

LAW TING PONG SECONDARY SCHOOL

S1 Spanish Language

Course Outline (2020-21)

1. Introduction

The Junior Spanish Curriculum (from S1 to S3) aims to develop beginner-level Spanish language skills and to introduce the culture of the Spanish-speaking world. It provides basic training in spoken and written Spanish, oral practice for various everyday situations, and essential grammatical structures. It also gives a general introduction of the Spanish-speaking countries' society and culture.

Junior form Spanish curriculum in LTPSS has been designed in accordance with the following:

- the UK Key Stage 3 National Curriculum for Modern Languages,
- the descriptors of the A1 level of the *Common European Framework of Reference for languages* (CEFR),
- the philosophical and structural framework of the current educational reform in Hong Kong,
- the overall philosophy of the School.

2. Aims and objectives

2.1. Aims

Following the UK Key Stage 3 National Curriculum for Modern Languages we will be covering the following key concepts:

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

2.2. Objectives

At the end of the Spanish course students should:

- be able to confidently distinguish Spanish sounds and pronounce them in a way that other Spanish speakers will be able to understand
- have acquired a core active vocabulary of Spanish that allows them to communicate effectively in familiar contexts
- have developed skills to make relations between Spanish and English and Chinese grammar and vocabulary, reflecting on their similarities and differences
- be able to make predictions on the meaning of words and sentences through the context or their similar words (cognates) in other languages known
- have developed basic intuitions on the Spanish morphology and syntax and learnt basic grammar patterns
- be able to produce and understand simple messages in Spanish and interactively communicate in certain social situations with a basic awareness of the pragmatic rules involved
- be able to write and read simple compositions in Spanish about themselves, family and the world around them
- have a better understanding of human communication

- have increased their intercultural awareness
- be more aware of global issues, more respectful and more tolerant to other cultures.

3. Approaches to learning

To make Spanish learning experiential and to successfully develop students' linguistic competence, the department adopts a skill-based learning approach.

The department also ensures that:

- all teachers possess interactive, innovative and effective language teaching methodology to foster enthusiasm and motivation for learning within every student;
- all students understand the expected learning outcomes and assessment objectives from the beginning of the academic year;
- all students are positively engaged in a new language environment through safe, relaxing and cooperative activities;
- all students are able to work in groups and/or individually;
- all students get a variety of online tools to reinforce their learning experience, solve questions and expand their capabilities in class and outside the classroom.
- students take part in a wide range of unique Spanish learning events: in-school activities (i.e. Spanish Week, Amigos del Español, Spanish Society); outside school activities (i.e. Hispanic Speech Festival, Superlanguage Competition); overseas activities (ELW, Whole-year Exchange Programme to Spain).

4. Teaching Schedule for S1

Week	Module
Week 1	Introduction to the S.1 syllabus and course requirements Subject affairs (e.g. forming base groups, selecting subject representatives, introducing exercise books, informing Spanish activities, explaining classroom rules, etc.) Introduction to the assessment and homework policies.
Weeks 2- 25 (Around 14 teaching weeks) 1 Oct (Week 5): National Day 26 Oct (Week 9): Chung Yeung Festival 9-13 Nov (Wk 11): Term Break 23 Dec - 2 Jan (Wks 17 - 18): Christmas and New Year Holiday 25 – 29 Jan (Wk 22) Summative Assessment Period 11 – 20 Feb (Wk 24-25): Lunar New Year	UNIT 1: Me presento/Introducing myself <u>Learning Targets</u> By the end of the unit, I should be able to: - greet and say goodbye. - say and ask your name. - say and ask for the age. - say where I live. - say and ask where I come from. - say the abc in Spanish and spell out names in Spanish. - count up to 100. - say and ask when my birthday is. - say and ask the date. - understand and ask personal information questions. - pronounce properly. <u>Cultural lessons:</u> By the end of the unit, I should be able to: - understand more about the cultures of Spanish-speaking countries - understand Hispanic Christmas celebration <u>Summative Assessments</u> In this unit, I will be: - creating a posters from the culture lessons - in weeks 12-15 a writing, reading, speaking and listening test on Unit 1 will be held. - In weeks 20-21 the Mid-year writing, reading, speaking and listening test on Unit 1 will be held.

