Columbian families -Families nowadays (big cities) -Family roles -Spain's royal family -President's family

MODULE: 13

KEY CONCEPTS: Description. Comparisons. Nature.

Topic Overview: Describe animals using colours and adjectives in Spanish. Name and identify nouns in Spanish.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 13, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.2.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) 1A.2.SP.LMHS3 Students are able to describe and compare. <p>Language awareness:</p> <ul style="list-style-type: none"> CLM3 Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.2.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) <p>Students use adjectives in Spanish, and colours, to describe animals according to the visual cues given by the teacher.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.2.SP.LMHS3 Students are able to describe and compare. <p>Students compare animals according to the activities they can do and their physical appearance. They can ask and answer questions as “¿Quién es rápido?, ¿Cómo es el elefante?”</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Jaguar – Jaguar Elefante – Elephant Tortuga – Turtle Conejo – Rabbit Ratón – Mouse León – Lion Mono – Monkey Perro – Dog Gato – Cat Aguila – Eagle <p>Verbs:</p> <ul style="list-style-type: none"> Correr – To run Nadar – To swim Saltar – To jump Caminar – To walk Volar – To fly <p>Adjectives:</p> <ul style="list-style-type: none"> Rápido – Fast Lento – Slow Grande – Big Pequeño – Small Blanco – White Negro – Black Verde – Green Amarillo – Yellow Azul – Blue Rojo – Red Gris – Grey Naranja – orange 	<p>During this Module, students will:</p> <p>1A.2.SP.LMS5 describe animals to their classmates using the nouns and colours learned in the lesson.</p> <p>1A.2.SP.LMS5 ask for and answer to “¿De qué color es...?” using the animals and colours learned so far.</p> <p>1A.2.SP.LMHS3 compare animals according to their physical appearance (grande - pequeño) and classify them accordingly.</p> <p>1A.2.SP.LMS5 ask their classmates to describe a particular animals. Their classmates will look at the images given by the teacher, and describe for their peer, so they can draw the corresponding animal.</p> <p>1A.2.SP.LMHS3 compare and rank animals according to the activities they can do and how fast/slow they are.</p> <p>1A.2.SPLMHS3 use the visual cues on the screen to ask for animals that fit their question: “¿Quién es lento?” / “La Tortuga camina lento”</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 13, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH2. Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p>	<p>Summative:</p> <p>Assessment Task: CLMH2. Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p> <p>Lesson 1: Students learn about “Vaquita” the national marine animals of Mexico. They will discuss some possible actions to avoid its extinction.</p> <p>Lesson 3: Students learn about the “West Indian Manatee”, the national marine animal from Costa Rica. It will be explored what Costa Rica is doing to preserve this species.</p> <p>Lesson 4: Students learn about the Quetzal, the national animal of Guatemala, and its historic significance for this country.</p> <p>Lesson 9: Students with the national bird of 3 countries, “The Andean Condor”. They will discuss and come up with possible solutions for the protection of this creature due to its importance in the Andean region.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with national animals from Latin-American countries. They will discuss their significance to each country and inform themselves more on national species from their own country.</p> <p>It will be explored how some species are endangered and propose possible solutions or actions from students standing point.</p>

MODULE: 14

Review Module

MODULE: 15

KEY CONCEPTS: Food. Routine. Health. Description. Comparisons.

Topic Overview: Talk about food eaten in a daily basis using the corresponding nouns and articles in Spanish.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 15, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). 1A.3.SP.MHS4 Students are able to talk about daily routine. <p>Language awareness:</p> <ul style="list-style-type: none"> CLM3 Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). <p>Students state the name of the food in Spanish and use the correct definite article (El, La, Los, Las).</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.3.SP.MHS4 Students are able to talk about daily routine <p>Students are able to talk about what they eat, listing and naming food they eat on a daily basis (Breakfast, lunch, dinner, snacks).</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Pera – Pear Manzana – Apple Naranja – Orange Uva – Grapes Panqueques – Pancakes Huevos – Eggs Tocino – Bacon Cereal – Cereal Pan – Bread Jugo de naranja – Orange juice Limonada – Lemonade Leche – Milk Agua - Water <p>Definite articles:</p> <ul style="list-style-type: none"> El / La – The (Masculine/ Feminine) Los / Las – The (Masculine / Feminine plural) <p>Verbs:</p> <ul style="list-style-type: none"> Comer – To eat (Conj. 1st person singular) <p>Others:</p> <ul style="list-style-type: none"> Sí – Yes No – No ¿Qué – What? Y - And 	<p>During this Module, students will:</p> <p>1A.3.SP.NLS3 move according to the movements taught in class and play charades with their peers in order to guess the correct fruit.</p> <p>1A.3.SP.NLS3 role-play a restaurant scenario where they will order breakfast.</p> <p>1A.3.SP.MHS4 select a drink from the given drink menu and talk to their classmates about their choice.</p> <p>1A.3.SP.MHS4 draw 4 food they eat and then go around the classroom looking for a peer with similar foods.</p> <p>1A.3.SP.MHS4 play “Find someone who” using food they DO NOT eat, until they find someone with similar answers.</p> <p>1A.3.SP.NLS3 ask their peers “¿Qué comes?” in turn, they will reply with a list of some of the nouns learned so far.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 15, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 1: Students familiarise with “Lunches at Grandma’s” that are a weekend tradition in some Latin-American countries.</p> <p>Lesson 2: Students learn about Latin-American breakfasts and compare them with their own.</p> <p>Lesson 3: Students learn about the different meal times that people have in the Hispanic world, and will compare them to their own.</p> <p>Lesson 4: Students learn about Christmas dinners in Latin-America. Then, they will create a list of similarities and differences between this one and their own.</p> <p>Lesson 6: Students familiarise with traditional Latin-American sweets. They learn their ingredients and origin. Then, compare them with sweets/desserts from their culture.</p> <p>Lesson 7: Students learn about the central position of natural juices as part of every meal in Latin-America. They examine the benefits of them and how this is different/similar to their own meals/drinks.</p> <p>Lesson 8: Students familiarise with foods that Latin-Americans eat as snacks at different times of the day. Then, they will create a list of similarities and differences between their snack and those from Latin-America.</p> <p>Lesson 9: Students learn about street food in Latin-America. They explore the ingredients and history behind them. Then, they will compare them with food from their own and other cultures.</p>	<p>Intercultural understanding:</p> <p>Students get acquainted with a variety of food from Latin-America. From special occasions, daily life, snacks, and more.</p> <p>Students discuss similarities and differences between their culture and the target culture in terms of food. In addition to that they will explore similar foods from other cultures around the world.</p>

MODULE: 16

KEY CONCEPTS: Family. Possession. Belonging. Self and others. Personal information. Relations.
Topic Overview: Ask for and give information about family members of their own or from a third person.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 16, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). 1A.3.SP.NLS17 Students are able to express ownership and relation. 1A.3.SP.NLS4 Students are able to present simple and basic information on familiar topics (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> CL2 Students understand the different ways to refer to people in Spanish. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). <p>Students ask and answer questions regarding theirs and others family members in a short conversation, and with the help of visual cues.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS17 Students are able to express ownership and relation. <p>Students use the conjugations of the verb “Tener” to imply possession, when talking about family members (their own or others).</p>	<p>New Language points:</p> <p>Verbs:</p> <ul style="list-style-type: none"> Tener – To have (Conj. 1st and 2nd person singular) Llamarse – To be called (Conj. 3rd person singular) <p>Others:</p> <ul style="list-style-type: none"> ¿Cuántos/ as? – How many? (Feminine / Masculine) ¿Cómo? – How / What <p>*Review family members and indefinite articles.</p>	<p>During this Module, students will:</p> <p>1A.3.SP.NLS4 state the number of siblings they have, following the visual cues from the teacher (Flashcards with numbers)</p> <p>1A.3.SP.NLS17 select 2 or 3 characters to be in place of their family members, then they will introduce them by name: “Mi hermano se llama Superman”</p> <p>1A.3.SP.NLS3 survey their classmates for the number of family members they have, write down the information and then share it with the class.</p> <p>1A.3.SP.NLS3 ask and answer questions about the number of family members they have. (Extended family)</p> <p>1A.3.SP.NLS17 use the visual cues given by the teacher and ask their classmates for the number of family members of the characters on the screen “Él tiene tres tíos”.</p> <p>1A.3.SP.NLS3 talk about someone else’s family member and their names, using the family trees given by the teacher.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 16, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CL3 Students are able to recognize cultural expression (Art, cine, language, gestures)</p> <p>CLMH3 Students recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p>	<p>Summative:</p> <p>Assessment Task: CL3 Students are able to recognize cultural expression (Art, cine, language, gestures)</p> <p>Lesson 3: Students familiarise with relationship of friendship in the Hispanic world, as seen in the movie "Underdogs". Students will discuss how friendships are portrayed and how similar/different are from their own friendships.</p> <p>Lesson 4: Students familiarise with the relationship between grandmothers and grandchildren in Latin-America, as portrayed in the movie "Coco"- Students further analyse this relationship in their own culture.</p> <p>Lesson 7: Students identify some attitudes and characteristics of the relationship between mothers and sons in Latin-America, as represented in the Mexican TV show "El Chavo del 8"</p> <p>Lesson 9: Students learn about the influence that Latin-American parents' opinions and desires have on their children as seen in the movie "The book of life".</p>	<p>Intercultural understanding:</p> <p>Students learn about and discuss different relations in Latin-American culture and compare them with their own. This, to have a better understanding of the family and friendship dynamics.</p>

MODULE: 17

<p>KEY CONCEPTS: Self and other. Personal information. Family. Relations. Belonging. Celebrations.</p> <p>Topic Overview: State their own and others personal information, specifically those from the closer circles. (Family, friends, pets)</p>	<p>MODULE DURATION: 10 sessions</p>
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 17, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS17 Students are able to express ownership and relation. 1A.3.SP.NLS4 Students are able to present simple and basic information on familiar topics <p>Language awareness:</p> <ul style="list-style-type: none"> CL2 Students understand the different ways to refer to people in Spanish. <p>Students learn about common pets' names and how pronouns are used with pets.</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS17 Students are able to express ownership and relation. <p>Students use possessives in Spanish to express ownership over friends and pets, depending on the scenario presented by the teacher.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS4 Students are able to present simple and basic information on familiar topics. <p>Students state and ask for the name of a person or animal (pet), depending on the scenario presented by the teacher.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Amigo/a – Friend (Masculine/Feminine) Mascota – Pet Conejillo de indias – Hamster Sapo – Frog Oveja – Sheep Gallina – Hen Loro/a - Parrot <p>Possessives:</p> <ul style="list-style-type: none"> Mi – My (Singular form) Mis – My (Plural form) Mío/a – Mine (Masculine / Feminine) <p>Pronouns:</p> <ul style="list-style-type: none"> Él – He Ella – She <p>Others:</p> <ul style="list-style-type: none"> ¿Quién/es? – Who? ¿De quién es...? – Whose is it...? <p>*Review “¿Cómo se llama?”, some family members, and animals previously covered.</p>	<p>During this Module, students will:</p> <p>1A.3.SP.NLS17 select two characters from the ones selected by the Spanish teacher, and introduce them by name to their classmates.</p> <p>1A.3.SP.NLS4 select two names and relations from the list given by the teacher. They will have a short conversation to introduce the relation and name of the person.</p> <p>1A.3.SP.NLS17 make a drawing of their best friends and use the language learned in the class to introduce them to their classmates: “Ellos son mis amigos...”</p> <p>1A.3.SP.NLS17 select a pet, give it a name and present it to their peers one at a time in short interactions.</p> <p>1A.3.SP.NLS4 draw and introduce the relation and name of their pets.</p> <p>1A.3.SP.NLS17 ask and answer to “¿De quién es...?” sing possessives in Spanish. They will complete the “Find my pet” game according to the data collected.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 17, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CL1 Students get familiar with festivals, fairs, parades, celebrations and cultural displays from the target culture.</p>	<p>Summative:</p> <p>Assessment Task: CL1 Students get familiar with festivals, fairs, parades, celebrations and cultural displays from the target culture.</p> <p>Lesson 4: Students learn about the kite festival celebrated in Colombia and compare it with similar festivals in their culture and others.</p> <p>Lesson 6: Students learn about “Rock al parque” festival in Bogotá, and compare it with similar events in their country.</p> <p>Lesson 9: Students familiarise with “Viña del Mar” festival, that takes place in Chile. They will compare it with similar events in their culture.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with festivals and celebrations from Hispano-American countries, identifying similarities and differences, and engaging in further investigation on celebrations from other cultures/communities.</p>

MODULE: 18

KEY CONCEPTS: Food. Ordering. Interactions and relations. Identifying. Comparison.

