



Trinidad & Tobago

MINISTRY OF EDUCATION

CURRICULUM PLANNING AND DEVELOPMENT DIVISION

PRIMARY SPANISH SYLLABUS DRAFT

INFANTS – STANDARD 5

Syllabus Overview

STATEMENT OF BELIEFS

Our geographical location, gateway to the Spanish-speaking Americas, and current regional and international economic trends and their implications for Trinidad and Tobago, create an imperative for strengthening and deepening the national capability in Spanish at all levels and has given rise to the declaration of Spanish as the First Foreign language of Trinidad and Tobago.

Research and experience have shown that the infant years are the most opportune time to begin the learning of a foreign language and to develop an appreciation of and openness to other peoples and cultures. Beginning to speak a language at this level makes possible the acquisition of native-like pronunciation and fluency, supports the learning of the native-language and engenders confidence and willingness to use the language. Accordingly, with a view to laying the foundation for the establishment of Spanish as the First Foreign Language of Trinidad and Tobago, the Ministry of Education has mandated the introduction of Spanish at primary school level.

PROGRAMME GOALS

It is expected that the introduction of this programme of instruction will:

- Develop basic oral/aural Spanish proficiency among primary-age students
- Create a greater awareness of Hispanic cultures, Spanish-speaking countries and peoples in the region
- Reinforce and increase knowledge of other subject areas through content-based Spanish language instruction (e.g. Social Studies, English).
- Foster a love for foreign language study in all students
- Enhance the levels of achievement in Spanish at the secondary level

SPECIFIC INSTRUCTIONAL OBJECTIVES

Attainment of the goals stipulated above will be demonstrated by the students' ability to:

- Ask for and give basic autobiographical information about themselves and others
- Identify and describe in simple terms familiar objects common to their home and school environment
- Express agreement and disagreement
- State likes and dislikes
- Ask for and give basic information about routine school and leisure activities
- Ask for and give basic information about selected aspects of local and Hispanic culture

SYLLABUS DESIGN AND INSTRUCTIONAL APPROACH

The design of the syllabus is guided by the following principles:

1. Spanish learned at the primary level must anticipate and complement the secondary level Spanish curriculum
2. Content and instructional activities must be consistent with the cognitive and affective developmental patterns, learning styles and interests of primary age children
3. The development of cultural awareness is as important a goal as the development of linguistic proficiency

Complementing the Secondary Level Spanish Curriculum

The syllabus has a cyclical-thematic structure which is intended to provide ongoing reinforcement of key concepts and structures across the various levels of instruction. The primary focus, especially at the lower levels, is on developing oral skills, acquiring core vocabulary, and ensuring that students view learning Spanish as an enjoyable, 'fun' activity, and not as an additional 'examination' burden. Building intrinsic motivation for language learning at this level is critical. Students must be able to draw upon the positive experiences of learning Spanish at the primary level and embrace the challenge of mastering more difficult syntactic patterns at the higher levels of instruction. Developing a strong capability in oral communication at primary level, a major goal of this syllabus, will

enable secondary level Spanish teachers to devote more instructional time to increasingly complex grammatical structures, the mastery of which is required to attain the higher levels of proficiency targeted in the for the secondary school graduate.

Types of Learning Activities

Instructors are encouraged to make extensive use of games, songs, flashcards and other interactive learning resources with high mnemonic value to aid the learning process. The lexical scope of instruction can be expanded by contextualizing the vocabulary presented to reflect the realities of the specific communities within which the language will be taught, as it is a well known principle of language learning that meaningfulness aids acquisition. Teachers are asked to note in this regard that while the syllabus contains comprehensive vocabulary lists in certain thematic areas, students are not required to learn all the items, but only those which apply to their personal situation. Additionally, many of the in-class activities are designed to give students an immediate sense of accomplishment in the language, and thus lend themselves naturally to formative evaluation exercises.

Teaching of Culture

With respect to the teaching of Hispanic culture at the primary level, the intent is to increase students' awareness of Spanish-speaking countries, especially those in Latin America and the Caribbean. Students should also be made aware of the legacy of Spanish culture and tradition in the development of their own nation. Such goals dictate that teachers focus not only on language-specific culture items such as the "piñata," but also on more general knowledge. As such, it is expected that much of the teaching of cultural appreciation at the primary level will be conducted in the first language.