<p>Weeks 26 - 30 (Around 13 teaching weeks)</p> <p>16– 17 March (Wk 29): Sports Days</p> <p>23– 26 Apr (Wk 30): Experiential Learning Week</p> <p>29 March– 6 Apr (Wk 31 – 32): Easter Holiday</p>	<p>UNIT 2: Yo y mi familia/me and my family</p> <p><u>Learning Targets</u></p> <p>By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> - say how many people are there in my family. - Introduce my family. - talk about any family member’s personal details: name, age... - describe my pets or my favourite animal. - use vocabulary to describe a pet. - use colors when describing pets. - ask and answer about family and pets. - understand some basic verbs. - understand the use of un/una. - understand the possessive adjectives mi(s), tu(s), su(s). - understand adjective (colour) agreement. - understand text about someone’s family and pets. <p><u>Cultural lessons:</u></p> <p>By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> - be exposed to some fragments of Hispanic culture (movies, books...) <p><u>Formative Practice</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - creating a reflection from the culture lessons <p><u>Summative Assessments</u></p> <p>In weeks 30-34 a writing, reading, speaking, and listening test on Unit 2 will be held.</p>
<p>Weeks 33 - 43 (Around 3 teaching weeks)</p>	<p>UNIT 3: Descripción física/ Physical description</p> <p><u>Learning Targets</u></p> <p>By the end of the module, I should be able to:</p> <ul style="list-style-type: none"> - describe myself physically. - describe the physical appearance of my family members. - describe my character (basic). - talk about my appearance and someone else’s appearance. - use vocabulary related to describing people. - use vocabulary related to describing character. - ask and answer questions about physical appearance. - understand some basic verbs. - understand gender and number in Spanish adjectives.

5. Assessment methods

There are two types of assessments:

- The first one is Formative: teachers will assess the day-to-day performance of the students, their learning process, attitude, and homework.
- The second form of assessment is Summative: it will be issued as Interim Reports and will show the overall progress of students according to their Uniform Tests results.

5.1 Formative assessment

- Learning progress
- Homework
- Classwork
- Class projects
- Presentation
- Attitude

5.2 Assessment objectives and weightings

Report marks are based on continuous Summative Assessment Unit Quizzes and projects done throughout the year (weight 70%) and summative final examinations (30%). Total mark will be translated into a grade on the A* - E scale.

Continuous assessment - Summative (CA) Writing Reading Listening Speaking Final Examination (E) Writing Reading Listening Speaking	Total: 70% 25% of CA 25% of CA 25% of CA 25% of CA Total:30% 25% of E 25% of E 25% of E 25% of E
Total	100%

5.2.1 Grade boundaries

Performance Grade	Spanish (%)	Key Stage 3 (UK National Curriculum)
A*	91 and above	7 / 7+
A	80-90	6
B	70-79	5
C	50-69	4
D^	35-49	3
E	34 and below	2

^ Grade D denotes performance not meeting the required standard of the school.

LAW TING PONG SECONDARY SCHOOL

S2 Spanish Language

Course Outline (2020-21)

1. Introduction

The Junior Spanish Curriculum (from S1 to S3) aims to develop beginner-level Spanish language skills and to introduce the culture of the Spanish-speaking world. It provides basic training in spoken and written Spanish, oral practice for various everyday situations and essential grammatical structures. It also gives a general introduction of the Spanish-speaking countries' society and culture.

Junior form Spanish curriculum in LTPSS has been designed in accordance with the following:

- the UK Key Stage 3 National Curriculum for Modern Languages,
- the descriptors of the A1 level of the *Common European Framework of Reference* for languages (CEFR),
- the philosophical and structural framework of the current educational reform in Hong Kong,
- the overall philosophy of the School.