Topic Overview: Engage in a conversation where they can order meals, drinks and desserts in Spanish. Additionally, students identify and name a variety of foods in the target language.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 18, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.3.SP.MS3 Students are able to produce short sentences. 1A.3.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). <p>Language awareness:</p> <ul style="list-style-type: none"> CLM4 Recognize true and false cognates in the target language and compare them to own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.3.SP.MS3 Students are able to produce short sentences. <p>Students answer to questions with short sentences using the vocabulary learned in class, and visual cues from the teacher.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). <p>Students are able to list different foods in Spanish according to visual cues given by the teacher. Students also, as and answer simple question by listing foods.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Tomate – Tomato Zanahorias – Carrots Brocoli – Broccoli Espinaca - Spinach Helado – Ice cream Magdalenas – Cupcakes Pastel de chocolate – Chocolate cake Menú – Menu Postre – Dessert <p>Verbs:</p> <ul style="list-style-type: none"> Comer – To eat Beber – To drink <p>Others:</p> <ul style="list-style-type: none"> Hay – There is / there are En – In <p>*Review numbers and food nouns previously covered.</p>	<p>During this Module, students will:</p> <p>1A.3.SP.MS3 look at the images proposed by the teacher and name and identify foods with their peers.</p> <p>1A.3.SP.MS3 create a menu with three dishes. Then, role-play as a waiter and costumer. “¿Qué hay de comer?”</p> <p>1A.3.SP.NLS3 create a drinks menu and role-play as a waiter and costumer. “¿Qué hay de beber?”</p> <p>1A.3.SP.NLS3 draw their favourite desserts and share them with their peers. They will name them in Spanish.</p> <p>1A.3.SP.NLS3 carry out a survey in their classroom to determine what is the most favourite desert in the class.</p> <p>1A.3.SP.MS3 role-play a costumer-waiter situation. They will ask for the menu and each section in it, so they can make a complete order.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 18, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p>	<p>Summative:</p> <p>Assessment Task: CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>Lesson 3: Students familiarise with festivals about food happening all around Latin-America. These festivals can be compared to similar festivals in their own culture.</p> <p>Lesson 4: Students learn about harvesting and the importance of farmers and their products to the economy and sustenance of Latin-American countries.</p> <p>Lesson 6: Students familiarise with different ways to cook present in Latin America. (Asados, in the ground, etc).</p> <p>Lesson 9: Students learn about “Plazas de Mercado” or Markets in Latin-America and compare them with those in their own communities.</p>	<p>Intercultural understanding:</p> <p>Students get acquainted with various places that revolve around foods in Latin-America, and compare them to similar places in their communities.</p> <ul style="list-style-type: none"> -Store and Supermarkets -Unique restaurants -Harvest – rural areas. -Organic foods -Food markets

MODULE: 19

KEY CONCEPTS: Clothing. Identity. Belonging. Self and others. Description. Comparison.
Topic Overview: Participate in conversations by describing objects in Spanish using adjectives, possessives and colours.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 19, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.3.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) 1A.3.SP.NLS17 Students are able to express ownership and relation. 1A.3.SP.NLS4 Students are able to present simple and basic information on familiar topics (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> CH4 Students compare basic sound patterns and grammatical structures between the target language and own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.3.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) <p>Students describe theirs, and others, clothing using adjectives, and colours. They will have visual cues to identify them.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.3.SP.NLS17 Students are able to express ownership and relation. <p>Students use possessives when talking about their, or someone else’s clothes in a short conversation.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Falda – Skirt Cinturón – Belt Gorro – Hat/ Beanie Zapatillas – Sneakers Corbata – Tie <p>Adjectives:</p> <ul style="list-style-type: none"> Pequeño – Small Mediano – Medium Grande – Big <p>Possessives:</p> <ul style="list-style-type: none"> Mi / Mis – My (Singular/Plural) Su/Sus – His-Hers (3rd person singular/plural) Mío/a – Mine (Masculine/feminine singular) Míos/as – Mine (masculine/feminine plural) <p>Verb:</p> <ul style="list-style-type: none"> Ser – To be (3rd person singular and plural) <p>Demonstratives:</p> <ul style="list-style-type: none"> Este /a – This (Neutral / Feminine) Estos/as – These (Masculine / Femenine) <p>*Review colours previously covered.</p>	<p>During this Module, students will:</p> <p>1A.3.SP.LMS5 draw their favourite pieces of clothes and colour them. Then, they will go in pairs and present them to their peers. “Esta es mi camisa azul”</p> <p>1A.3.SP.LMS5 describe the clothes they are wearing using the language learned in the lesson.</p> <p>1A.3.SP.NLS17 ask for the owner of certain pieces of clothes. Their peers will reply “Es/Son míos/as”</p> <p>1A.3.SP.LMS5 select an image from the ones offered by the teacher and describe the clothes using the adjectives learned.</p> <p>1A.3.SP.NLS17 find the correct piece of clothing asking for the description of it to their peers.</p> <p>1A.3.SP.LMS5 ask their classmates to describe their ideal look in order to make a drawing of it. At the end, they will check if the drawing was correct.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 19, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH3 Students recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p>	<p>Summative:</p> <p>Assessment Task: CLMH3 Students recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p> <p>Lesson 2: Students learn about "Collar de arepas", a unique type of collar that represents part of Colombian culture. Then, students will create a collar representing their culture.</p> <p>Lesson 4: Students familiarise with traditions regarding clothing, particularly for New Year's Eve in practiced in some Latin-American countries.</p> <p>Lesson 8: Students learn about traditional gowns used for a wedding ceremony in the Wayuu community of Colombia.</p> <p>Lesson 9: Students familiarise with clothing used during special ceremonies or rituals from Latin-America.</p>	<p>Intercultural understanding:</p> <p>Students learn about how clothing represents culture, tradition and beliefs. The history behind some gowns and the position of current Latin-American fashion in the world.</p>

MODULE: 20

<p>KEY CONCEPTS: School life. Directions. Location. Immediate environment. Description.</p> <p>Topic Overview: Provide and ask for directions to arrive to spaces in the school campus. Ask for clarification when necessary.</p>	<p>MODULE DURATION: 10 sessions</p>
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 20, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.3.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. • 1A.3.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. • 1A.3.SP.LMHS1 Students indicate lack of understanding to maintain communication. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • LMS1 Students are able to use appropriate body language to assist their communication (gestures, hand gestures) • Students familiarise with how some Spanish speakers provide directions (Gestures, points of reference) 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.3.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. • Students are able to identify and name places in the school when asked about them. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.3.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. • Students are able to ask for directions and provide them having the corresponding visual cues. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Cafetería – Cafeteria • Gimnasio – Gym • Aula – Classroom • Baño – Bathroom • Biblioteca – Library • Pasillo – Hallway <p>Prepositions:</p> <ul style="list-style-type: none"> • Al final – At the end • A la derecha – To the right • A la izquierda – To the left • Al lado de – Next to <p>Verbs:</p> <ul style="list-style-type: none"> • Saber – To know (Conj. 2nd person singular) • Estar – To be (Conj, 3rd person singular) <p>Others:</p> <ul style="list-style-type: none"> • ¿Dónde? – Where? • Primero – First • Luego – Then / Later • De nuevo – Once again <p>*Review definite articles “El / La” and polite remarks: “Por favor” and “Gracias”</p>	<p>During this Module, students will:</p> <p>1A.3.SP.NLS8 play charades with a classmate. They will identify and name the place in the school in Spanish.</p> <p>1A.3.SP.LMHS2 provide directions to their classmate, so they can find a room in a school map. “La cafetería está a la derecha...”</p> <p>1A.3.SP.LMHS2 provide directions to their classmates to get to a place in their own school.</p> <p>1A.3.SP.LMHS2 draw their ideal school (blueprint) and then guide their classmates to get to different rooms.</p> <p>1A.3.SP.LMHS2 role-play: new student/old student. The old student will provide directions to the new student to arrive to different school spaces.</p> <p>1A.3.SP.LMHS1 role-play: school exchange. Students will imagine that they are in a school in Latin-America. They will ask for directions and seek clarification if necessary.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 20, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1. Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CLMH1. Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 2: Students learn about Spaniards school life and compare it with their own.</p> <p>Lesson 4: Students get acquainted with indigenous schools and other ways of education that these communities follow. Then, they are invited to investigate indigenous/aboriginal cultures in their country and compare them with Latin-American ones.</p> <p>Lesson 9: Students learn about how school campuses look like in Latin-America. Comparisons will be draw between the target culture and their own.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with Latin-America and Spain’s school life. Then, they will compare these realities in order to relate with Spanish speaking communities.</p> <ul style="list-style-type: none"> -School year -Schedule and subjects -School campus -Indigenous schools

MODULE: 21

Review Module

MODULE: 22

KEY CONCEPTS: Routine. School life. Self. Time.

Topic Overview: Participates in conversation about daily routine activities and schedules.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 22, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.4.SP.MHS4 Students are able to talk about daily routine (activities) • 1A.4.SP.NLS4 Students are able to present simple and basic information on familiar topics. • 1A.4.SP.NLL3 Students are able to comprehend familiar messages in listening with the assistance of visual aids. (Flashcards, pictures videos) (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • LMS1 Students are able to use appropriate body language to assist their communication (gestures, hand gestures) • Students familiarise with some gestures related to routine and asking for the time. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.4.SP.MHS4 Students are able to talk about daily routine (activities). <p>Students create short statements about their daily routine in Spanish. They are also able to ask for someone else's routine in short structured conversations.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.4.SP.NLS4 Students are able to present simple and basic information on familiar topics. • Students present their daily activities mentioning the time of the day or the exact hour. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Mañana – Morning • Tarde – Afternoon • Noche – Night/Evening • Hora - Hour <p>Verbs:</p> <ul style="list-style-type: none"> • Desayunar – To have breakfast (Conj. 1st person singular) • Bañarse – To take a bath (Conj. 1st person singular) • Acostarse – To lay down/Go to bed (Conj. 1st person singular) • Cenar – To have dinner (Conj. 1st person singular) • Almorzar – To have lunch (Conj. 1st person singular) • Hacer – To do (Conj. 2nd person singular) • Estudiar – To study (Conj. 1st person singular) <p>Others:</p> <ul style="list-style-type: none"> • ¿Qué? – What? <p>*Review numbers 1 -12"</p>	<p>During this Module, students will:</p> <p>1A.4.SP.MHS4 talk about their morning routine using the verbs learned in the lesson.</p> <p>1A.4.SP.MHS4 talk about their night routine with a classmate.</p> <p>1A.4.SP.NLS4 ask each other for their morning and night routine using "¿Qué haces en la....?"</p> <p>1A.4.SP.MHS4 create a schedule for a normal school day adding the corresponding time. Then, they compare their schedule with their classmates.</p> <p>1A.4.SP.NLS4 select 3 daily routine activities. Then, they will ask their classmates what time they do those activities and fill in a table. Data will be shared after the interactions.</p> <p>1A.4.SP.MHS4 select three different hours of the day. Then, they will carry out a survey to determine what their classmates do in said time slots.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 22, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p>	<p>Summative:</p> <p>Assessment Task: CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>Lesson 1: Students learn about the Wayuu dancing hat end in a wedding ceremony/proposal. This ancient tradition is explored and compared with similar ones in other cultures.</p> <p>Lesson 4: Students learn about “Castells”, or human towers, a Spaniard tradition from the Cataluña region. Students are invited to investigate further on the history or this tradition and similar events in other cultures.</p> <p>Lesson 6: Students familiarise with “Baile de la vela”, a cumbia dance from Colombia where females have to balance a candle in their hands during the performance. History of the tradition is explored and connection with other cultures stabilised.</p> <p>Lesson 7: Students learn about “Joropo” original from Venezuela. Comparisons with other dances are encouraged in the class discussion.</p> <p>Lesson 9: Students familiarise with “Baile de la Botella” from Bolivia.the history and tradition behind it is explored. Students are invited to look for similar dances in their country.</p>	<p>Intercultural understanding:</p> <p>Students learn about various traditional dances from Latin-America. Each dance reflects a part of the culture and continue with traditions.</p> <p>Students are encouraged to explore the dances, their history and meaning for the communities. Likewise, comparisons should be drawn, as much as perceived similarities with other cultures.</p>