Summary

The themes, functional objectives and structures presented in this document are meant to be incorporated into the Primary curriculum, beginning at the Infants Level and sequentially developed across levels, under the tutelage of a trained and qualified teacher. The syllabus content and teaching/learning activities are not prescriptive, but are rather intended as samples, and where relevant and applicable, to serve as the basis for further development depending on the learning styles and aptitude of students. What is of primary importance is the need to ensure that the primary school syllabus be effected, not only with a focus on oral communication, but with the underlying purpose of making the learning of Spanish a pleasurable experience for all children, and in the process, increase their desire to further their study of Spanish.

FUNCTIONAL-NOTIONAL OVERVIEW Infants – Post Primary Syllabus

YEAR	KEY FUNCTIONS	KEY NOTIONS
Infants Year I	Exchanging greetings and other social courtesies	Numbers, 1-10, the Alphabet
Infants Year II	Identifying self and others	Numbers 1-20, Colours
Standard I	Identifying objects	Colours, Shape, Size
Standard II	Describing people and things	Personal and Physical Qualities
Standard III	Talking about leisure and school activities	Time (Days, Months, Hours). Frequency
Standard IV	Describing places	Distance, Relative location
Standard V	Integration of all functions and notions Infants to Standard IV	
Post-Primary	Excerpts from above integrated into situational dialogues	

INFANTS YEAR 1

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>1. ¿Quién soy yo?</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ express greetings and farewells ▪ express basic courtesies ▪ identify self as boy/girl ▪ state names ▪ agree and disagree using “si” and “no” 	<p>Me llamo</p> <p>¿Cómo te llamas?</p> <p>Soy niño/niña</p> <p>¿Cómo estás? (Muy) Bien gracias</p> <p>Lo siento</p>	<p>Buenos días Buenas tardes Buenas noches Hola Adiós, Chao</p> <p>Por favor, Gracias, De Nada</p> <p>Niño/Niña</p> <p>Chico/Chica</p>	<ol style="list-style-type: none"> 1. Song: “Buenos Días” 2. Students practice greeting each other 3. Students learn the Spanish Alphabet song <p><u>CULTURE</u></p> <ol style="list-style-type: none"> 1. Students identify ‘typical’ Spanish names such as Pedro, Maria, etc. 2. El Abrazo, la bendición 	<ol style="list-style-type: none"> 1. Name tags 2. Gifts 3. Spanish Alphabet chart

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
2. La Familia	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the immediate members of their family ▪ Count from 1-10 ▪ State the number of brothers and/or sisters they have 	<p>¿Quién es? Es mi</p> <p>¿Cuántos/Cuántas hermanos/hermanas tienes?</p> <p>Tengo</p>	<p>El papa, La mamá El hermano La hermana Los padres Bebé</p> <p>Numbers 1-10</p>	<ol style="list-style-type: none"> 1. Students identify and label family members by name 2. Students count the number of children in “The old lady who lived in a shoe...” <p><u>CULTURE</u></p> <ol style="list-style-type: none"> 1. Spanish terms of affection ‘mami’ and ‘papi’. 2. La bendición 	<p>Photographs of family members</p> <p>Two (2) boxes of Nos. 1-10</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
3. Mis Amigos y yo	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ greet friends ▪ say farewell ▪ Identify friends by name ▪ express affection for friends 	<p>Es mi ...</p> <p>Es tu ...</p> <p>Este es ...</p> <p>Esta es ...</p>	<p>Hola</p> <p>Bienvenido/a</p> <p>Amigo/amiga,</p> <p>Chao</p> <p>Hasta mañana</p>	<p>Drawing and labeling friends</p> <p><u>CULTURE</u></p> <p>1. El abrazo (Reinforcement)</p>	<p>Pictures, Drawings, Toys (dolls etc.)</p>
4. La Casa	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify a house ▪ Say how many rooms are in a house 	<p>¿Qué es?</p> <p>Es una casa</p> <p>Reinforcement of numbers: ¿Cuántos/cuartos hay ...?</p> <p>Hay ... cuartos en mi casa</p>	<p>una casa</p> <p>un cuarto</p> <p>no</p> <p>sí</p>	<p>1. Select a 'casa' from among a series of different objects</p> <p>2. Students draw their own 'casa'</p> <p>3. Students connect a dot-to-dot to draw a 'casa'.</p>	<p>Pictures of drawings of houses (frontal and aerial view)</p> <p>Masking tape, Worksheets, Lego, Files for children's efforts</p> <p>Letter cards</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
5. La Escuela	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and request specific classroom objects ▪ Understand and respond physically to basic classroom instructions as given by the teacher ▪ Understand singular and plural commands 	<p>¿Qué es?</p> <p>Es un/una ...</p> <p>¿Qué son?</p> <p>Son</p>	<p>Papel</p> <p>Lápis, goma, creyones, plasticina</p> <p>Entra/entren</p> <p>Siéntate/Siéntense</p> <p>Ponte de pie</p> <p>Pónganse de pie</p> <p>Pásame, Dame</p> <p>Por favor</p> <p>Silencio</p> <p>Desditos en la boca</p> <p>Repite/repitan</p>	<ol style="list-style-type: none"> 1. Game: Simón dice 2. The teacher gives a series of instructions to which the students respond 3. <u>Pair work</u>: Requesting and passing objects 	Classroom objects

