

Spanish Year 9 Local, national, international and global areas of interest

Y9 Module 4	Title <i>Jóvenes en acción</i> (GCSE theme: Local, national, international and global areas of interest)	
Why are you teaching it?	To develop language to talk about children's rights, fair trade and recycling To learn the use of <i>se debería</i> To reinforce the use of <i>Poder</i> more than the first person singular To develop the habit of expressing their opinions a critical thinking about social issues	<u>Misconceptions</u> The conjugation of the <i>irregular verb Poder in the present tense</i> The use of different endings for different groups of verbs in the conditional tense The use of in order to + infinitive The impersonal conditional use of <i>se debería</i>
Why are you teaching it now ? What prior learning do students have ?	To reinforce the use of opinions, connectives and present, past and future tense verbs when talking about social issues, environment and their region. This topic uses a lot of cognates and near-cognates to support learning. Modules 1-5 plus cultural project work. Year 7 and 8 Curriculum. (GCSE themes: Identity and culture, Current and future study and employment, Identity and culture)	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p>E/D <i>To be able to express their opinion about social issues and views about the environment with the use of connectives and basic opinions and to be able to include one example of the present, past and future tense with limited vocabulary and grammar.</i></p> <p>S <i>To be able to express their opinion about social issues and views about the environment with the use of higher level connectives, time phrases and opinions phrases and be able to understand the present, preterite and future tenses and give a couple of clear examples.</i></p> <p>M <i>To be able to give an extended opinion about social issues and views about the environment with a range of present, past and</i></p>	Tengo derecho a la educación. Tengo derecho al juego. Tengo derecho al amor y a la familia. Tengo derecho a un medio ambiente sano. Tengo derecho a la libertad de expresión. Tengo derecho a vivir en armonía. No puedo salir... No puedo dar mi opinión... No puedo ir al insti Tiene doce años. Vive en una plantación. Vive con su familia. Trabaja catorce horas al día. Trabaja seis días a la semana. Trabaja para una cooperativa. Es justo / No es justo ¡Es inaceptable!, ¡Qué horror!, ¡Es increíble! Lo bueno/Lo malo es que... El problema es que...

	<p><i>future tense verbs and with accurate spelling and grammar.</i></p> <p>Oracy - <i>Group work, classroom discussions, meaningful conversations, formal debates, GCSE role-plays, presentations, photo descriptions.</i></p> <p>Literacy - <i>all detailed in the Scheme of Work.</i></p> <p>SEND - <i>Use of LA Provision - templates provided for activities. Chrome Book provided if required. Visual prompts. Reinforcement of oral instructions. Constantly revise and reinforce learning. Provide good role modules by making use of the other students and staff. End of module vocabulary and regular teacher check-in. See Scheme of Work.</i></p>	<p>¿Qué se debería hacer para proteger el medio ambiente?</p> <p>Se debería...</p> <ul style="list-style-type: none"> reciclar vidrio y papel/plástico apagar la luz usar transporte público usar la ducha en vez del baño cerrar el grifo conservar agua ahorrar energía en casa <p>No se debería...</p> <ul style="list-style-type: none"> malgastar el agua usar bolsas de plástico tirar la basura al suelo <p>Antes...</p> <p>en mi ciudad había mucha violencia. Era muy peligrosa. mi ciudad estaba sucia y había mucha basura. había mucha contaminación.</p> <p>Ahora...</p> <ul style="list-style-type: none"> no tiene barrios peligrosos. hay una red de transporte muy buena. hay menos contaminación. está limpia y hay menos basura.
<p>Assessments: Mid term and End of Module Assessment</p>	<p>End of Module 4 exam Reading, Writing and Listening.</p> <p>Throughout this module there will be continual assessment and exam style questions.</p> <p>Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>Based on End of module assessment on 4 skills – Listening, Reading, Speaking and Writing – including a role-play in the speaking assessment and a translation.</p>