

LAW TING PONG SECONDARY SCHOOL

S4 Spanish Language

Course Outline (2020-21)

1. Introduction

The Senior Spanish Curriculum (from S4 to S6) aims to develop intermediate-level Spanish language skills and to introduce the culture of the Spanish-speaking world. It provides training in spoken and written Spanish, oral interactive practice for various situations, grammatical structures and core vocabulary stipulated by Cambridge of around 1700 words. It also continues to explore Spanish-speaking countries' society and culture, with an international perspective.

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

- The higher level contents of UK Key Stage 3 National Curriculum for Modern Languages (in S4 only).
- UK Key Stage 4 National Curriculum for Modern Languages (for S5 and S6) leading to the International General Certificate of Secondary Education (IGCSE).
- EDEXCEL IGCSE (London Examination) - S4PO
- Spanish - Language (AS Level only) - 8685
- The descriptors of the B1¹ level of the *Common European Framework of Reference for Languages* (CEFR)²
- The philosophical and structural framework of the current educational reform in Hong Kong
- The overall philosophy of the LTPSS.

2. Aims and objectives of Spanish language courses

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:

¹ B1 is the third of 6 levels, namely, A1, A2, B1, B2, C1, C2, proposed in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR, by the European Council in the guidelines used to describe achievements of learners of foreign languages in Europe. DELE Exams are administered twice a year in Hong Kong (currently at the City University of Hong Kong). We are currently considering alternative external examination options for our students.

² After completing the Senior Secondary Education, students should be ready to take the HKEAA AS Level examination for Spanish language, which is included in Category C: Other Language Subjects of the HKDSE.

- Understand and respond to spoken language
- Understand and respond to written language
- Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

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 S4

Week	Module
Week 1	<p>Introduction to the S.4 syllabus and course requirements</p> <p>Subject affairs (e.g. forming base groups, selecting subject representatives, introducing exercise books, informing Spanish activities, explaining classroom rules, etc.)</p> <p>Introduction to the assessment and homework policies</p>
Week 2 - 3 (Around 2 teaching weeks)	<p>Unit 0. Review from S3: Información personal, mi familia, rutina diaria / <i>Personal information, my family, my daily routine</i></p> <p><u>Learning Targets</u></p> <p>By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> • Ask and say personal information • Use frequency expressions • Talk about my family • Say personal information about my family • Describe my family • Ask and talk about what I do in my daily routine • Ask and talk about free- time activities • Use different verbs (regular, irregular . reflexive, present tense) • Listen and recognise some daily activities
Week 4 - 5 (Around 2 teaching weeks)	<p>Unit 1. Edexcel Unit 3: A clase / <i>To class</i></p> <p><u>Learning Targets</u></p> <p>By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> • Ask and talk about my school • Ask and talk about subjects, teachers, facilities, uniforms, etc.

	<ul style="list-style-type: none"> ● Ask and say the time ● Describe my school ● Use verb: like ● Ask and talk about the rules ● Describe school pressures and problems ● Describe the school of the future ● Use different verbs (future tense) <p><u>Formative Practice</u></p> <p>- Read and talk about a Spanish book.</p> <p><u>Summative assessment</u></p> <p>In this unit, I will be:</p> <p>- creating a presentation about my school</p>
<p>Week 5 - 7 (Around 3 teaching weeks)</p> <p>1 Oct (week 5): National Day</p> <p>9 Oct (week 6): Chung Yeung Festival</p> <p>16 Oct (Week 7): Spanish Day</p>	<p>Unit 2. Edexcel Unit 7: ¡Viva mi barrio! / Long live my neighbourhood!</p> <p><u>Learning Targets</u></p> <p>By the end of the unit, I should be able to do:</p> <ul style="list-style-type: none"> ● Ask and talk about my home ● Use prepositions ● Ask and talk about different types of houses ● Express opinions ● Ask and talk about my neighbourhood ● Use comparatives ● Use different verbs (present tense and imperfect tense) ● Ask and talk about how I would change my city ● Use the conditional ● Ask and talk about shopping ● Use direct object pronouns ● Use indirect object pronouns ● Use demonstrative adjectives ● Make complaints
<p>Week 8 - 11 (Around 4 teaching weeks)</p> <p>9-13 Nov (Wk 11): Term Break</p>	<p>Unit 3. Edexcel Unit 6: Mi tiempo libre / My free time</p> <p><u>Learning Targets</u></p> <p>By the end of the unit, I should be able to do:</p> <ul style="list-style-type: none"> ● Ask and talk about TV programmes and films ● Ask and talk about hobbies ● Describe sports and sporting events ● Use different verbs (present tense and imperfect tense) ● Read and understand a biography ● Ask and talk about extreme sports ● Express opinion about my free time activities. ● Make arrangements to go out ● Use different verbs (present continuous) ● Make a conversation about my free time activities ● Write reviews ● Use absolute superlatives ● Ask and talk about new technology ● Use comparatives ● Make a debate <p><u>Summative assessments</u></p> <p>In week 11 a writing, reading, speaking and listening test on Unit 2 and 3 (Edexcel unit 7 & 6) will be held.</p>