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
6. La comida	Students will be able to: <ul style="list-style-type: none"> ▪ Identify selected fruits in Spanish ▪ State which fruits they want or do not want 	¿Qué es? Es un Es una ¿Qué quieres? Quiero ... No quiero ...	una naranja una manzana una banana una papaya una piña una mango	<ol style="list-style-type: none"> 1. Draw, colour and label fruits by tracing along the dotted lines. 2. Students identify fruits in Spanish according to pictures they are given 3. Teacher gives out cards with pictures of the items in random fashion then asks all with bananas to stand ... 	Charts Crayons & drawing paper Pictures of fruits Plasticine Plastic fruits, Real fruits Fruit basket

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELTED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
7. El Transporte	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify six means of transport 	<p>¿Qué es? Es un Es una</p>	<p>Un carro Una bicicleta Un autobús Un taxi Un maxi-taxi Un avion</p>	<ol style="list-style-type: none"> Drawing & colouring Songs/Poems Show and tell 	<p>Crayons, Paper, Bristol Board, scissors, toys</p>
8. Mi Patria	<p>Students will be able to:</p> <ul style="list-style-type: none"> To identify their country of origin State the names of the leaders of the country 	<p>Mi patria se llama ... El presidente se llama ... El primer ministro de mi patria se llama ...</p>	<p>La patria El presidente El primer ministro</p>	<p>Students match flashcards with presidente, primer ministro and patria with pictures</p>	<p>Pictures of Trinidad and Tobago, the President, and the Prime Minister</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>9. Encuentro Cultural</p> <p>Our Spanish-speaking Neighbours</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify by name two countries in the Caribbean and Latin America where Spanish is spoken 	<p>¿Dónde se habla Español?</p> <p>En ...</p>	<ul style="list-style-type: none"> ▪ Venezuela ▪ Colombia ▪ Argentina ▪ Cuba ▪ Puerto Rico ▪ Costa Rica ▪ Dominican Republic 	<ol style="list-style-type: none"> 1. Students colour and name Spanish-speaking countries on a map 2. Students display all drawings, etc. done throughout the year 	<p>Map where Spanish speaking countries can be identified</p>