MODULE: 23

<p>KEY CONCEPTS: Routine. Hobbies. Likes and dislikes. Comparisons. Media and Art.</p> <p>Topic Overview: Express likes and dislikes of their own, and from others, regarding daily activities. Identify similar structures between target language and their own and pinpoint key information in short texts.</p>	<p>MODULE DURATION: 10 sessions</p>
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 23, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.4.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. 1A.4.SP.MHR2 Students are able to identify key information from authentic texts (reading/viewing) with the assistance of visual aids and their prior knowledge. 1A.4.SP.MS3 Students are able to produce short sentences. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> CH4 Students compare basic sound patterns and grammatical structures between the target language and own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.4.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. Students express likes and dislikes (their own and from a third person) in reference to daily routine activities. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.4.SP.MHR2 Students are able to identify key information from authentic texts (reading/viewing) with the assistance of visual aids and their prior knowledge. Students read short texts or conversations where the target language is used and identify key points with the help of visual aids or vocabulary previously covered. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Televisión – TV Parque – Park Cine – Cinema <p>Verbs:</p> <ul style="list-style-type: none"> Cocinar – To cook Jugar – To play Ver – To watch/see Ir – To go Hacer – To do <p>Others:</p> <ul style="list-style-type: none"> Me gusta – I like to (1st person singular) Te gusta – You like to (2nd person singular) Le gusta – He/She likes to (3rd person singular) <p>*Review definite articles “El/La” and verbs previously covered</p>	<p>During this Module, students will:</p> <p>1A.4.SP.LMS4 express which activities they like to do in short conversations with their peers. “Me gusta...”</p> <p>1A.4.SP.LMS4 create a list of activities they DO NOT like and compare it with their peers. “No me gusta...”</p> <p>1A.4.SP.LMS4 carry out a small survey in the classroom with the aim to determine what is the most liked activity to do. ¿Qué te gusta hacer?</p> <p>1A.4.SP.MHR2 read a short text in pairs and identify which activities some characters like to do. Then, they will report the information to their peers.</p> <p>1A.4.SP.MHR2 read an online conversation between two Spanish speakers. Students will identify activities they like and don’t like to do and compare them with their own.</p> <p>1A.4.SP.LMS4 use the information given by the Spanish teacher and carry out a conversation with their peer asking for activities that a third person likes/doesn’t like to do. “¿Qué le gusta hacer a María?”</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 23, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CL3 Students are able to recognize cultural expression (Art, cine, language, gestures)</p>	<p>Summative:</p> <p>Assessment Task: CL3 Students are able to recognize cultural expression (Art, cine, language, gestures)</p> <p>Lesson 1: Students familiarise with the animated series of movies “Legends”, and explore stories, myths and legends from Latin-America.</p> <p>Lesson 4: Students learn about “Huevo Cartoon” and the series of animated movies about it. Through these movies students explore certain aspects of Latin-American culture.</p> <p>Lesson 9: Students learn about “Virus tropical” an animated movie based on a comic. This film explores the life of middle class families and how females are eager for independence in some conservative spheres.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with animated movies from Latin-America in order to get a deeper understanding of the target culture reality, beliefs and practices.</p> <ul style="list-style-type: none"> -Music -Art -Legends and Myths -Socio-economic and political views -Gender roles

MODULE: 24

<p>KEY CONCEPTS: Location. Directions. Immediate environment. Communities. History and geography.</p> <p>Topic Overview: Provide and ask for directions in Spanish in a range of situations. Identify and name places in their city/neighbourhood.</p>	<p>MODULE DURATION: 10 sessions</p>
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 24, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.4.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. • 1A.4.SP.LMHS2 Students ask for and give simple directions to go somewhere or to complete a task. • 1A.4.SP.MHR2 Students are able to identify key information from authentic texts (reading/viewing) with the assistance of visual aids and their prior knowledge. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • CLM4 Recognize true and false cognates in the target language and compare them to own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.4.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. • Students are able to talk about different spaces in their city/neighbourhood in conversation. Teacher provide audio or visual cues. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.4.SP.LMHS2 Students ask for and give simple directions to go somewhere or to complete a task. • Students are able to ask for and provide directions in Spanish in different roleplay situations lead by the teacher. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Biblioteca – Library • Tienda – Shop/ Store • Hospital – Hospital • Supermercado – Supermarket • Restaurante – Restaurant <p>Prepositions:</p> <ul style="list-style-type: none"> • A la izquierda – To the left • A la derecha – To the right • Al lado de – Next to • En la esquina – In the corner • Por aquí – Over here • De – Of <p>Others:</p> <ul style="list-style-type: none"> • Dónde – Where (Question word) • Hay – There is / There are • Girar – To turn (Imperative form) <p>*Review definite articles “El /La” and indefinite articles “Un / Una”.</p>	<p>During this Module, students will:</p> <p>1A.4.SP.NLS8 identify and name places in the city using visual cues provided by the teacher (Flashcards/Map)</p> <p>1A.4.SP.NLS8 play Pictionary with a classmate. They will guess the name of city places learned so far.</p> <p>1A.4.SP.LMHS2 use the map provided by the teacher to point the location of some city places. “La biblioteca está a la izquierda del hospital”.</p> <p>1A.4.SP.LMHS2 select a place in the city map provided by the teacher. Then, they give instructions to their classmates to arrive there.</p> <p>1A.4.SP.LMHS2 create their ideal city in pairs. Then, they will change classmates and present their city. “¿Dónde está el restaurante?”</p> <p>1A.4.SP.LMHS2. pretend that they are travelling to a Latin-American American city. They will ask for directions: “¿Hay un restaurante por aquí?”</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 24, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH2 Students get acquainted with spaces, landscapes and geography of countries</p>	<p>Summative:</p> <p>Assessment Task: CLMH2 Students get acquainted with spaces, landscapes and geography of countries</p> <p>Lesson 2: Students familiarise with the famous “Caminito” in Buenos Aires Argentina. This space will be explored and compared with similarly colourful places in students’ culture.</p> <p>Lesson 3: Students learn about “Moray”, part of the ruins of the Inca empire in Perú. The design and function of this place will be discussed, as well as which lessons can be learned about these historic cities/locations.</p> <p>Lesson 4: Students get acquainted with “El Mirador” The Largest pyramid in the world, located in the Guatemalan jungle. Mayan culture and the importance of this Pyramid will be explored. Similar places in students’ culture will be investigated and compared.</p> <p>Lesson 8: Students learn about the “Casco antiguo” in La Habana, Cuba. The colonial architecture and traditional style of the city will be discussed in historical terms. Similar cities/architecture from students’ community will be compared.</p> <p>Lesson 9: Students familiarise with “Alhambra” in the south of Spain. The history behind this construction and its significance for Hispanic culture are explored.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with different Latin-American cities, from the past to nowadays. Connections and comparisons will be drawn, as well as understanding of the significance of each city in terms of culture and history of the Hispano-American world.</p>

MODULE: 25

<p>KEY CONCEPTS: Food. Preferences. Polite commands. Self and others. Topic Overview: Express preferences in terms of food and order meals and drinks in Spanish. Report on someone else's preferences.</p>	<p>MODULE DURATION: 10 sessions</p>
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 25, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.4.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics • 1A.4.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). • 1A.4.SP.LMS2 Students use polite commands. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • CH4 Compare basic sound patterns and grammatical structures between the target language and own language. • Students review the order in which adjectives go in a sentence in Spanish. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.4.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. • Students answer questions related to foods they like, and order/state their preferences using “Quiero...” <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.4.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). • Students ask questions related to their preferences in terms of food, and a third person preferences in terms of food, in a role-play: Restaurant. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Carne – Beef • Pollo – Chicken • Papas – Potatoes • Refresco – Soda/ Soft drink • Agua – Water • Leche de chocolate – Chocolate milk <p>Adjectives:</p> <ul style="list-style-type: none"> • Hervido/a – Boiled • Frito/a – Fried • Asado/a – Roasted <p>Verbs:</p> <ul style="list-style-type: none"> • Querer – To want (1st, 2nd and 3rd person singular) • Comer – To eat • Beber –To drink <p>Others:</p> <ul style="list-style-type: none"> • Por favor – Please. • <p>Pronouns:</p> <ul style="list-style-type: none"> • Él – He • Ella – She <p>*Review indefinite articles “Un / Una” and foods previously covered.</p>	<p>During this Module, students will:</p> <p>1A.4.SP.NLS3 create a list of their favourite foods and share it with their peers.</p> <p>1A.4.SP.LMS4 role play a costumer/waiter situation. They will order in Spanish.</p> <p>1A.4.SP. interact with their classmates asking them “¿Qué quieres comer?”. Their classmates will reply in Spanish.</p> <p>1A.4.SP.NLS3 identify and name different drinks according to the visual cues provided by the teacher.</p> <p>1A.4.SP.LMS4 order their favourite drink when asked by their classmates “¿Qué quieres de beber?”</p> <p>1A.4.SP.L use characters orders to interact with their classmates. They will ask about what that third person wants to eat/drink.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 25, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CH1 Distinguish similarities and differences among the patterns of behaviour of the target language by comparing information acquired in the target language to further knowledge of own language and culture.</p>	<p>Summative:</p> <p>Assessment Task: CH1 Distinguish similarities and differences among the patterns of behaviour of the target language by comparing information acquired in the target language to further knowledge of own language and culture.</p> <p>Lesson 1: Students learn about “Fried ants” and the tradition of eating them in the northeast of Colombia. Students will explore other cultures with similar taste in bugs.</p> <p>Lesson 2: Students familiarise with the exotic dish from Ecuador: Palm Weevil. Reasons behind its consumption will be explained and connections/similarities with other cultures will be discussed.</p> <p>Lesson 3: Students learn about Mexican caviar: Ant eggs. How they are prepared and why communities eat them will be discussed in class.</p> <p>Lesson 4: Students learn about some exotic Latin-American dishes: Iguana and Serpents. These are consumed by certain communities. Similarities and differences with students’ culture will be drawn.</p> <p>Lesson 7: Students familiarise with the Mexican traditions of capturing and eating Acociles.</p> <p>Lesson 9: Students learn about “Changua”, a traditional breakfast from Colombia with milk, raw egg and coriander. Students will draw comparisons between this type of breakfast and their own.</p>	<p>Intercultural understanding:</p> <p>Students get acquainted with dishes and foods from Latin-America. These are very unique and exotic. Comparisons between the target culture, students culture and other cultures around the world will be encouraged.</p>