2. Aims and objectives

2.1. Aims

Following the UK Key Stage 3 National Curriculum for Modern Languages we will be covering the following key concepts:

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

2.2. Objectives

At the end of the Spanish course students should:

- be able to confidently distinguish Spanish sounds and pronounce them in a way that other Spanish speakers will be able to understand
- have acquired a core active vocabulary of Spanish that allows them to communicate effectively in familiar contexts
- have developed skills to make relations between Spanish and English and Chinese grammar and vocabulary, reflecting on their similarities and differences
- be able to make predictions on the meaning of words and sentences through the context or their similar words (cognates) in other languages known
- have developed basic intuitions on the Spanish morphology and syntax and learnt basic grammar patterns
- be able to produce and understand simple messages in Spanish and interactively communicate in certain social situations with a basic awareness of the pragmatic rules involved
- be able to write and read simple compositions in Spanish about themselves, family and the world around them
- have a better understanding of human communication
- have increased their intercultural awareness
- be more aware of global issues, more respectful and more tolerant to other cultures.

3. Approaches to learning

To make Spanish learning experiential and to successfully develop students' linguistic competence, the department adopts a skill-based learning approach.

The department also ensures that:

- all teachers possess interactive, innovative and effective language teaching methodology to foster enthusiasm and motivation for learning within every student;
- all students understand the expected learning outcomes and assessment objectives from the beginning of the academic year;
- all students are positively engaged in a new language environment through safe, relaxing and cooperative activities;
- all students are able to work in groups and/or individually;
- all students get a variety of online tools to reinforce their learning experience, solve questions and expand their capabilities in class and outside the classroom.
- students take part in a wide range of unique Spanish learning events: in-school activities (i.e. Spanish Week, Amigos del Español, Spanish Society); outside school activities (i.e. Hispanic Speech Festival, Superlanguage Competition); overseas activities (ELW, Whole-year Exchange Programme to Spain).

4. Teaching Schedule for S2

Week	Module
Week 1	Introduction to the S.2 syllabus and course requirements Subject affairs (e.g. forming base groups, selecting subject representatives, introducing exercise books, informing Spanish activities, explaining classroom rules, etc.) Introduction to the assessment and homework policies.
Week 2	UNIT 0: Review from S1 <u>Learning Targets</u> By the end of the unit, I should be able to: <ul style="list-style-type: none"> • recognise the alphabet • spell different words using the alphabet • recognise and use greetings • say my email
Week 3-7 <i>Around 5 teaching weeks)</i> <i>1 Oct (Week 5): National Day</i> <i>26 Oct (Week 9): Chung Yeung Festival</i>	UNIT 1: ¿Cómo te llamas? / What is your name? <u>Learning Targets</u> By the end of the unit, I should be able to: <ul style="list-style-type: none"> • Say my name, where I live • Say my age • Say my favourite day • Ask about and say personal information • Ask for other people's names • Introduce myself to others • Use key questions (who, where, how ...) • Use verbs like: ser, tener, vivir y llamarse. • Prepare for an interview <u>Cultural lessons:</u> By the end of the unit, I should be able to: <ul style="list-style-type: none"> - understand more about the cultures of Spanish-speaking countries. <u>Summative assessments</u> In this unit, I will be: <ul style="list-style-type: none"> - creating posters from the culture lessons
Weeks 8-14 <i>(Around 7 teaching weeks)</i>	UNIT 2: ¿De dónde eres? / Where are you from? <u>Learning Targets</u> By the end of the unit, I should be able to:

