**Modern Language BGE Course Outline S2**

**S1 pupils will complete one 18-week block each of French and Spanish, starting the first week of term in August.**

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| **French** | | | | | |  | **Spanish** | | | | |
| **La Ville / le village** | **Le Collège** | | | | **Les Loisirs** | **Spanish-speaking world** | | **Holidays** | | **Education** |
| Position  Describing town/village  Advantages / disadvantages of town/country  Weather  Comparison Scotland & Francophone countries | School in Scotland and in Francophone countries  Facilities  Subjects  Opinions  Reasons for liking/disliking subjects  Time  Timetable  Routine | | | | What activities I/my family/my friends do/don’t do and when  What I/my family/my friends like and don’t like doing  The weather | General introduction to the course  Where I’m from  What nationality I am  Where I live  What’s in your town for young people?  What can tourists do when they visit the area?  Climate in Scotland compared to Spanish speaking countries | | European countries and holiday destinations in the UK  How do you travel?  For how long?  Where do you stay?  Holiday activities in the present tense  Where you are going to go?  Semana Santa | | What subjects I do  Opinions of subjects & reasons  Opinions of teachers & reasons  Describe what activities you do in lessons.  Describe what you and others do during break and lunch. |
| Reading Assessment ­+  Listening Assessment  Coaching wheel review and reflections |  | | | | Talking + Writing assessment preparation & practice | Design a tourist information leaflet on their town/places to visit in the surrounding area | | Talking + Writing Assessment  Students draft, prepare and present their holiday themed power points to peers as a Talking and Writing assessment. | | Reading Assessment ­+  Listening Assessment  Coaching wheel review and reflections |
| Evidence:  Coaching wheel mid  Jotters  Question Papers  Coaching wheel end with feedback | Evidence:  Jotters  Timely feedback | | | | Evidence:  Coaching wheel mid  Jotters with draft and feedback  Recording  Teacher notes  Coaching wheel with feedback | Evidence:  Jotters  Leaflet  Coaching wheel with feedback | | Evidence:  Jotters  Coaching wheel  Written draft Recording/Teacher notes | | Evidence:  Jotters  Coaching wheel  Test papers |
| Literacy  Through developing knowledge of context clues, punctuation, grammar and layout, pupils will read unfamiliar texts with increasing fluency, understanding and expression.  Use the bilingual dictionary accurately | Literacy  Pupils will review and correct writing to ensure it makes sense and meets its purpose.  They will ensure that their spelling, including specialist vocabulary, is accurate across writing  Apply pronunciation techniques | | | | Literacy  Pupils will create a short text using appropriate punctuation and varied sentence structures in a way that makes sense to their reader.  Pupils will write fluently with an understanding of spelling, punctuation and grammar. This will be done in both French and English.  Pupils will review and correct writing to ensure it makes sense and meets its purpose.  They will ensure that their spelling, including specialist vocabulary, is accurate across writing  Apply pronunciation techniques | Literacy  Pupils will create a short text using appropriate punctuation and varied sentence structures in a way that makes sense to their reader.  Pupils will write fluently with an understanding of spelling, punctuation and grammar. This will be done in both Spanish and English.  Pupils will review and correct writing to ensure it makes sense and meets its purpose.  They will ensure that their spelling, including specialist vocabulary, is accurate across writing  Apply pronunciation techniques | Literacy  Pupils will create a short text using appropriate punctuation and varied sentence structures in a way that makes sense to their reader.  Pupils will write fluently with an understanding of spelling, punctuation and grammar. This will be done in both Spanish and English.  Pupils will review and correct writing to ensure it makes sense and meets its purpose.  They will ensure that their spelling, including specialist vocabulary, is accurate across writing  Apply pronunciation techniques | | Literacy  Pupils will review and correct writing to ensure it makes sense and meets its purpose.  They will ensure that their spelling, including specialist vocabulary, is accurate across writing  Apply pronunciation techniques | |