MODULE: 26

KEY CONCEPTS: Weather. Description. Comparison. Communities. Environment.
 Topic Overview: Describe and compare landscapes from around the world, and their weather, in Spanish.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 26, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.4.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. • 1A.4.SP.MHS3 Students are able to describe and compare. • 1A.4.SP.NLL3 Students are able to comprehend familiar messages in listening with the assistance of visual aids. (Flashcards, pictures videos) (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • CH4 Compare basic sound patterns and grammatical structures between the target language and own language. • Students review the order in which adjectives go in a sentence in Spanish. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.4.SP.NLS8 Students are able to create texts (Oral) about their immediate environment. • Students are able to identify different landscapes and weather conditions proper to them. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.4.SP.MHS3 Students are able to describe and compare. • Students describe the weather of certain landscapes and compare them with others. Teacher will provide visual cues and assistance to carry the interaction. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Hoy – Today • Clima – Weather • Desierto - Desert • Selva – Jungle • Montaña – Mountain • Playa – Beach <p>Verbs:</p> <ul style="list-style-type: none"> • Estar – To be (Conj. 3rd person singular) • Nevar – To snow (Gerund) <p>Adjectives:</p> <ul style="list-style-type: none"> • Soleado – Sunny • Lluvioso – Rainy • Nublado – Cloudy <p>*Review definite articles “El / La”</p>	<p>During this Module, students will:</p> <p>1A.4.SP.NLS8 describe the weather in their city/town.</p> <p>1A.4.SP.NLS8 describe the weather in different places of their country.</p> <p>1A.4.SP.MHS3 compare the weather in a Latin-American country and their own country.</p> <p>1A.4.SP.NLS8 select a natural park from their country and talk about the weather there.</p> <p>1A.4.SP.NLS8 create their very own country with different landscapes covered so far, and talk about how is the weather there.</p> <p>1A.4.SP.MHS3 create a forecast of their country in pairs. They will present it to the class.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 26, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH2 Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p>	<p>Summative:</p> <p>Assessment Task: CLMH2 Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p> <p>Lesson 3: Students learn about “Laguna colorada” or Reddish Lagoon, located in Bolivia. Students identify reasons for its colour.</p> <p>Lesson 4: Students familiarise with Atacama Desert, and how it has been useful to NASA because of its weather conditions.</p> <p>Lesson 7: Students learn about Vinicunca, or the Rainbow mountain in Peru. The geological reason behind the colours of the mountain are explored and related with similar places around the world.</p> <p>Lesson 9: Students get acquainted with Mexican “Cenotes” and find the relation between the extinction of dinosaurs and the creation of this wonderful caverns.</p>	<p>Intercultural understanding:</p> <p>Students not only get acquainted with the spaces, but find connections to science (astronomy, chemistry, geology, etc.) and environment protection.</p>

MODULE: 27

KEY CONCEPTS: Emotions. Corporality. Self and others. Environment. Geography. Problem solving. Sports. Health.
 Topic Overview: Identify and name body parts, and express various “aches” in Spanish.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 27, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.4.SP.NLS5 Students are able to exchange descriptions of people. • 1A.4.SP.LMHL2 Students are able to understand expressions indicating emotions. • 1A.4.SP.NLS3 Students are able to ask and answer to formulaic questions (By listing, naming, identifying). (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • CH4 Compare basic sound patterns and grammatical structures between the target language and own language • Students familiarise with the use of indirect object pronouns “Me” and “Te”, and how they express familiarity. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.4.SP.NLS5 Students are able to exchange descriptions of people. • Students describe physical features of people. In a short conversation with the teacher they describe a cartoon character. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.4.SP.LMHL2 Students are able to understand expressions indicating emotions. • Students are able to express pain in body part and ask someone if they are in pain. Student and teacher role play a doctor scenario. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Cabeza – Head • Naríz – Nose • Boca – Mouth • Ojos – Eyes • Pies – Feet • Dedos – Fingers • Manos – Hands <p>Verb:</p> <ul style="list-style-type: none"> • Doler – To be in pain. <p>Indirect object pronouns:</p> <ul style="list-style-type: none"> • Me – To me • Te – To you <p>Adjectives:</p> <ul style="list-style-type: none"> • Grande – Big • Mediano/a – Medium • Pequeño/a – Small <p>*Review definite articles “El / La / Los / Las”</p>	<p>During this Module, students will:</p> <p>1A.4.SP.NLS3 identify and name body parts by playing charades with their peers.</p> <p>1A.4.SP.NLS3 play Pictionary with their classmates and guess the correct body part.</p> <p>1A.4.SP.NLS5 role –play: detective/witness. Students will describe the size of different body part to a classmate. This in order to create the portrait of a thief.</p> <p>1A.4.SP.LMHL2 “Find someone who” has the same body ache as they do.</p> <p>1A.4.SP.LMHL2 interact with their classmates, expressing what is hurting in their body.</p> <p>1A.4.SP.LMHL2 role-play: Doctor/patient. Doctor will ask for what’s is hurting and patient will reply using the language learned so far.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 27, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH2. Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p>	<p>Summative:</p> <p>Assessment Task: CLMH2. Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p> <p>Lesson 4: Students learn about the 1 kilometre Zip line in Costa Rica’s Monteverde Park. The importance of this park and its conservation are highlighted.</p> <p>Lesson 6: Students learn about Glacier trekking in Argentina. Environmental issues and possible plans for protection of this ecosystem are brought to the discussion.</p> <p>Lesson 9: Students familiarise with Volcano-boarding in Nicaragua. This extreme sport will be explored and compared with similar ones around the globe.</p>	<p>Intercultural understanding:</p> <p>Students not only familiarise with extreme sports in Latin-America, but go into the importance of taking care of certain ecosystems that are in danger. Problem solving tasks and connections between the target culture and students’ culture are encouraged.</p> <p>Additionally, the connection between sports and health will be highlighted.</p> <ul style="list-style-type: none"> -Kayaking in Patagonia – Chile -Sandboarding – Perú -Paragliding – Colombia -Fresh water cave diving – Mexico

MODULE: 28

Review Module

MODULE: 29

KEY CONCEPTS: Routine. Hobbies. Self and others. Practices and perspectives.

Topic Overview: Talk about their, and others', routine during the week and weekend, providing the time and date.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 29, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.5.SP.MHS4 Students are able to talk about daily routine (activities) • 1A.5.SP.NLS4 Students are able to present simple and basic information on familiar topics. • 1A.5.SP.MHR2 Students are able to identify key information from authentic texts (reading/viewing) with the assistance of visual aids and their prior knowledge. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • CLM4 Recognize true and false cognates in the target language and compare them to own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.5.SP.MHS4 Students are able to talk about daily routine (activities) • Students talk about their (and someone else's) daily routine using conjugations of the verbs in Spanish (1st /3rd person). <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.5.SP.NLS4 Students are able to present simple and basic information on familiar topics. • Students are able to talk about activities during different times of the day, and ask for the time those activities are made. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Hora – Hour • Lunes – Monday • Martes – Tuesday • Miércoles – Wednesday • Jueves – Thursday • Viernes – Friday • Sábado – Saturday • Domingo – Sunday • Fin – End • Semana – Weekend <p>Verbs:</p> <ul style="list-style-type: none"> • Estudiar – To study (Conj. 3rd person singular) • Ser – To be (Conj. 3rd person singular and plural) • Escuchar – To listen (Conj. 1st person singular) • Ir – To go • Jugar – To play (Conj. 1st person singular) • Ver – To watch/See (Conj. 1st person singular) <p>*Review verbs previously covered and numbers 1 - 12.</p>	<p>During this Module, students will:</p> <p>1A.5.SP.NLS4 talk about someone else's schedule according to the information given by the teacher.</p> <p>1A.5.SP.NLS4 select one of the schedules provided by the teacher. Then, they will talk about the schedule (Third person) with their peers.</p> <p>1A.5.SP.NLS4 select a Latin-American country and use its hour to have a conversation with their classmates "¿Qué hora es?"</p> <p>1A.5.SP.MHS4 talk about the weekend routine with their classmates.</p> <p>1A.5.SP.MHS4 carry out a survey to determine the most common activities of the weekend.</p> <p>1A.5.SP.MHS4 read the schedule of two characters and then discuss it with their peers in Spanish.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 29, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p>	<p>Summative:</p> <p>Assessment Task: CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>Lesson 4: Students learn about some festivals that people in Latin-America visit as parts of their weekend activities.</p> <p>Lesson 9: Students familiarise with some camping sites in Latin-America. Near the cities, there are spots to go camping during the weekend or holidays.</p>	<p>Intercultural understanding:</p> <p>Students learn about different practices that Latin-American people do during holidays or weekends. Students will be encouraged to make comparisons between their practices and the practices of the target culture.</p>

MODULE: 30

KEY CONCEPTS: Sports. Health. Plans. Hobbies. Routine.

Topic Overview: Talk about plans, routine and sport they want to do. Additionally, students talk about someone else's plans.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 30, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.5.SP.MS6 Students are able to create, present and talk about future plans 1A.5.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. <p>Language awareness:</p> <ul style="list-style-type: none"> CLM4 Recognize true and false cognates in the target language and compare them to own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.5.SP.MS6 Students are able to create, present and talk about future plans. Students use “Voy a” to talk about their plans. They will have a short conversation with their teacher about it. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.5.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. Students are able to express what they want to do, ask their peers what they want to do, and report on what a third person wants to do. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Baloncesto – Basketball Fútbol – Soccer Tenis – Tennis Beisból - Baseball <p>Verbs:</p> <ul style="list-style-type: none"> Jugar – To play (1st, 2nd and 3rd person singular) Querer – To want (Conj. 1st and 2nd person singular) Comer – To eat (1st and 3rd person singular) Ver – To see / watch (1st and 3rd person singular) Escuchar – To listen (1st and 3rd person singular) Tener – To have (Conj. 2nd person singular) <p>Pronouns:</p> <ul style="list-style-type: none"> Él – He Ella – She <p>*Review verbs previously covered.</p>	<p>During this Module, students will:</p> <p>1A.5.SP.LMS4 talk about sports they play with their peers.</p> <p>1A.5.SP.LMS4 carry out a survey with their peers to determine what is the game that they want to play the most.</p> <p>1A.5.SP.MS6 talk to their classmates about what they want to play. “¿Qué quieres jugar?”</p> <p>1A.5.SP.LMS4 discuss what someone else wants to do using verb conjugations learned in the lesson.</p> <p>1A.5.SP.LMS4 read the schedule of a third person and discuss it with their peers.</p> <p>1A.5.SP.MS6 ask each other about plans they have for the weekend.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 30, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 4: Students learn about the tradition of baseball in Cuba. Students will explore the game and the significance it has for Cuban culture.</p> <p>Lesson 9: Students familiarise with Paleta frontón, a Peruvian game. Students will compare it with games they are familiar with.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with sports from Latin-America and discuss how they reflect the culture of these communities.</p>

MODULE: 31

KEY CONCEPTS: Food. Meals. Descriptions. Comparisons.