<p>9-13 Nov (Wk 11): Term Break</p>	<ul style="list-style-type: none"> • Say countries and continents • Ask about and say where I and others come from • Say nationalities • Remember how to ask and say the birthday date • Remember how to say months • Use nouns in Spanish (masculine and feminine gender) • Use adjectives in Spanish (singular and plural) <p><u>Summative assessments</u> In weeks 12-14, a writing, reading, speaking and listening test on Unit 1 and 2 will be held.</p>
<p>Weeks 15 - 23 (Around 9 teaching weeks)</p> <p>23 Dec - 2 Jan (Wks 17 - 18): Christmas and New Year Holiday</p> <p>25 – 29 Jan (Wk 22) Summative Assessment Period</p> <p>11 – 20 Feb (Wk 24-25): Lunar New Year</p>	<p>UNIT 3: ¿Qué estudias?/ What do you study?</p> <p><u>Learning Targets</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> • Talk about the classroom • Say what I have in my school bag • Ask about and say what I do in the class • Use negative sentences • Use prepositions • Use the verb to be (location) <p><u>Cultural lessons:</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> - understand Hispanic Christmas celebrations - write a Christmas card to a school in Spain (penpal project) <p><u>Formative Practice</u> In this unit, I will be:</p> <ul style="list-style-type: none"> - creating a Christmas postcard <p><u>Mid-year assessment</u> In weeks 20-21 the Mid-year writing, reading, speaking and listening test on Unit 1,2 and 3 will be held.</p>
<p>Weeks 24 - 29 (Around 6 teaching weeks)</p>	<p>UNIT 4: ¿Cómo es tu familia?/ How is your family?</p> <p><u>Learning Targets</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> • Talk about my family • Say personal information about my family • Say the time • Talk about what I do in my daily routine • Talk about free time activities • Talk about households • Use different verbs (regular, irregular, reflexive) • Use possessives (mi,tu,su, nuestro, vuestro) • Use frequency words • Use infinitive (verbs) • Use verb “like” <p><u>Cultural lessons:</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> - understand Carnivals in Spain <p><u>Summative assessments</u> In weeks 27-29, a writing, reading, speaking and listening test on Unit 4 will be held.</p>
<p>Weeks 30 - 33 (Around 3 teaching weeks)</p> <p>16– 17 March (Wk 29): Sports Days</p>	<p>UNIT 5: ¿Cuál es tu color favorito?/ Which is your favourite color?</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • Ask about and say body parts • Ask about and say colors • Say my favorite color • Ask about and say three-digit numbers

<p>23– 26 Apr (Wk 30): <i>Experiential Learning Week</i></p> <p>29 March– 6 Apr (Wk 31 – 32): <i>Easter Holiday</i></p>	<ul style="list-style-type: none"> • Ask about and say my home address • Describe people: appearance, personality and hobbies. <p><u>Cultural lessons:</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> - present a Hispanic person and I will explain everything about him/her. <p><u>Summative assessments</u> In this unit, I will be:</p> <ul style="list-style-type: none"> - creating a presentation about a famous person.
<p>Weeks 34 - 39 (Around 6 teaching weeks)</p>	<p>UNIT 6. ¿Cómo es tu casa?/ What does your house look like?</p> <p><u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> • Say who I live with • Say where I live • Ask and talk about my house • Talk about holidays and Spanish places to go on holidays • Talk about your future plans for holidays • Review free time activities • Review households • Use prepositions (location) • Use future tense <p><u>Cultural lessons:</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> - understand some fragments of Hispanic culture (movies, books...) - write a letter in Spanish about my holidays (penpal project) - understand summer festivities in Hispanic countries <p><u>Formative Practice</u> In this unit, I will be:</p> <ul style="list-style-type: none"> - creating a letter where I will explain my family, my house, my free time activities and my future plans for holidays (penpal project)
<p>40</p>	<p>End of year revision and reflection</p>
<p>41 - 43</p>	<p>Year End Exam</p>

5. Assessment methods

There are two types of assessments:

- The first one is Formative: teachers will assess the day-to-day performance of the students, their learning process, attitude, and homework.
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5.1 Formative assessment

- Learning progress
- Homework
- Classwork
- Class projects
- Presentation
- Attitude

5.2 Assessment objectives and weightings

Report marks are based on continuous Summative Assessment Unit Quizzes and projects done throughout the year (weight 70%) and summative final examinations (30%). Total mark will be translated into a grade on the A* - E scale.