INFANTS YEAR II

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
1. ¿Quién soy yo?	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ State their name ▪ State their age ▪ Say where they live ▪ Count from 1-20 ▪ (reinforcement) 	<p>Me llamo ... Tengo ... años</p> <p>¿Dónde vives? Vivo en ...</p>	<p>La calle La avenida Una casa Un apartamento Puerto España, etc Numbers 1-20</p>	<p>1. Number games - BINGO from 1 - 20</p>	<p>1. Pictures 2. Boxes of numbers</p>
2. La Familia	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ State the name of the family members ▪ State the age of their brothers and sisters ▪ Express affection for someone 	<p>Mi hermano se llama ... Tiene ... años Quiero a mi ...</p>	<p>Numbers 1 – 20 Mamá Papá Hermano hermana</p>	<p>1. Students identify family members and tell class their names 2. Students tell age of sisters and brothers 3. Students express affection for family members</p>	<p>Photographs drawings of family members</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
3. Mis Amigos y yo	<p>Students will be able to:</p> <ul style="list-style-type: none"> Introduce friends Inquire about friends health Identify their favorite television/cartoon characteristics Identify basic colours 	<p>¿Qu tal? ¿Cómo estás? ¿y tu? ¿Quién es? ¿Es ... ¿De qué color es? ¿Es ...</p>	<p>bien/mal chévere mucho gusto blanco/a negro/a roja/a amarillo/a verde azul</p>	<p>Identify Games</p> <ol style="list-style-type: none"> Teachers present pictures of well-known cartoon or TV characters, students name and describe them (e.g. Mickey Mouse, Elmo, cookie Monster, Kermit the Frog, Big Bird.) 	<p>Pictures of cartoon and television characters Puppets</p>
4. La Casa	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify common objects in the home environment State the number of items that they have or want 	<p>¿Tienes un/una? Tengo un/una Quiero un/una dos/tres, etc ...</p>	<p>Un televisor Un radio Una mesa Una silla Una cama Recycle Fruit and Transport vocabulary from Year 1</p>	<p><u>Matching Game</u></p> <p>Teacher distributes picture cards illustrating different vocabulary items.</p> <p>Students try to find the correct match for the pictures on their cards. The first student who secures all items on list wins a prize</p>	<p>Crayons Markers Plain Sheet of paper Pictures</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
5. La Escuela	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify key persons in the school setting ▪ Describe common items in the school environment using basic colours 	<p>¿Quién es?</p> <p>El Señor __X__</p> <p>Es mi maestro</p> <p>La Señora __X__</p> <p>Es mi maestra</p>	<p>El maestro</p> <p>La maestra</p> <p>El director</p> <p>La directora</p> <p>El pupitre</p> <p>La pizarra</p> <p>La tiza</p> <p>El cuaderno</p> <p>El creyon</p> <p>El lápiz</p> <p>El bolso</p>	<p>Colouring Activity</p> <ol style="list-style-type: none"> 1. Students colour items according to words written in Spanish 2. Matching Game again – this time with colours specified on hopping list 	<p>Bristol Board Markers</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELTED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
6. La Comida Fruits	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ State the colour of different fruits ▪ State their preferences 	<p>¿Qué es?</p> <p>Es un ... Es una ...</p> <p>Quiero ...</p> <p>Me gusta ... No me gusta ...</p>	<p>Una naranja</p> <p>Una manzana</p> <p>Una banana</p> <p>Una papaya</p> <p>Una piña</p> <p>Un mango</p> <p>Una toronja</p> <p>Una patilla</p> <p>Un limón</p>	<p>Draw, Colour and Label</p> <ol style="list-style-type: none"> 1. Matching fruits with appropriate colours 2. Show and Tell using pictures of fruits on palette sticks 3. Students make fruit with plasticine, create a market scene and ask for fruits. 	<p>Crayons,</p> <p>Pencils</p> <p>Pictures</p> <p>Plasticine</p> <p>Palette sticks</p> <p>Paper plates</p> <p>Real fruits</p> <p>Charts</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
7. El Transporte	<p>Students will be able to:</p> <ul style="list-style-type: none"> Give specific information on what transport items they have (i.e. toys) 	<p>¿Cuántos ... Tienes?</p> <p>Tengo ...</p> <p>¿De qué colour Es?</p> <p>Es ...</p>	<p>Un carro</p> <p>Una bicicleta</p> <p>Un autobus</p> <p>Un barco</p> <p>Un avión</p>	<p><u>Song</u></p> <p>1. Tengo, Tengo, Tengo</p> <p><u>Show and Tell</u></p> <p>2. Tengo un carro ... Rojo, etc</p> <p><u>Audio Show and Tell</u></p> <p>3. Identifying vehicles by sounds</p>	<p>Tape recorder,</p> <p>Crayons</p> <p>Paper</p> <p>Toys etc.</p>
8. Mi Patria	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify these national symbols by their Spanish names Name the colours of the flag in Spanish and be familiar with the term 'la bandera' 	<p>La flor nacional es ...</p> <p>Los colores de la bandera de mi patria son</p>	<p>La flor Chaconia</p> <p>La bandera</p> <p>Rojo</p> <p>Negro</p> <p>blanco</p>	<p>1. Students colour pre-printed outlines of the national flag</p>	<p>Coins which carry the Chaconia flower by sounds</p> <p>Picture or realia of National Flag</p> <p>Outlines of flag for colouring</p>