<p>Week 12 - 13 (Around 2 teaching weeks)</p>	<p>Unit 4. Edexcel Unit 1: De vacaciones / From Holidays</p> <p><u>Learning Targets</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> ● Ask and talk about where I went ● Use different verbs (preterite tense) ● Ask and talk about holidays and the weather ● Describe accommodation ● Make descriptions (imperfect tense) ● Give opinions about holidays ● Justify opinions about holidays ● Ask and talk about holiday activities ● Use different tenses together (imperfect and preterite) ● Book a hotel room ● Ask and talk about the room ● Make a complaint in a hotel ● Say what I need (with expressions like “me hace falta”) ● Use connectives <p><u>Formative Practice</u> - Read and talk about a Spanish book</p> <p><u>Summative assessment</u> In this unit, I will be: - creating a presentation about my holidays</p>
<p>Week 14 - 17 (Around 4 teaching weeks)</p> <p>23 Dec - 2 Jan (Wks 17 - 18): Christmas and New Year Holiday</p>	<p>Unit 5. Edexcel Unit 2: De paseo por Sevilla / Walk around Seville</p> <p><u>Learning Targets</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> ● Ask and talk about means of transport ● Use adverbs ● Ask and say the time ● Ask and talk about places in the city ● Use the near future ● Plan a day out ● Ask and say directions ● Ask and say the name of establishments ● Use imperatives ● Use sequencers ● Ask and talk about food and drinks ● Order in a restaurant ● Use expressions like: I am hungry, I am thirsty, have a good meal, etc. ● Describe a day out ● Use different verbs (preterite and imperfect tenses) ● Express opinion about the city ● Ask and talk about festivals ● Use different tenses (present, preterite and near future) <p><u>Cultural lessons:</u> By the end of the unit, I should be able to: - understand Hispanic Christmas celebrations - write a Christmas card to a school in Spain (penpal project)</p> <p><u>Formative Practice</u> In this unit, I will be: - creating a Christmas postcard</p> <p><u>Mid-year assessment</u> In weeks 20-21 the Mid-year writing, reading, speaking and listening test on Unit 1,2, 3, 4</p>

	and 5 (1,2,3,6,7 Edexcel) will be held.
<p>Week 18 - 25 (Around 4 teaching weeks)</p> <p>25Jan – 10Feb Jan (Wks 22-24) Summative Assessment Period</p> <p>24 – 25 Jan (Wk 11-20): Lunar New Year</p>	<p>Unit 6. Edexcel Unit 5: Los trabajos / The jobs</p> <p><u>Learning Targets</u></p> <p>By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> ● Ask and talk about jobs and places of work ● Express opinions about jobs ● Describe part-time jobs ● Express obligation (have to + infinitive) ● Describe work experiences ● Use adverbs of time and frequency ● Ask and talk about future plans ● Describe future plans ● Use "if" clauses to express possibilities in the future ● Understand CVs ● Create a own CV ● Understand job adverts ● Use different verbs (the conditional tense) ● Understand application letters ● Use different verbs (perfect tense) ● Talk about a job interviews ● Prepare for a job interview
<p>Week 26 - 28 (Around 2 teaching weeks)</p> <p>1 March (week 27): Staff Development Day</p>	<p>Unit 7. Edexcel Unit 4: ¡Perdidos! / Lost!</p> <p><u>Learning Targets</u></p> <p>By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> ● Ask and talk about your family using past tense ● Describe your family ● Talk about relationships (in the past and present) ● Use to be (ser/estar) ● Talk about present tense and past tense ● Ask and talk about daily routine, using present tense and past tense ● Use different verbs (reflexive verbs past tense) ● Use different verbs (present, preterite, imperfect) ● Make deductions while listening ● Ask and talk about experiences and hopes ● Prepare an article <p><u>Formative Practice</u></p> <p>- Read and talk about a Spanish book.</p> <p><u>Summative assessments</u></p> <p>In week 28 , a writing, reading, speaking and listening test on Unit 6 and 7 (Edexcel unit 4 & 5) will be held.</p>
<p>Weeks 29 - 35 (Around 4 teaching weeks)</p> <p>16-17 March (Wk 29): After Sports Days</p>	<p>Unit 8. Edexcel Unit 8: La salud / Health</p> <p><u>Learning Targets</u></p> <p>By the end of the unit, I should be able to do:</p> <ul style="list-style-type: none"> ● Ask and talk about the body ● Talk about illnesses ● Use different verbs (perfect tense) ● Ask and talk about food ● Buy food ● Ask and talk about how to stay in good shape