<p>Continuous assessment - Summative (CA) Writing</p>	<p>Total: 70% 25% of CA</p>
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Reading Listening Speaking Final Examination (E) Writing Reading Listening Speaking	25% of CA 25% of CA 25% of CA Total:30% 25% of E 25% of E 25% of E 25% of E
Total	100%

5.2.1 Grade boundaries

Performance Grade	Spanish (%)	Key Stage 3 (UK National Curriculum)
A*	91 and above	7 / 7+
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LAW TING PONG SECONDARY SCHOOL

S3 Spanish Language

Course Outline (2020-21)

1. Introduction

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2. Aims and objectives

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- **Intercultural understanding**
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 - B. Recognizing that there are different ways of seeing the world.

2.2. Objectives

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- have developed skills to make relations between Spanish and English and Chinese grammar and vocabulary, reflecting on their similarities and differences
- be able to make predictions on the meaning of words and sentences through the context or their similar words (cognates) in other languages known
- have developed basic intuitions on the Spanish morphology and syntax and learnt basic grammar patterns
- be able to produce and understand simple messages in Spanish and interactively communicate in certain social situations with a basic awareness of the pragmatic rules involved
- be able to write and read simple compositions in Spanish about themselves, family and the world around them
- have a better understanding of human communication
- have increased their intercultural awareness
- be sensitively more aware of global issues, more respectful and more tolerant to other cultures.

3. Approaches to learning

To make Spanish learning experiential and to successfully develop students' linguistic competence, the department adopts a skill-based learning approach.

The department also ensures that:

- all teachers possess interactive, innovative and effective language teaching methodology to foster enthusiasm and motivation for learning within every student;
- all students understand the expected learning outcomes and assessment objectives from the beginning of the academic year;
- all students are positively engaged in a new language environment through safe, relaxing and cooperative activities;
- all students are able to work in groups and/or individually;
- all students get a variety of online tools to reinforce their learning experience, solve questions and expand their capabilities in class and outside the classroom.
- students take part in a wide range of unique Spanish learning events: in-school activities (i.e. Spanish Week, Amigos del Español, Spanish Society); outside school activities (i.e. Hispanic Speech Festival, Superlanguage Competition); overseas activities (ELW, Whole-year Exchange Programme to Spain).

4. Teaching Schedule for S3

Week	Module
<p>Week 1</p>	<p>Introduction to the S.3 syllabus and course requirements Subject affairs (e.g. forming base groups, selecting subject representatives, introducing books, informing Spanish activities and DELE examination in May 2020, , explaining classroom rules, etc.) Introduction to the assessment and homework policies.</p>
<p>Week 2-12 <i>(Around 12 teaching weeks)</i></p> <p>16 Oct (Week 5): <i>National Day</i></p> <p>26 Oct (Week 9): <i>Chung Yeung Festival</i></p> <p>9-13 Nov (Wk 11): <i>Term Break</i></p>	<p>Review</p> <ul style="list-style-type: none"> • ¿Cómo te llamas? • ¿De dónde eres? • ¿Qué estudias? • ¿Cómo es tu familia? • ¿Cuál es tu color favorito? • ¿Cómo es tu casa? <p>*UNIT 4. La comida/ Food <u>Learning Targets</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> • Talk about mealtimes • Talk about my favourite food • Say what I like to eat and to drink • Say I am hungry and I am thirsty • Ask for the bill • Shop for food • Order in a restaurant • Use verbs that go with tú o usted • Use time expressions • Use three-digit numbers • Use present and future tense together <p><u>Cultural lessons:</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> • Write a letter to a pen-pal Spain talking about HK food (penpal project) <p><u>Summative assessments</u></p>