Topic Overview: Listen to natural audio in the target language and identify key information. Additionally, students are able to ask for the components of meals and drinks and order food.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 31, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.5.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) 1A.5.SP.NLL2 Students are able to interpret meaning of an audio-text using their known vocabulary. <p>Language awareness:</p> <ul style="list-style-type: none"> CLM4 Recognize true and false cognates in the target language and compare them to own language. Students identify new words in Spanish because of its similarities to words in English. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.5.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) Students use adjectives in Spanish to describe foods temperature and taste. They will have a conversation about it with their teacher. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.5.SP.NLL2 Students are able to interpret meaning of an audio-text using their known vocabulary. Students listen to a recording with a conversation and grasp the main points in it specially those where the language covered is used. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Pizza – Pizza Perro caliente – Hotdog Tacos – Tacos Empanadas – Empanadas Queso – Cheese Ingrediente – Ingredient Yogurt – Yougurt Café – Coffee Jugo de naranja – Orange juice Chocolate – Chocolate Leche – Milk Milo – Milo <p>Adjectives:</p> <ul style="list-style-type: none"> Delicioso/a – Delicious Horrible – Horrible Bien – Good Caliente – Hot Frío/a – Cold Templado/a – Warm <p>Verbs:</p> <ul style="list-style-type: none"> Tener – To have (Conj. 3r person singular) Estar – To be (Conj. 3rd person singular and plural) 	<p>During this Module, students will:</p> <p>1A.5.SP.NLL2 listen to an audio of someone talking about their favourite foods. Students will go in pairs and discuss the foods mentioned.</p> <p>1A.5.SP.LMS5 use adjectives learned in class to describe foods “La pizza está deliciosa”.</p> <p>1A.5.SP.LMS5 role-play a restaurant situation. Students will ask for the ingredients in some dishes from the menu (given by the teacher).</p> <p>1A.5.SP.NLL2 identify and name drinks in an audio of a couples ordering in a restaurant.</p> <p>1A.5.SP.LMS5 talk about their favourite drinks and describe them using adjectives learned so far.</p> <p>1A.5.SP.LMS5 describe which ingredients are in different drinks in order to select the one they like the most.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 31, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 2: Students familiarise with the traditional dish of Costa Rica “Gallopinto”, ingredients and similar dishes throughout central America.</p> <p>Lesson 4: Students learn about Tamales, a dish prepared in different ways around Latin-America.</p> <p>Lesson 9: Students learn about the ingredients of a Bandeja Paisa, a traditional dish for the north west of Colombia. Comparisons between this dish and other in student’s culture.</p>	<p>Intercultural understanding:</p> <p>Students learn about some traditional dishes from Latin-America and Spain. Comparisons between dishes from the target culture and students culture will be made.</p>

MODULE: 32

KEY CONCEPTS: Preferences. Opinion. Food. Self and others. Topic Overview: Express their preferences, or someone else's, in terms of foods in Spanish.	MODULE DURATION: 10 sessions
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 32, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.5.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. 1A.5.SP.NLS12 Students are able to ask and answer a variety of questions on familiar topics. <p>Language awareness:</p> <ul style="list-style-type: none"> CH4 Compare basic sound patterns and grammatical structures between the target language and own language 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.5.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. Students are able to express their likes in terms of food. Students engage in conversation with their teacher. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.5.SP.NLS12 Students are able to ask and answer a variety of questions on familiar topics. Students are able to ask questions about preferences and report on someone else's likes and dislikes. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Pollo – Chicken Zanahorias – Carrots Coliflor – Coliflower <p>Verbs:</p> <ul style="list-style-type: none"> Beber – To drink Comer – To eat Gustar – To like <p>Indirect objects pronouns:</p> <ul style="list-style-type: none"> Me – To me Te – To you Le – To him/ her <p>Pronouns:</p> <ul style="list-style-type: none"> Él – He Ella – She <p>*Review food previously covered and definite articles “El / La / Las / Los”</p>	<p>During this Module, students will:</p> <p>1A.5.SP.LMS4 express which food they like in pairs. “Me gusta el pollo”</p> <p>1A.5.SP.LMS4 talk to their peers about which foods they like from a menu given by the teacher.</p> <p>1A.5.SP.LMS4 select 2 foods that they like and 2 that they do not like. Then, they will compare them with their peers.</p> <p>1A.5.SP.NLS12 ask their classmates about their favourite foods In Spanish.</p> <p>1A.5.SP.NLS12 carry out a survey in the classroom to determine the least liked foods.</p> <p>1A.5.SP.NLS12 use the information about a third person's likes (given by the teacher) to talk with their classmates. “¿Qué le gusta comer a él?”</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 32, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 2: Students learn about Corn and the significance it had for Pre-Columbian cultures.</p> <p>Lesson 4: Students learn about Tomatoes and how they are original from Central America.</p> <p>Lesson 9: Students familiarise with different types of potatoes original from Latin-America. The importance of potatoes in the diet of Latin-American will be compared with the same in Students' culture.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with products that are original from Latin-America. The significance of these products in the past and nowadays is explored. In addition to that students are encouraged to investigate products that can only be found in their country.</p>

MODULE: 33

KEY CONCEPTS: Directions. Orders and commands. Location. Communities.

Topic Overview: Provide and ask for directions to get to a place. Use prepositions and imperatives to give instructions to get to a place.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 33, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.5.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. 1A.5.SP.MS3 Students are able to produce short sentences 1A.5.SP.NLL2 Students are able to interpret meaning of an audio-text using their known vocabulary. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> CLM4 Recognize true and false cognates in the target language and compare them to own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.5.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. Students use different prepositions in Spanish to ask for and provide directions to get to places in their city. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.5.SP.MS3 Students are able to produce short sentences. Students create short complete sentences when providing directions in Spanish. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Farmacia – Pharmacy Parque – Park <p>Prepositions:</p> <ul style="list-style-type: none"> Cerca de – Near / Close to Lejos de – Far from A la derecha – To the right A la izquierda – To the left Aquí – Here <p>Verbs:</p> <ul style="list-style-type: none"> Girar – To turn (Imperative) Cruzar – To cross (Imperative) Llegar – To arrive (Conj. 1st person singular) <p>Others:</p> <ul style="list-style-type: none"> Primero – First Luego – Then Algún – Any <p>*Review places in the city/neighbourhood and numbers previously covered.</p>	<p>During this Module, students will:</p> <p>1A.5.SP.MS3 create short sentences in reference to the location of specific places in a neighbourhood (Map given by the teacher).</p> <p>1A.5.SP.LMHS2 pretend to be tourists and ask their classmates for the location of places in the city using “¿Dónde está la farmacia?”</p> <p>1A.5.SP.LMHS2 compare two different cities with their peers by asking “Is there a... around here?”</p> <p>1A.5.SP.LMHS2 identify the number of places in their own city (maps provided by the teacher) and provide their location according to a point of reference.</p> <p>1A.5.SP.LMHS2 give instructions to their classmates to get to an specific place in their community.</p> <p>1A.5.SP.LMHS2 pretend to be lost in a Latin-American city and ask for directions to their classmates using “¿Cómo llego a ...?”</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 33, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH2 Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p>	<p>Summative:</p> <p>Assessment Task: CLMH2 Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p> <p>Lesson 3: Students learn about “El Caminito”, a popular and colourful neighbourhood located in Argentina.</p> <p>Lesson 4: Students learn about “Comuna 13” in Medellin, Colombia. The past and current reality of this neighbourhood are examined in terms social and cultural changes.</p> <p>Lesson 6: Students learn about how Obelisks are part of different Latin-American cities. Connections with history and other cultures will be made.</p> <p>Lesson 9: Students familiarise “La casa Rosada” the presidential house in Argentina. The architecture and significance of this building are explored and compared with similar buildings in students’ community.</p>	<p>Intercultural understanding:</p> <p>Students learn about neighbourhood and important places in from Latin-American countries. Students will explore history and connections to other communities. Around the world.</p>

MODULE: 34

KEY CONCEPTS: Descriptions. Self and others. Identity. Communities. Emotions.

Topic Overview: Describe people using adjectives in Spanish, and express theirs, or someone else's, emotions.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 34, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.5.SP.NLS5 Students are able to exchange descriptions of people. 1A.5.SP.LMHL2 Students are able to understand expressions indicating emotions. 1A.5.SP.LMHR2 Students are able to read and understand expressions indicating emotions. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> CH6 Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.5.SP.NLS5 Students are able to exchange descriptions of people. Students are able to maintain a conversation where they describe people's physical appearance. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.5.SP.LMHL2 Students are able to understand expressions indicating emotions. Students express theirs, and someone else's, emotions according to oral and written texts. Students are able to have a conversation expressing their emotions. 	<p>New Language points:</p> <p>Verbs:</p> <ul style="list-style-type: none"> Ser – To be 1st, 2nd and 3rd person singular) Sentirse – To feel (reflexive – Conj. 1st, 2nd and 3rd person singular) <p>Adjectives:</p> <ul style="list-style-type: none"> Rubio/a – Blonde Moreno/a – Dark haired Pelirrojo/a – Red haired Castaño/a – Hazel haired Feliz – Happy Triste – Sad Cansado/a – Tired Enojado/a – Angry Sorprendido/a – Surprised Nerviso/a – Nervous <p>Others:</p> <ul style="list-style-type: none"> ¿Cómo? – How? 	<p>During this Module, students will:</p> <p>1A.5.SP.NLS5 describe themselves to their peers.</p> <p>1A.5.SP.NLS5 describe one of the characters presented by the teacher.</p> <p>1A.5.SP.NLS5 ask their classmates to describe themselves or a third person from a picture (visual cue) given by the teacher)</p> <p>1A.5.SP.LMHL2 draw emojis representing their emotions and talk about them with peers.</p> <p>1A.5.SP.LMHL2 play charades with their peers in order to identify their emotions.</p> <p>1A.5.SP.LMHL2 ask about how their classmates are feeling using the language learned in the lesson.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 34, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CMH2 Investigate practice and perspectives of past and contemporary life in the target culture through a variety of media.</p>	<p>Summative:</p> <p>Assessment Task: CMH2 Investigate practice and perspectives of past and contemporary life in the target culture through a variety of media.</p> <p>Lesson 4: Students learn about African communities from Latin-America. Their history is touch on the bases of culture and compared with similar African communities in students' countries.</p> <p>Lesson 6: Students learn about how Japanese community has fused with Latin-American communities, creating new cultural ramifications. Similar interactions between cultures will be explored.</p> <p>Lesson 9: Students familiarise with "Mestizos" and what it signifies in Latin-American communities. The history behind it will be explored and compared with students' culture.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with different ethnicities and communities that can be found in Latin-America. Historic and cultural aspects will be discussed and compared with students' culture/reality.</p>

MODULE: 35

Review Module

MODULE: 36

KEY CONCEPTS: Descriptions. Identity. Self and others. Communities. Comparisons. Topic Overview: Provide descriptions of self and others using adjectives in Spanish.	MODULE DURATION: 10 sessions
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 36, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.6.SP.NLS5 Students are able to exchange descriptions of people. 1A.6.SP.LR5 Students are able to understand simple texts with structures students are familiar with. <p>Language awareness:</p> <ul style="list-style-type: none"> CH6 Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.6.SP.NLS5 Students are able to exchange descriptions of people. Students describe people using verbs in Spanish. They engage in conversation with their teacher, describing themselves and others when asked to. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.6.SP.LR5 Students are able to understand simple texts with structures students are familiar with. Students read short texts with descriptions about people. They understand key information by identifying words they are familiar with. 	<p>New Language points:</p> <p>Adjectives:</p> <ul style="list-style-type: none"> Responsable – Responsible Irresponsable – Irresponsible Honesta – Honest Deshonesta – Dishonest Amigable - Friendly Gracioso – Funny <p>Verbs:</p> <ul style="list-style-type: none"> Ser – To be (Conj. 3rd person singular) <p>Pronouns:</p> <ul style="list-style-type: none"> Él – He Ella - She <p>Others:</p> <ul style="list-style-type: none"> ¿Cómo? – How? <p>*Review adjectives previously covered.</p>	<p>During this Module, students will:</p> <p>1A.6.SP.NLS5 use adjectives learned in class to describe themselves.</p> <p>1A.6.SP.NLS5 select one of the characters provided by the teachers, and use their characteristics to describe themselves.</p> <p>1A.6.SP.NLS5 ask their classmates to describe themselves in Spanish.</p> <p>1A.6.SP.NLS5 describe their classmates using adjectives learned so far.</p> <p>1A.6.SP.LR5 read a text and identify characteristics from a third person. Then, discuss it with their classmates.</p> <p>1A.6.SP.LR5 describe a third person to their classmates. They will try to guess who is the person (Characters and descriptions given by the teacher).</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 36, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CMH1 Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.</p>	<p>Summative:</p> <p>Assessment Task: CMH1 Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.</p> <p>Lesson 4: Students learn about Shakira, a Colombian singer and song-writer. Her achievements through her career will be explored. Students will make connections between similar artist and their influence.</p> <p>Lesson 7: Students learn about Lionel Messi, a famous Argentinian soccer player. Some difficulties he had to face in order to achieve his dreams.</p> <p>Lesson 9: Students learn about Gael García Bernal; some of his best characters will be explained. This actor has been part of different English-speaking movies that students might recognise.</p>	<p>Intercultural understanding:</p> <p>Students learn about celebrities and influential people from Latin-America and Spain. Achievements and difficulties that they had to go through during their careers.</p>