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
8. Mi patria (cont'd) National Anthem	Students will be able to: <ul style="list-style-type: none"> Identify the National Anthem as the 'himno nacional' 		El himno nacional	Anthem is played, students are given the title himno nacional	Cassette with (English) recording of national anthem
9. Encuentro Cultural	Students will be able to: <ul style="list-style-type: none"> Identify the national flags of Trinidad and another Spanish-speaking country 	Los colores de la bandera de ___ X ___ son	Review of colours	Students do same activity for a Spanish-speaking country e.g. Venezuela Students display all drawings, etc. done throughout the year	Sketch Pad, Drawing Paper, Crayons Flags of selected countries

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STANDARD I

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
1. Quien soy yo? Birthdays	Students will be able to <ul style="list-style-type: none"> ▪ State their birthday, and ask a friend when is his/her birthday ▪ Give the day and month of their birthday 	¿Cuando es tus cumpleaños? Mi cumpleaños Es el de	Enero Febrero Marzo Abril Mayo Junio Julio Agosto Septiembre Octubre Noviembre diciembre	<ol style="list-style-type: none"> 1. Original birthday song 2. Birthday chart co 3. Begin Birthday club celebration 4. 4. Birthday cards with minimal writing – “Feliz cumpleaños” (child’ name in large letters) 5. Number Bingo 	Scissors Glue Crayons Bristol board Markers Paper Bingo cards Prizes

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
2. La Familia Family Album	Students will be able to: <ul style="list-style-type: none"> ▪ Identify members of immediate and extended family ▪ Give basic description of family members 	¿Quién es? Es mi ... Se llama ... ¿Cómo es? Es ... No es ...	El padre La madre El abuelo La abuela El hijo La hija El tío La tía Gordo/a Flaco/a Alto/a	Students draw a family tree and take turns to present to class using the structure “Es mi ... Se llama ...”	Family Photos

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
3. Mis amigos y yo Personal- ity	Students will be able to: <ul style="list-style-type: none"> Describe their friends giving details of name, age, address, birthday, and appearance 	Mi amigo/amiga se llama ... El/Ella es ... Su cumpleaños es el ...	Se llama ... Tiene ...años Vive en ... Amable Simpatico/a Gordo/a Flaco/a Alto/a Bajo/a	1. Sopa de letras 2. Making cards – Birthday, Christmas 3. Make a list of friends 4. make a chart with friend's name and outstanding qualities	Pictures Drawings Toys

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
4. La Casa Description of house	Student will be able to: <ul style="list-style-type: none"> ▪ Draw and identify selected parts of a house giving simple details of size and colour 	¿Cómo es tu casa? Es ... ¿De qué color es ...? Es ...	Grande/pequeña La ventana La puerta Roja/azul, amarilla, blanca/graya Verde/crema marrón	<ol style="list-style-type: none"> 1. Labelling and colouring window door and house each in a different colour 2. filling in missing letters in words 	Flashcards Drawings Word-strips Masking tape Colour chart Crayons Coloured chalk Worksheets

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
5. La Escuela Description of school	Students will be able to: <ul style="list-style-type: none"> ▪ Describe school and common items in school environment giving basic details 	¿Cómo es la clase? La clase es ...	Grande pequeño/a El patio Las clase Las oficina La cafetaería Recycle items from Infants Year II	Game 1. Playing colour and shape bingo	Drawings Crayons Coloured Chalk Worksheets

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
6. La comida Vege- tales	Students will be able to: <ul style="list-style-type: none"> Describe selected fruits and vegetables, providing details of colour 	Revise structures Done in Year 1 ¿Cómo es ...? Es ... ¿Es una naranja? Sí, es una naranja	La lechuga El tomate Las papas La habas Revision of colours and fruits from Infants I - II	Draw, colour and label fruits. Match the beginning letter with the name of the fruits. Create a fruit shop in the classroom	Crayons Pictures Plasticine Plastic fruits Real fruits

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
7. El Tiempo	Students will be able to: Draw, colour and label four symbols referring to the weather	¿Qué tiempo hace ...? Hace ... Hay ...	El sol La lluvia Las nubes El viento	Each student draws and colours one of the weather symbols and shows its drawing as the teacher calls the weather – sol, lluvia, etc.	Weather Flash Cards, Word Strips Masking Tape Sheets of Paper Markers Coloured Chalk
8. El Transporte	Students will be able to: Identify specific items of transport in response to stimulus questions (in Spanish) orally presented	¿Qué es esto ...? Es un ...	Un carro Una bicicleta Un autobus Un taxi Un maxi-taxi Un avión Una camioneta	Song ¿Qué es esto ...? Show and tell	Toys Modelling clay Storybooks Paper Pictures etc.