	<p>In weeks 9-12 a writing, reading, speaking and listening test on Unit 4 will be held. * We will keep on working with last year's book (<i>Mira 2</i>)</p>
<p>Weeks 13 - 24 (Around 7 teaching weeks)</p> <p>23 Dec - 2 Jan (Wks 17 - 18): Christmas and New Year Holiday</p> <p>25 – 29 Jan (Wk 22) Summative Assessment Period</p> <p>11 – 20 Feb (Wk 24-25): Lunar New Year</p>	<p>UNIT 5: La ropa/ Clothes** <u>Learning Targets</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> ● Talk about clothes ● Make color agreement ● Describe my school uniform and say what I think about it ● Ask someone which item of clothing they prefer. ● Say which item of clothing I like and why. ● Use superlative adjectives. ● Use comparative adjectives ● Use “este,a,os,as” ● Use present and future tense together. <p><u>Cultural lessons:</u> By the end of the unit, I should be able to: - understand Hispanic Christmas celebrations</p> <p><u>Summative assessments</u> In this unit, I will be: - creating a clothes brochure</p> <p>In weeks 20-21 the Mid-year writing, reading, speaking and listening test on Unit 4 and 5 will be held. ** We will keep on working with last year's book and the new book for this year.</p>
<p>Weeks 26 - 30 (Around 5 teaching weeks)</p>	<p>UNIT 6: La ciudad / The city <u>Learning Targets</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> - Ask about and say what there is in a city - Ask about and say what can be bought there - Ask for and give directions - To give your opinion about the city - To justify your opinion - Name different types of shops - Read a description about shops - Use <i>estar</i> to describe where something is <p><u>Cultural lessons:</u> By the end of the unit, I should be able to: - write a Spanish postcard about Hong Kong to Spanish students (penpal project)</p> <p><u>Summative assessments</u> In weeks 30-31 a writing, reading, speaking and listening test on Unit 6 will be held.</p>
<p>Weeks 31 - 39 (Around 4 teaching weeks)</p> <p>16– 17 March (Wk 29): Sports Days</p> <p>23– 26 Apr (Wk 30): Experiential Learning Week</p> <p>29 March– 6 Apr</p>	<p>UNIT 7: Preparación al DELE Escolar A1/Preparing DELE Escolar A1 examination*** <u>Learning Targets</u> By the end of this unit, I should be able to:</p> <ul style="list-style-type: none"> ● Understand how to do el DELE Escolar: Reading, writing, listening and oral parts. ● Understand all the topics covered in the examination: 1. My family and friends, 2. My favourite food, 3. My house, 4. Professions, 5. My studies and my high school. 6. My city and transports. 7. My trips and my clothes. 8. My free time activities. <p><u>Summative assessments</u> In this unit, I will be: - learning and reviewing vocabulary taught before (Vocabulary tests will be held) ***Only students that are considered ready for the examination will be arranged to sit the DELE Exam. Nevertheless, all students will be learning the same materials (Book: Preparación al DELE Escolar A1) and will be preparing for the same set of language skills and strategies that will help them improve their Spanish communication skills</p>

(Wk 31 – 32): Easter Holiday	
40	End of year revision and reflection
41 - 43	Year End Exam

5. Assessment methods

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- The second form of assessment is Summative: it will be issued as Interim Reports and will show the overall progress of students according to their Uniform Tests results.

5.1 Formative assessment

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- Classwork
- Class projects
- Presentations
- Attitude

5.2 Assessment objectives and weightings

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Continuous assessment - Summative (CA)	Total: 70%
Writing	25% of CA
Reading	25% of CA
Listening	25% of CA
Speaking	25% of CA
Final Examination (E)	Total:30%
Writing	25% of E
Reading	25% of E
Listening	25% of E
Speaking	25% of E
Total	100%

5.2.1 Grade boundaries

Performance Grade	Spanish (%)	Key Stage 3 (UK National Curriculum)
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