<p>23– 26 March (Wk 30): <i>Experiential Learning Week</i></p> <p>29 March – 6 Apr (Wk 31 – 32): <i>Easter Holiday</i></p> <p>1 May (Wk 35): <i>Labour Day</i></p>	<ul style="list-style-type: none"> ● Ask and talk about mealtimes ● Give advice ● Use different verbs (present, conditional and future) ● Ask and talk about issues facing young people ● Understand phrases with subjunctive <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 Easter celebrations <p><u>Summative assessment</u> In this unit, I will be:</p> <ul style="list-style-type: none"> - creating a presentation about issues facing young people
<p>Weeks 36 - 39 (Around 5 teaching weeks)</p>	<p>Unit 9. Edexcel Unit 9: Nuestro planeta / Our planet</p> <p><u>Learning Targets</u> By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> ● Ask and talk about the environment ● Use a variety of expressions to give my point of view ● Ask and talk about global issues ● Use different verbs (present of subjunctive) ● Ask and talk about the problems facing the planet ● Look at local solutions to global problems ● Ask and talk about global citizenship ● Ask and talk about homelessness ● Use different verbs (pluperfect 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...) <p><u>Formative Practice</u> - Read and talk about a Spanish book.</p> <p><u>Summative assessment</u> In this unit, I will be:</p> <ul style="list-style-type: none"> - creating a presentation about global issues and solutions
<p>40</p>	<p>End of year revision and reflection</p>
<p>41 - 43</p>	<p>Year End Exam</p>

5. Assessment

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.

Students will not be allowed to participate in any Summative Assessment if they do not perform according to standards in their Progress Reports.

5.1 Formative assessment: Progress Reports

- Learning progress
- Homework
- Classwork
- Class projects

- Presentations
- Attitude

5.2 Assessment areas/criteria: Interim Reports

Report marks are based on continuous Summative Assessment Unit Quizzes 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 Attainment grades and mark ranges

Performance Grade	Spanish (%)	Key Stage 3 (UK National Curriculum)
A*	83 and above	7 / 7+
A	81-72	6
B	71-62	5
C	61-52	4
D^	51-43	3
E	42 and below	2

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

LAW TING PONG SECONDARY SCHOOL

S5 Spanish Language

Course Outline (2020-21)

1. Introduction

The Senior Spanish Curriculum (from S4 to S6) aims to develop intermediate-level Spanish language skills and to introduce the culture of the Spanish-speaking world. It provides training in spoken and written Spanish, oral interactive practice for various situations, grammatical structures and core vocabulary stipulated by Cambridge of around 1700 words. It also continues to explore Spanish-speaking countries' society and culture, with an international perspective.

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2. Aims and objectives of Spanish language courses

2.1. Aims

Following the UK Key Stage 4 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:

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DELE Exams are administered twice a year in Hong Kong (currently at the City University of Hong Kong). We are currently considering alternative external examination options for our students.

² After completing the Senior Secondary Education, students should be ready to take the HKEAA AS Level examination for Spanish language, which is included in Category C: Other Language Subjects of the HKDSE.

- Understand and respond to spoken language
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- Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately

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).
- All students will be getting ready to take the IGCSE Spanish exam. During lessons, students will prepare for this exam by practising all the skills.