MODULE: 37

<p>KEY CONCEPTS: Belongings. Preferences. Hobbies, Sports. Media. Entertainment. Topic Overview: Talk about self and others preferences in terms of games, sports, and media.</p>	<p>MODULE DURATION: 10 sessions</p>
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 37, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.6.SP.NLS17 Students are able to express ownership and relation. • 1A.6.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. • 1A.6.SP.LMHL1 Students are able to identify key information from familiar words and phrases in listening. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • CH6 Compare the use of cognates, word roots, prefixes, suffixes, or sentence structures between the target language and own. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.6.SP.NLS17 Students are able to express ownership and relation. • Students use possessives to express ownership. They engage into a short conversation with their teacher and use visual cues as a guide. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.6.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. • Students use “Favorito/a” to express their preferences in terms of games, sports and TV shows. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Programa de television – TV show • Juego – Game • Juego de mesa – Board game • Videojuego – Video game • Deporte – Sport • Series – Series <p>Adjectives:</p> <ul style="list-style-type: none"> • Favorito/favorita - Favourite <p>Possessives:</p> <ul style="list-style-type: none"> • Mi – My • Su – His/Her <p>Others:</p> <ul style="list-style-type: none"> • ¿Cuál? – Which? <p>*Review sports previously covered.</p>	<p>During this Module, students will:</p> <p>1A.6.SP.NLS17 list their favourite activities after school.</p> <p>1A.6.SP.LMS4 talk about their favourite games and sports.</p> <p>1A.6.SP.NLS17 carry out a small survey in their class to determine the most like TV show and game.</p> <p>1A.6.SP.LMS4 listen to an audio and identify a third person’s preferences. Then, they will discuss them with their classmates.</p> <p>1A.6.SP.LMS4 talk about a third person’s preferences in terms of sports.</p> <p>1A.6.SP.NLS17 ask about a third person’s favourite games and TV shows. First, they will collect information from their classmates, and later use it to talk about it with other peers.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 37, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CL3 Students are able to recognize cultural expression (Art, cine, language, gestures)</p> <p>CH2. Students are able to draw comparisons between societies.</p>	<p>Summative:</p> <p>Assessment Task: CL3 Students are able to recognize cultural expression (Art, cine, language, gestures)</p> <p>Lesson 4: Students familiarise with the Colombian movie “El abrazo de la serpiente”. Cultural aspects of the movie will be highlighted and discussed in comparison with similar products from Students’ culture.</p> <p>Lesson 6: Students familiarise with the movie “El secreto de sus ojos”, pinpointing cultural aspects from the Hispanic world.</p> <p>Lesson 9: Students learn about the Spanish movie “El laberinto del fauno” and cultural a, social and political aspects surrounding this magical film.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with different movies from the Hispanic world. Contrast between similar products from students’ culture will be made, as well as encourage further investigation on cultural practices and perspectives covered in these pieces of media.</p>

MODULE: 38

KEY CONCEPTS: Food. Likes and dislikes. Agreement and disagreement. Problem solving. History. Geography. Negotiation.
 Topic Overview: Express their own preferences and state agreement or disagreement to preferences of others.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 38, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.6.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. • 1A.6.SP.LMW2 Students are able to express their thoughts and preferences on familiar topics when writing. • 1A.6.SP.MS8 Students are able to use conjunctions to connect sentences. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • LMS1 Students are able to use appropriate body language to assist their communication (gestures, hand gestures) 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.6.SP. LMS4 Students are able to express their thoughts and preferences on familiar topics. • Students are able to talk about food they like and ask and report on a their person’s likes. Additionally, they are able to express agreement to positive or negative statements. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.6.SP.LMW2 Students are able to express their thoughts and preferences on familiar topics when writing. • Students are able to create short paragraphs with simple sentences where their preferences on food are the central point. The also report on someone else’s preferences and agree to positive or negative statements. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Chocolate – Chocolate • Broccoli – Broccoli • Champiñones – Mushrooms • Tomate - Tomato <p>Verbs:</p> <ul style="list-style-type: none"> • Gustar – To like/to please (Conj. 1st, 2nd, 3rd person singular) <p>Indirect object pronouns:</p> <ul style="list-style-type: none"> • Me – to me • Te – to you • Le – to him/her <p>Others:</p> <ul style="list-style-type: none"> • También – Too (agreement on positive statements) • Tampoco – Either (agreement on negative statements) • A mi – To me • A ti – To you • A él / ella – To him / her • Y - And <p>*Review foods previously covered.</p>	<p>During this Module, students will:</p> <p>1A.6.SP.LMS4 talk about their preferences in terms of food and show agreement when applies “Me gusta...” – “A mi también”</p> <p>1A.6.SP.LMS4 talk about food they do not like and express agreement when applies “No me gusta...” - “A mi tampoco”</p> <p>1A.6.SP.LMW2 write a chat conversation in pairs using the vocabulary learn in the lesson. Then, they will present it to their peers.</p> <p>1A.6.SP.LMW2 role-play a conversation between friends in a restaurant. They will pretend to be reading the menu and comparing their preferences.</p> <p>1A.6.SP.LMS4 talk about a third person’s preference (information given by the teacher) and provide their own opinion using “A mi también”</p> <p>1A.6.SP.LMS4 talk about a third person’s preference (information given by the teacher) and provide their own opinion using “A mi tampoco”</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 38, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CM3 Compare and contrast the geography and history of countries of the target language, and discuss their impact on own culture.</p> <p>CMH1 Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.</p>	<p>Summative:</p> <p>Assessment Task: CM3 Compare and contrast the geography and history of countries of the target language, and discuss their impact on own culture.</p> <p>Lesson 4: Students learn about what is depicted on Latin-American currencies and familiarise with the personalities portrayed in them. The reasons behind these people in the currency will be explain in terms of achievements or historical importance. Comparisons between Latin-American and students' currency will be made.</p> <p>Lesson 6: Students learn about certain borders confrontations and their consequences in Latin-American countries.</p> <p>Lesson 9: Students familiarise with the reason behind the names of some Latin-American countries. History, geography and politics will come into play for this explanation.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with history, geography and politics of Latin-America through different lenses. They will be encouraged to compare their culture with the target one.</p> <p>Additionally, students will propose solutions for certain conflicts or discrepancies presented in the Hispanic world.</p>

MODULE: 39

KEY CONCEPTS: Clothes. Preferences. Negotiation. Description. Comparisons. Celebrations.
 Topic Overview: Express their preferences in terms of clothes. They compare by using adjectives and demonstratives, and ask and report about someone else’s preferences. **MODULE DURATION: 10 sessions**

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 39, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.6.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. 1A.6.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) (Not assessed) 1A.6.SP.LMHS3 Students are able to describe and compare. <p>Language awareness:</p> <ul style="list-style-type: none"> CH4 Compare basic sound patterns and grammatical structures between the target language and own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.6.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. Students use the verb “Preferir” to state their thoughts and preferences on cloth items. They also ask for others preferences and report on it. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.6.SP.LMHS3 Students are able to describe and compare. Students use adjectives in Spanish to describe pieces of clothes. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Camiseta – T-shirt Camisa – Shirt Zapatos – Shoes Pantalón – Pants Pantalones cortos – Shorts Sandalias – Sandals <p>Adjectives:</p> <ul style="list-style-type: none"> Bonito /a – Pretty/beautiful Feo/a – Ugly <p>Verbs:</p> <ul style="list-style-type: none"> Preferir – To prefer Ser – To be (Conj. 3rd person singular and plural) <p>Demonstratives:</p> <ul style="list-style-type: none"> Esta – This (Feminine singular) Estas – These (Feminine plural) Este – This (Masculine singular) Estos – These (Masculine plural) <p>Others:</p> <ul style="list-style-type: none"> ¿Cuál/es? - Which? <p>*Review adjectives and clothes nouns previously covered.</p>	<p>During this Module, students will:</p> <p>1A.6.SP.LMHS3 describe their clothes using the nouns and adjectives learned in the lesson.</p> <p>1A.6.SP.LMS4 select clothing they prefer from a list given by the teacher (images).</p> <p>1A.6.SP.LMS4 ask each other which pieces of clothing they prefer from an online clothing store.</p> <p>1A.6.SP.LMHS3 use demonstratives and adjectives to describe clothing.</p> <p>1A.6.SP.LMS4 report on someone else’s’ preferences using the information of some characters given by the teacher.</p> <p>1A.6.SP.LMS4 read and fashion magazine article and discuss about someone else’ preferences in clothes.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 39, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p>	<p>Summative:</p> <p>Assessment Task: CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>Lesson 2: Students learn about the representation of races and ethnicities in the “Blancos y Negros” carnival in Pasto, Colombia.</p> <p>Lesson 4: Students learn about characters from Barranquilla’s carnival and the reason behind their existence (social critique, amusement...)</p> <p>Lesson 9: Students familiarise with beliefs behind “La Catrina” from Día de los Muertos celebration. (Social critique and Pre-Columbian beliefs)</p>	<p>Intercultural understanding:</p> <p>Students explore practices, perspectives and beliefs from the target culture that are present in their carnivals and celebrations. The cultural, social and historical relevance of carnivals, their events and characters help students to understand the target culture in comparison to their own.</p>

MODULE: 40

KEY CONCEPTS: Directions. Location. Politeness. Requests. Negotiation. Communities.

Topic Overview: Ask for and provide instructions/directions to arrive to different place in the city or find transportation.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 40, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.6.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. 1A.6.SP.MHS3 Students are able to make requests. 1A.6.SP.LS20 Students are able to use high frequency vocabulary related to everyday topics. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> CLM4 Recognize true and false cognates in the target language and compare them to own language 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.6.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. Students ask for and provide directions to get to different places in the city/neighbourhood. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.6.SP.MHS3 Students are able to make requests. Students ask for directions using polite requests in Spanish. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Estación – Station Bus – Bus Metro – Metro Final – End Calle – Street Taxi – Taxi Escuela – School Aeropuerto – Airport Terminal – Bus terminal <p>Verbs:</p> <ul style="list-style-type: none"> Estar – To be (Conj. 3rd person singular) Cruzar – To cross (Gereund and imperative) Tomar – To take (infinitive and imperative) Ir – To go Llegar – To arrive (Conj. 1st person singular) <p>Others:</p> <ul style="list-style-type: none"> De – Of Al – At ¿Dónde? – Where? A – To Disculpa – Excuse me <p>*Review definite articles “el / la” and places in the city/neighbourhood.</p>	<p>During this Module, students will:</p> <p>1A.6.SP.LS20 identify and name places in the neighbourhood related to public transportation. (Map given by the teacher)</p> <p>1A.6.SP.LMHS2 provide directions to get to a place in a fictional town.</p> <p>1A.6.SP.LMHS2 role-play: Tourist. Students ask for directions to get to a place where transport can be found.</p> <p>1A.6.SP.LMHS2 ask for directions to get to their peers houses, having school as a starting point.</p> <p>1A.6.SP.MHS3 request instructions to get to different places in their very own town/city. “¿Cómo llego a...?”</p> <p>1A.6.SP.MHS3 make polite requests in order to find the closest transportation. (Metro/bus/taxi)</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 40, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH2 Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p>	<p>Summative:</p> <p>Assessment Task: CLMH2 Students get acquainted with spaces, landscapes and geography of countries where the target language is spoken.</p> <p>Lesson 3: Students learn about “Ciudad Perdida”, part of the remaining of indigenous communities of the Tayrona area in Colombia. Explanation of this culture and the importance of the ruins in terms of culture and history will take place.</p> <p>Lesson 4: Students familiarise with the city of “San Agustín” and their famous rock sculptures. Students learn about the meaning behind the sculptures and why they represented for the Muisca indigenous community.</p> <p>Lesson 9: Students explore “Tenochtitlan”, part of the Aztec Empire and one of the most technologically evolved cities of the Pre-Columbian world. Students will discuss lessons to learn from this culture and their city architecture.</p>	<p>Intercultural understanding:</p> <p>Students learn about cities designed and inhabited by indigenous communities in Latin-America. Students will explore the importance of these cities, their way of life, culture impact and current state; this in order to draw comparison with similar communities in their country/culture.</p>

MODULE: 41

KEY CONCEPTS: Routine. Comparison. Hobbies. Habits.