			Recycle colour vocabulary		
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
9. Mi patria Country of Origin Fruit and Vegetables	Students will be able to: <ul style="list-style-type: none"> State their country of origin Identify local fruits and vegetables Name some local foods/drinks 	Soy de Trinidad Soy trinitario/a Soy de Tobago Soy tobaguense Somos todos trinitarios	Trinitario/a/s Tobaguense Plátano Cereza Piña Mango Naranja Sandía Tomates pimiento	1. Where possible, teachers and students can bring and share fruits, or typical foods	National flags Food items (realia)
10. Encuentro cultural Our Spanish Heritage	Students will be able to: <ul style="list-style-type: none"> Identify traces of the Spanish heritage in local food, place names 	En Trinidad, comemos ... y bebemos	La comida trinitaria La comida de Trinidad La comida hispana	1. comparison similarities which exist between our meals and Venezuela eg. Roti/arepa pelau/paella paste/hallaca 2. Spanish Day with labeled displays of food, school, family tree, etc.	Pictures Food Items Picture from Recipe books Map of Trinidad

STANDARD II

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>1. ¿Quién soy yo?</p> <p>Possessions</p> <p>Likes and Dislikes</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Talk about ownership of personal items, pets, family members, items of clothing ▪ State which objects they like ▪ Express desire for a particular item 	<p>Tener/Querer</p> <p>1st person singular</p> <p>Tengo</p> <p>Quiero</p> <p>Reinforcement of “me gusta” (introduced in Infants – year II)</p>	<p>Un gato</p> <p>Un perro</p> <p>Un pájarp</p> <p>Juego de video</p> <p>Computadora</p> <p>Mamá/papá</p> <p>Hermano/hermana</p> <p>Libro</p> <p>Cuaderno/bolígrafo</p> <p>Lápiz/regal/bolso</p> <p>falda/camisa</p> <p>pantalones</p>	<ol style="list-style-type: none"> 1. Game: - Show and Tell 2. Modelling clay 3. Pictures, etc. 4. Draw <p><u>Note:</u> All activity based on the game Show and Tell</p>	<p>Realia</p> <p>Drawings</p> <p>Pictures</p>

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
2. La Familia Family Relationships	Students will be able to: <ul style="list-style-type: none"> ▪ Describe family relationships in Spanish ▪ Say where extended family members live ▪ Give a simple description of family members 	3 rd person plural of verbs that relate to activities of individuals and groups ¿Dónde vive tu ...? ¿Dónde viven tus ...? Mi ... vive en ... Mis viven en ... ¿Cómo es tu...? Mi ... es	Hijo, hija Primo, prima Parientes Esposo, esposa Abuelo, abuela tío tía grande/pequeno/a gordo/a, flaco/a alto/a. bajo/a lindo/a guapo/a amable alegre	1. Students draw and label a simple family tree and present same to classmates	Family Photos Drawing paper Crayons Markers

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
3. Mis amigos y yo	<p>Students will be able to:</p> <ul style="list-style-type: none"> Ask about and describe items (pets, clothing, toys, etc) owned by their friends Give a simple description of their friends 	<p>¿Qué tienes ...?</p> <p>Yo tengo</p> <p>Mi amigo tiene ...</p> <p>1st Person Plural of</p> <p>Tener</p> <p>Tenemos dos/tres</p> <p>...</p> <p>¿Cómo es?</p> <p>Es ...</p>	<p>Un gato</p> <p>Un perro</p> <p>Juego computadora</p> <p>Mamá/papá</p> <p>Hermano/ hermana</p> <p>Libro/carpeta</p> <p>Cuaderno/bolígrafo</p> <p>Lapis/regal/bolsa</p> <p>Falda/camisa</p> <p>Pantolones</p> <p>Alto/a, bajo/a</p> <p>Lindo/a, feo/a</p>	<ol style="list-style-type: none"> Using pictures, drawings, or an album with friends to make comparisons Making labels and assign to different students Sopa de letras <p>Song</p> <p>1. Students are taught En un jardín de España. It is usually sung during hand games</p>	<p>Drawings</p> <p>Pictures</p> <p>Photo Album</p> <p>Bristol Board</p> <p>Markers</p> <p>Scissors</p>