| Health and Wellbeing  Pupils will reflect on their own and others’ work.  They will evaluate it against shared criteria.  They will recognise improvement and achievement and use this to progress further.  Pupils will work and learn with others.  They will improve their range of skills, and achieve identified goals.  Pupils will understand the social wellbeing of themselves and others.  They will show an awareness of the need to respect boundaries and respond appropriately | Health and Wellbeing  Pupils will reflect on their own and others’ work.  They will evaluate it against shared criteria.  They will recognise improvement and achievement and use this to progress further.  Pupils will work and learn with others.  They will improve their range of skills, and achieve identified goals.  Pupils will understand the social wellbeing of themselves and others.  They will show an awareness of the need to respect boundaries and respond appropriately | | | | Health and Wellbeing  Pupils will reflect on their own and others’ work.  They will evaluate it against shared criteria.  They will recognise improvement and achievement and use this to progress further.  Pupils will work and learn with others.  They will improve their range of skills, and achieve identified goals.  Pupils will understand the social wellbeing of themselves and others.  They will show an awareness of the need to respect boundaries and respond appropriately |  | Health and Wellbeing  Pupils will reflect on their own and others’ work.  They will evaluate it against shared criteria.  They will recognise improvement and achievement and use this to progress further.  Pupils will work and learn with others.  They will improve their range of skills, and achieve identified goals.  Pupils will understand the social wellbeing of themselves and others.  They will show an awareness of the need to respect boundaries and respond appropriately | | Health and Wellbeing  Pupils will reflect on their own and others’ work.  They will evaluate it against shared criteria.  They will recognise improvement and achievement and use this to progress further.  Pupils will work and learn with others.  They will improve their range of skills, and achieve identified goals.  Pupils will understand the social wellbeing of themselves and others.  They will show an awareness of the need to respect boundaries and respond appropriately | | Health and Wellbeing  Pupils will reflect on their own and others’ work.  They will evaluate it against shared criteria.  They will recognise improvement and achievement and use this to progress further.  Pupils will work and learn with others.  They will improve their range of skills, and achieve identified goals.  Pupils will understand the social wellbeing of themselves and others.  They will show an awareness of the need to respect boundaries and respond appropriately |
| Digital Literacy  Pupils will use digital technologies to search, access and find information related to the topic when appropriate | Digital Literacy  Pupils will use digital technologies to search, access and find information related to the topic when appropriate | | | | Digital Literacy  Pupils will use digital technologies to search, access and find information.  Pupils will make appropriate choices about how to present their digital text. Fonts, bullet points, headings etc. |  | Digital Literacy  Pupils will make appropriate choices about how to present their digital text. Fonts, bullet points, headings etc. | | Digital Literacy  Pupils will make appropriate choices about how to present their digital text. Fonts, bullet points, headings etc. | |  |
| **Skills for learning, work and life**  **Thinking skills across learning**   * Pupils will use critical thinking. They will use what they have learned to translate. * Pupils will analyse. They will break down information and search for relationships. * They will be able to recall information about key vocabulary and spelling. * They will be able to locate techniques from their reference booklet and correction codes to help them translate/write in Spanish.   **Numeracy across learning**   * Pupils will make informed decision about the Listening/Writing/Reading/Speaking that they are studying. It will be used to justify their responses and answers. * Personal Learning Planning * Pupils will use appropriate language for self-evaluation * Pupils will identify, discuss and reflect on their own evidence of learning.   **Leadership**   * Pupils will learn to value the views and contributions of others in their group * Pupils will learn to be good listeners and know the members of their group or team well. * Enterprise and employability * Pupils will develop a modern world view and show resilience, adaptability and a determination to succeed. | |  |  |  | | | | | | | | |

Ho**me-learning is usually set weekly on Teams.**

**There are also resources such as copies of the Sentence Builder booklets and website links on Teams.**

**There may be opportunities for additional project and/or digital learning.**