Topic Overview: List daily activities and use verbs in the gerund form to talk about actions happening in this moment.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 41, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.6.SP.MHS4 Students are able to talk about daily routine (activities) 1A.6.SP.LMW1 Students are able to write about basic information and daily routine. (Not assessed) 1A.6.SP.LW2 Students produce short connected sentences <p>Language awareness:</p> <ul style="list-style-type: none"> CH4 Compare basic sound patterns and grammatical structures between the target language and own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.6.SP.MHS4 Students are able to talk about daily routine (activities) Students talk about theirs, and others, daily routine using verbs in the gerund form. They will describe what they are doing at certain times of the day according to the situation given by the teacher. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.6.SP.LMW1 Students are able to write about basic information and daily routine. Students are able to write their schedule in Spanish using short connected sentences. 	<p>New Language points:</p> <p>Verbs:</p> <ul style="list-style-type: none"> Comer – To eat (Gerund) Ver – To watch (Gerund) Durcharse – To take a shower (Gerund) Vestirse – To get drees (Gerund) Hacer – To do (Gerund) Estudiar – To study (Gerund) Sali – To go out (Gerund) Lavarse – To wash oneself (Gerund) Estar – To be (Conj. 1st, 2nd and 3rd person singular) <p>Others:</p> <ul style="list-style-type: none"> ¿Qué? – What? <p>Pronouns:</p> <ul style="list-style-type: none"> Él – He Ella – She <p>*Review number and parts of the day.</p>	<p>During this Module, students will:</p> <p>1A.6.SP.MHS4 talk about activities they “are doing” at specific times of the day and compare them with their classmates.</p> <p>1A.6.SP.LMHS4 play charades. Their peers will guess what are their doing and state it out loud in Spanish.</p> <p>1A.6.SP.MHS4 ask each other “¿Qué estás haciendo?” and answer in Spanish. “Estoy comiendo...”</p> <p>1A.6.SP.LMW1 report on their classmates schedule by asking questions and writing a short text with the data collected.</p> <p>1A.6.SP.LMW1 talk about a third person’s schedule using the information given by the teacher.</p> <p>1A.6.SP.MHS4 ask about someone else’s daily routine activities, then compare them with their own.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 41, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>CL1 Students get familiar with festivals, fairs, parades, celebrations and cultural displays from the target culture.</p>	<p>Summative:</p> <p>Assessment Task: CH3 Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)</p> <p>Lesson 4: Students learn about school life and school routine in Latin-America. Comparisons between the cultures will be encouraged,</p> <p>Lesson 9: Students learn about usual activities for holidays that Latin-American kids do. Then, they will compare them with their own.</p>	<p>Intercultural understanding:</p> <p>Students learn about activities, hobbies, holidays activities and school and job schedules in Latin-America. Students will explore similarities and differences between their culture and the target culture in this regard.</p>

MODULE: 42

Review Module

MODULE: 43

KEY CONCEPTS: Preferences. Food. Description. Choices. History. Inventions.

Topic Overview: Express their preferences in terms of food, provide and select from two options when in conversation.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 43, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.7.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. 1A.7.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) <p>Language awareness:</p> <ul style="list-style-type: none"> CH4 Compare basic sound patterns and grammatical structures between the target language and own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.7.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. Students express their preferences using the verb “Preferir”. They also ask about and report someone else’s preferences. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.7.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) Students use adjectives to describe foods. Teacher uses visual aids or audio as input for the interaction. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Pasta – Pasta Boloñesa – Bolognese Puré – Smashed Papas – Potatoes Helado – Ice cream Postre – dessert Torta - Cake Chocolate – Chocolate Plato – Dish / Plate <p>Adjectives:</p> <ul style="list-style-type: none"> Delicioso/a – Delicious Terrible – Terrible Salado/a – Salty Amargo/a - Bitter Ácido/a – Sour Dulce – Sweet <p>Verbs:</p> <ul style="list-style-type: none"> Preferir – To prefer (1st and 2nd person singular) Estar – To be (3rd person singular and plural) <p>Demonstratives:</p> <ul style="list-style-type: none"> Esta – This (Feminine singular) Este – This (Masculine singular) Estos/as There (Masculine/Feminine plural) <p>*Review foods previously covered.</p>	<p>During this Module, students will:</p> <p>1A.7.SP.LMS5 describe the usual taste of different food. Their classmates will guess which food is he/she referring to.</p> <p>1A.7.SP.LMS4 express their preferences according to dishes in a menu.</p> <p>1A.7.SP.LMS4 decide on which dish they prefer when given two options.</p> <p>1A.7.SP.LMS5 use adjectives in Spanish to describe desserts (list given by the teacher).</p> <p>1A.7.SP.LMS4 role-play: waiter/head chef. Students will report on someone else’s preference to their head chef. (Work in groups of 3)</p> <p>1A.7.SP.LMS4 go in pairs and select a dessert for their “friend’s birthday” according to the information given by the teacher)different characters and preferences).</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 43, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CMH3 Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)</p>	<p>Summative:</p> <p>Assessment Task: CMH3 Discuss historical or current contributions of groups representing other languages or cultures (e.g., explorers, historical figures, artists, inventors, etc.)</p> <p>Lesson 3: Students learn about the father or aeronautics, and inventor or the first liquid fuel propulsion engine, Argentinian Laszlo Josef.</p> <p>Lesson 4: Students learn about the inventor or Colour TV, Mexican Guillermo Gonzalez. The implications of his invention to history are explored.</p> <p>Lesson 9: Students learn about the invention or Artificial hearts by Argentinian doctor Domingo Liotta. The significance of his discovery for health are explored.</p>	<p>Intercultural understanding:</p> <p>Students learn about different inventions from Latin-America. The influence of these inventions in today's life are explored.</p> <p>Students are invited to investigate on inventions from their own culture and how relevant they are nowadays.</p>

MODULE: 44

KEY CONCEPTS: Preferences. Foods. Different perspectives. Art. History.
 Topic Overview: Express their preferences in terms of food and report on someone else's preferences.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 44, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.7.SP.NLS17 Students are able to express ownership and relation. 1A.7.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. 1A.7.SP.LMHL1 Students are able to identify key information from familiar words and phrases in listening. (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> CLM4 Recognize true and false cognates in the target language and compare them to own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.7.SP.NLS17 Students are able to express ownership and relation. Students use possessives to talk about their favourite foods, or report on someone else's preferences. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.7.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. Students use "Favorito/a" to talk about their favourite meals, drinks and desserts. They are able to report on a third person's preferences. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Comida – Food / Meal Bebida – Drink Postre – Dessert <p>Verbs:</p> <ul style="list-style-type: none"> Ser – To be (Conj. 3rd person singular) <p>Possessives:</p> <ul style="list-style-type: none"> Mi – My Su – His / Hers. <p>Adjectives:</p> <ul style="list-style-type: none"> Favorito/a – Favourite (Masculine / Feminine) <p>Others:</p> <ul style="list-style-type: none"> Cuál – Which (Question word) 	<p>During this Module, students will:</p> <p>1A.7.SP.NLS17 talk about their favourite food.</p> <p>1A.7.SP.NLS17 talk about their favourite drinks from a list of given options.</p> <p>1A.7.SP.LMS4 go in pairs and ask each other about their favourite meals, drinks and deserts.</p> <p>1A.7.SP.NLS17 talk about someone else's favourite meals.</p> <p>1A.7.SP.NLS17 go in groups of three and talk about each other preferences on drinks an desserts.</p> <p>1A.7.SP.LMS4 listen to a recording of a chef's favourite food. Then, they talk about a third person's preferences on food.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 44, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CMH1 Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.</p>	<p>Summative:</p> <p>Assessment Task: CMH.1. Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.</p> <p>Lesson 2: Students familiarise with the surreal style of Salvador Dalí. In addition to that, students will explore the relevance of this artist in the past and nowadays.</p> <p>Lesson 4: Students learn about Mexican artist Frida Kahlo. Her painting, specially their portraits, are discussed in terms of representation of her culture and her life.</p> <p>Lesson 8: Students learn about Fernando Botero's styles of painting and sculpting. His particular round styles and allusion to quotidian like make him a representative of Latin-American culture.</p> <p>Lesson 9: Students familiarise with Pablo Picasso and her unique perspective for painting: Cubism. The idea of various ways to perceive reality is explores.</p>	<p>Intercultural understanding:</p> <p>Students get acquainted with different artists from the Hispanic world. They will explore different perspectives on life an art, study the relevance of these personalities, and investigate further on artist of their countries.</p>

MODULE: 45

KEY CONCEPTS: Preferences. Agreement/Disagreement. Negotiation. Self and others. Communities. Beliefs and practices.

Topic Overview: Express their preferences in terms of sports and various activities. Express agreement to others' preferences in Spanish.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 45, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.7.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. • 1A.7.SP.LMW2 Students are able to express their thoughts and preferences on familiar topics when writing. • 1A.7.SP.MHS15 Students use visual clues and practiced sentences when presenting (Not assessed) <p>Language awareness:</p> <ul style="list-style-type: none"> • CLM4 Recognize true and false cognates in the target language and compare them to own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.7.SP.LMS4 Students are able to express their thoughts and preferences on familiar topics. • Students talk about activities they like or dislike, and express agreement (También/ Tampoco) about someone else's preferences. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.7.SP.LMW2 Students are able to express their thoughts and preferences on familiar topics when writing. • Students are able to write short texts with simple sentences. They express their preferences and report on someone else's. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Películas – Movies • Béisbol – Baseball • Ping pong – Table tennis <p>Verbs:</p> <ul style="list-style-type: none"> • Gustar – To like / To please • Jugar – To play • Ver – To watch / To see • Estudiar – To study • Limpiar – To clean • Lavar – To wash • Salir – To go out <p>Others:</p> <ul style="list-style-type: none"> • A mi también – Me too • A mi tampoco – Neither do I • A ti – To you • Y – And <p>*Review sports and activities previously covered.</p>	<p>During this Module, students will:</p> <p>1A.7.SP.LMS4 talk about activities they like to do. They will express agreement using “A mi también”</p> <p>1A.7.SP.LMS4 create a list of 3 activities that they don't like to do, then, they will go around the classroom looking for someone with similar preferences. “A mi tampoco”.</p> <p>1A.7.SP.LMW2 create a chat conversation with their peers and then present it to the class. They will use the vocabulary covered in the lesson. “A me me gusta... ¿y a ti?”</p> <p>1A.7.SP.LMS4 carry out a survey around the classroom. They will ask about things their classmates don't like to do, and provide their own opinion. “A mi no me gusta... ¿y a ti?”</p> <p>1A.7.SP.LMS4 go in pairs and compare their preferences with a third person (character's preferences given by the teacher). “A ella le gusta.../ A mi también”</p> <p>1A.7.SP.LMS4 go in pairs and talk about a third person's preferences and compare them to their own using the language covered in the lesson.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 45, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CL1 Students get familiar with festivals, fairs, parades, celebrations and cultural displays from the target culture.</p> <p>LR4 Students are able to comprehend highly contextualized short and simple stories</p>	<p>Summative:</p> <p>Assessment Task: CL1 Students get familiar with festivals, fairs, parades, celebrations and cultural displays from the target culture.</p> <p>Lesson 2: Students read and discuss the Legend of “Hierba mate” from the Guaraní people. Traditions involving this herb will be analysed.</p> <p>Lesson 4: Students familiarise with the Legend of “El Dorado” and make connections with similar legends in their community or from around the world.</p> <p>Lesson 8: Students learn about the Legend of “Hombre Caimán” and what it represents in the oral tradition of Colombia.</p> <p>Lesson 9: Students explore different versions of “La Llorona” legend in various Latin-American countries. Similar scary legends will be investigated from students own culture.</p>	<p>Intercultural understanding:</p> <p>Students explore legends, myths and superstitions from Latin-America. Comparisons between such stories/beliefs will be done in reference to students’ culture, or cultures from around the world.</p>