4. Teaching Schedule for S5

Week	Module
Week 1	Introduction to the S.5 syllabus and course requirements Subject affairs (e.g. forming base groups, selecting subject representatives, introducing books, informing Spanish activities and IGCSE examination in March-May 2020, explaining classroom rules, etc.) Introduction to the assessment and homework policies.
Week 2-10 (Around 9 teaching weeks) 1 Oct (Week 5): National Day 2 Oct (Week 5) Day after Mid-Autumn Festival 26 Oct (Week 9): Chung Yeung Festival Holiday 9-13 Nov (Wk 11): Term Break	*UNIT 7. Mi barrio / Mi district <u>Learning Targets</u> By the end of the unit, I should be able to: - Talk about the house - Talk about my neighbourhood - Talk about how I would change my city - Talk about shops and objects to buy - Talk about my past life - Make complaints in a shop - Use este/esta/estos/estas - Use direct object pronoun - Use imperfect and present tenses - Use conditional - Use a variety of phrases to express opinions <u>Cultural lessons:</u> By the end of the unit, I should be able to: - Understand the Day of the Dead in Mexico. <u>Formative Practice</u> - Read and talk about a Spanish book. <u>Sumative assessments</u> In weeks 8-9 a writing, reading, speaking and listening test on Unit 7 will be held. * We will keep on working from last year's book (Edexcel GCSE Spanish Higher)
Weeks 12 - 24 (Around 13)	UNIT 8: La salud / Health <u>Learning Targets</u>

<p><i>teaching weeks)</i></p> <p>23 Dec - 2 Jan (Wks 17 - 18): Christmas and New Year Holiday</p> <p>25 Jan - 10 Feb (Wks 22-24) Summative Assessment Period</p> <p>11 – 20 Feb (Wks 24 – 25): Lunar New Year</p>	<p>By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> - Talk about the body and illnesses - Talk about how to stay in good shape - Talk about issues facing young people - Use a variety of tenses - Use the conditional and future tenses <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> - Read and talk about a Spanish book. (A book Chosen by them from the Library) <p><u>Sumative assessments</u></p> <p>In weeks 13-14 a writing, reading, speaking and listening test on Unit 8 will be held. In weeks 20-21 the Mid-year writing, reading, speaking and listening test on Unit 4 and 5 will be held.</p>
<p>Weeks 26- 30 (Around 5 teaching weeks)</p> <p>Sports day 16-17March (Week 29)</p> <p>(Wk 30): Experiential Learning Week</p>	<p>UNIT 9: Nuestro planeta / Our planet</p> <p><u>Learning Targets</u></p> <p>By the end of the unit, I should be able to:</p> <ul style="list-style-type: none"> - Talk about the environment - Talk about global issues - Consider problems facing the planet - Look at solutions to global problems - Talk about global citizenship - Talk about homelessness - Use a variety of expressions to talk about the environment - Use si+present+future - Use the present Subjunctive <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> - Read and talk about a Spanish book (A book chosen by the teacher). <p><u>Summative assessment</u></p> <p>In week 27 an oral presentation about unit 9 will be held. In week 28 a writing, reading and listening test on Unit 9 will be held.</p>
<p>Weeks 32 - 41 (Around 10 teaching weeks)</p> <p>29 March - 6 April (Wks 31 - 32) Easter Holiday</p>	<p>UNIT 10. IGCSE Practise</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"> - Understand how to do the IGCSE Exam: Reading, writing, listening and oral tasks - Understand all the topics covered in the examination: Topic A. Home and abroad, Topic B. Education and employment, Topic C. House, home and daily routine, Topic D.The modern world and the environment, Topic E.Social activities, fitness and health. <p><u>Formative Practice</u></p> <ul style="list-style-type: none"> - Read and talk about a Spanish book. <p><u>Summative assessment</u></p> <p>In this unit, I will be:</p> <ul style="list-style-type: none"> - to do IGCSE mock exams.
<p>40</p>	<p>End of year revision and reflection</p>
<p>41 - 43</p>	<p>Year End Exam</p>

5. Assessment

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: Progress Reports

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- Presentations
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5.2 Assessment areas/criteria: Interim Reports

Report marks are based on continuous Summative Assessment Unit Quizzes 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)	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 Attainment grades and mark ranges

Performance Grade	Spanish (%)	Key Stage 3 (UK National Curriculum)
A*	80 and above	7 / 7+
A	79-65	6
B	64-55	5
C	54-47	4
D [^]	46-38	3
E	37 and below	2

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