MODULE: 46

KEY CONCEPTS: Routine. Description. Time. Comparisons. Practices and perspectives. Activities – sports and music.
Topic Overview: Talk about actions happening now in Spanish. Write short texts to describe actions in the present.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 46, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> • 1A.7.SP.MHS4 Students are able to talk about daily routine (activities) • • 1A.7.SP.LS20 Students are able to use high frequency vocabulary related to everyday topics. (Not assessed) • • 1A.7.SP.MHW1 Student write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences. <p>Language awareness:</p> <ul style="list-style-type: none"> • CLM4 Recognize true and false cognates in the target language and compare them to own language. 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> • 1A.7.SP.MHS4 Students are able to talk about daily routine (activities) • Students are able to talk about what they are doing in Spanish. They also ask for and report on someone else's routine when asked. <p>Assessment Task 2:</p> <ul style="list-style-type: none"> • 1A.7.SP.MHW1 Student write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences. • Students write questions and answers about routine activities of their own or others. They use simple language and short sentences. 	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> • Fútbol – Soccer • Rugby – Rugby • Baloncesto – Basketball • Voleiból – Volleyball • Piano – Piano • Violín – Violin • Guitarra – Guitar • Batería – Drums <p>Verbs:</p> <ul style="list-style-type: none"> • Estar – To be (Conj. 1st, 2nd and 3rd person singular) • Jugar – To play (Gerund) • Tocar – To touch / T play and instrument (Gerund) • Hacer – To do (Gerund) <p>Others:</p> <ul style="list-style-type: none"> • ¿Qué? – What? • Él – He • Ella – She <p>*Review sports and activities previously covered, and definite articles “el/la”</p>	<p>During this Module, students will:</p> <p>1A.7.SP.MHW1 create their schedule, including at least three activities (sports, hobbies, extracurricular activities). Then, they go in pairs and present it to their classmate. Comparisons will be made.</p> <p>1A.7.SP.MHS4 play a game similar to charades. They will use “¿Qué estás haciendo?” to know/guess what are their classmates doing.</p> <p>1A.7.SP.MHS4 describe what a third person is doing to their classmate. The information about the third person will be displayed by the Spanish teacher.</p> <p>1A.7.SP.MHS4 go into 2 lines, facing their classmate. Then, they will select a character from the ones given by the Spanish teacher. They will ask their classmates, what is their character doing (answers will be visible for their classmates).</p> <p>1A.7.SP.MHW1 draw a picture of themselves doing something. Their classmates will ask what are they doing in the picture. The responses will be in Spanish with the language of the lesson.</p> <p>1A.7.SP.MHS4 pretend to be playing an instrument. Their classmate (A) will ask what are they playing, so they (B) will act and reply in Spanish.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 46, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CH1 Distinguish similarities and differences among the patterns of behaviour of the target language by comparing information acquired in the target language to further knowledge of own language and culture.</p> <p>CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CH1 Distinguish similarities and differences among the patterns of behaviour of the target language by comparing information acquired in the target language to further knowledge of own language and culture.</p> <p>Lesson 3: Students familiarise with unique costumes or decorations used by fans when their teams are playing.</p> <p>Lesson 4: Students learn about “La Copa America”, its history, celebration and importance for Latin-Americans.</p> <p>Lesson 6: Students compare their own practices with practices of the target culture when the Soccer World cup takes place. *Other sportive events of the same magnitude will be analysed according to students’ culture.</p> <p>Lesson8: Students understand the importance of “Number 10” player in Soccer and learn the meaning behind phrases as: “Ponerse la 10” in Spanish.</p> <p>Lesson 9: Students familiarise with fans passion about their teams and how this is demonstrated in the stadium. Comparisons between these practices and students own culture will be discussed.</p>	<p>Intercultural understanding:</p> <p>Students familiarise with the importance of Soccer for Latin-Americans and Spaniards. Common practices are examined and compared with students own culture, in regards of this or similar sports.</p>

MODULE: 47

KEY CONCEPTS: Description. Comparison. Immediate environment. Society. Culture.
 Topic Overview: Use adjectives to describe their house/neighbourhood/city/country and make comparisons.

MODULE DURATION: 10 sessions

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 47, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.7.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) 1A.7.SP.LW2 Students produce short connected sentences <p>Language awareness:</p> <ul style="list-style-type: none"> LMS1 Students are able to use appropriate body language to assist their communication (gestures, hand gestures). <p>Students familiarise and use gestures that accompany descriptions when given in Spanish.</p>	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.7.SP.LMS5 Students are able to exchange descriptions of tangible products (toys, clothes, food, animals) <p>Students use adjectives in Spanish to describe their house, neighbourhood, city or country. (Depends on the situation selected by the teacher).</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.7.SP.LW2 Students produce short connected sentences. <p>Students are able to create and write down sentences using the language covered in the module.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Casa – House Barrio – Neighbourhood Ciudad – City País – Country <p>Adjectives:</p> <ul style="list-style-type: none"> Grande – Big Pequeño/a – Little Limpio /a – Clean Sucio/a – Dirty Ruidoso/a – Noisy Callado/a – Quiet Moderno/a – Modern Antigua/o – Old Tranquilo/a – Calm/ Tranquil Loco/a – Crazy <p>Verbs:</p> <ul style="list-style-type: none"> Ser – To be (Conj. 3rd person singular) <p>Others:</p> <ul style="list-style-type: none"> ¿Cómo? – How? <p>*Review adjectives previously covered.</p>	<p>During this Module, students will:</p> <p>1A.7.SP.LMS5 describe their house to their classmates using adjectives from the lesson, or previously covered.</p> <p>1A.7.SP.LMS5 describe their neighbourhood to their classmates and draw comparisons between the two.</p> <p>1A.7.SP.LW2 go in pairs and discuss how their dreamed neighbourhood/house is like. Then, they will write a short paragraph describing it.</p> <p>1A.7.SP.LMS5 create a brochure of their city, describing it for tourists.</p> <p>1A.7.SP.LMS5 select a country they like and describe it to their classmates using the language learned so far.</p> <p>1A.7.SP.LW2 ask their classmates to describe their city/country. Then, they will write a short paragraph reporting on their classmate’s answers.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 47, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p>	<p>Summative:</p> <p>Assessment Task: CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 2: Students learn about different arts and crafts from indigenous communities. These are cultural representations, but also very valuable in different markets.</p> <p>Lesson 4: Students familiarise with important products from Spain, including cheeses, nuts and clothing.</p> <p>Lesson 8: Students identify different gems and precious minerals imported from Latin-America.</p> <p>Lesson 9: Students learn about important products from Latin-America, as cacao, coffee, bananas, corn and potatoes.</p>	<p>Intercultural understanding:</p> <p>Students identify and learn about products from Latin-America and Spain, and how these are valuable for the economy in these regions, and greatly imported around the world.</p> <p>Students will be encouraged to investigate products from their own country and how valuable they are.</p>

MODULE: 48

<p>KEY CONCEPTS: Location. Directions. Requests. Means of transportation. Our planet.</p> <p>Topic Overview: Ask for and provide the location of different countries around the world. Use prepositions in Spanish to provide directions.</p>	<p>MODULE DURATION: 10 sessions</p>
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KEY LEARNING GOALS	KEY ASSESSMENT TASKS	KEY WORDS	KEY LEARNING INTERACTIONS
<p>By the end of module 48, students will:</p> <p>Language:</p> <ul style="list-style-type: none"> 1A.7.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. 1A.7.SP.MHS3 Students are able to make requests. <p>Language awareness:</p> <ul style="list-style-type: none"> Students familiarise with gestures that accompany indications when given in Spanish (Only in certain contexts) 	<p>Summative:</p> <p>Assessment Task 1:</p> <ul style="list-style-type: none"> 1A.7.SP.LMHS2 Ask for and give simple directions to go somewhere or to complete a task. <p>Students are able to ask for and provide the location of different cities/countries using prepositions in Spanish and visual cues.</p> <p>Assessment Task 2:</p> <ul style="list-style-type: none"> 1A.7.SP.MHS3 Students are able to make requests. <p>Students are able to make simple requests, asking for how to get to a specific place.</p>	<p>New Language points:</p> <p>Nouns:</p> <ul style="list-style-type: none"> Estados Unidos – United States Australia Argentina Chile Honduras Guatemala Salvador Avión – Airplane Carro – Car Barco – Boat Helicóptero – Helicopter <p>Prepositions:</p> <ul style="list-style-type: none"> Al norte – To the north Al sur - To the south Oriente/ Este – East Occidente/Oeste – West Al lado de – Next to En medio de – In the middle of/ In between A – to / at <p>Verbs:</p> <ul style="list-style-type: none"> Tomar – To take (Imperative) Llegar – To arrive Estar – To be (Conj. 3rd person singular) <p>Others:</p> <ul style="list-style-type: none"> Cómo – How (Question word) Dónde – Where (Question word) 	<p>During this Module, students will:</p> <p>1A.7.SP.LMHS2 provide the location of different countries according to visual cues and cardinal points.</p> <p>1A.7.SP.LMHS2 create their own planet with countries. Then, they will provide the location of their country using the prepositions learned in class.</p> <p>1A.7.SP.LMHS2 ask for and provide the location of different Latin-American countries using visual aids.</p> <p>1A.7.SP.LMHS2 provide directions for their classmates to get to different countries naming means of transportation in Spanish.</p> <p>1A.7.SP.MHS3 ask for instructions to get to a city, having their home town as a starting point.</p> <p>1A.7.SP.MHS3 ask for directions to get to specific places on their home town.</p>

KEY LEARNING GOALS	KEY ASSESSMENT TASKS	CULTURE TOPICS
<p>By the end of module 48, students will:</p> <p>Culture and Intercultural Understanding:</p> <p>CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>CL1 Students get familiar with festivals, fairs, parades, celebrations and cultural displays from the target culture.</p>	<p>Summative:</p> <p>Assessment Task: CLMH1 Identify similarities and differences in products across cultures (e.g., food, shelter, clothing, transportation, music, art, dance, sports and recreation, language, customs, traditions, literature).</p> <p>Lesson 4: Students learn about different languages that are spoken in Latin-America and Spain, alongside with Spanish.</p> <p>Lesson 6: Students identify differences and similarities between currencies from Latin-America and students' culture.</p> <p>Lesson 9: Students familiarise with communities from different backgrounds and history living in certain territories of Latin-America (Mayan, Aztecs, Aymara)</p>	<p>Intercultural understanding:</p> <p>Students are able to identify similarities and differences between their culture and the target culture.</p> <ul style="list-style-type: none"> -Currencies -Geography -Other languages -Communities sharing regions

MODULE: 49

Review Module

References

1. American Council on the Teaching of Foreign Languages (ACTFL). 2011. Standards for Foreign Language Learning in the 21st Century. Alexandria, VA, USA. ACTFL.
2. Council of Europe (CoE). 2002. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Case studies. Strasbourg, France. Council of Europe.