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>4. La Casa</p> <p>Description of House</p> <p>Materials</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe orally a house using 4 or 5 simple sentences (size, colour, old, new, pretty, etc.) State 3 materials from which a house is made 	<p>¿Cómo es tu casa?</p> <p>Es Y ...</p> <p>No es ...</p> <p>Mi casa es de ...</p>	<p>Grande pequeña Alta Baja Linda Fea Vieja Nueva Paja Ladrillos madera</p>	<ol style="list-style-type: none"> Matching opposites Repeat selected sentences of the story Copying sentences students make models and labels them story-Los Tres Cerditos 	<p>Flash cards Masking tape Tape recorder Cassette Story cards</p>
<p>6. La escuela</p> <p>School Uniform</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe their school uniform 	<p>¿De qué color es ..? Mi ... es ...</p> <p>¿De qué color son ..? Mis ... son ...</p> <p>Llevo ... Lleva ...</p>	<p>Camisa Camiseta Falda Cinturón (correa) Calcetines Zapatos (de goma) Jumper Pantaloon corto Franela corbata</p>	<ol style="list-style-type: none"> Dress up competition Songs así, así and me pongo 	<p>Students' uniforms</p> <p>Pictures of various styles of school uniforms</p>

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
6. La Comida	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ State their likes, dislikes and preferences with respect to fruits and vegetables ▪ Identify their favorite snacks 	<p>¿Qué es esto ...?</p> <p>Es un/una ...</p> <p>¿Es una ...?</p> <p>Sí o No</p> <p>Me gusta (n)</p> <p>No me gusta (n)</p> <p>Prefiero ...</p> <p>¿Cómo es?</p> <p>Sí es</p> <p>No, es</p> <p>Quiero</p>	<p>Recycle fruit, Vegetable and food</p> <p>Items presented in Infants I – Standard I</p> <p>Perro caliente</p> <p>Helado</p> <p>Torta</p> <p>Papas fritas</p> <p>Pizza</p> <p>Pollo frito</p> <p>Chucherías</p> <p>Hugo de fruta</p> <p>Refresco</p> <p>Chicle</p> <p>Picante</p> <p>Dulce</p> <p>Sabroso/a</p>	<ol style="list-style-type: none"> 1. Activities using picture cues and students' names 2. Describe fruits and vegetables written and orally. 3. Vegetable Bingo 4. Match words with pictures 	<p>Pictures of vegetables, fruits and snacks</p> <p>Realia</p>

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
7. El tiempo Weather conditins	Students will be able to: <ul style="list-style-type: none"> ▪ Describe good/bad weather conditions ▪ Give information on the weather 	¿Qué tiempo hace? Hace buen tiempo Hace mal tiempo	Hace sol Hace calor Hace frío Hace viento Está lloviendo Está nublado Lunes Martes Miércoles Jueves Vierne Sábado domingo	Show and Tell: <ol style="list-style-type: none"> 1. Students match word strips with pictures 2. Students simulate telephone conversations in pairs, each giving the conditions. 3. Students use charts with weather symbols to describe the weather on different days of the week 	Flash cards drawings, Word strips Coloured chalk Chalkboard, Worksheets Charts Toy telephones Flash cards A map of Trinidad Weather charts

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
8. El Transporte	Students will be able to: <ul style="list-style-type: none"> ▪ Identify where specific items of transport are usually found ▪ Say how they get to school 	¿Dónde está?? (stimulus for teacher; not for reproduction by student yet) Viajo _____ Voy _____ El turista va _____ El turista viaja _____	En el garaje En el aire En la calle En el mar En camioneta, En autobús En carro En taxi En avión En barco En bicicleta, A pie	<ol style="list-style-type: none"> 1. Matching items with place pictures orally 2. Drawing 3. Use of charts to show means of transport using you and el turista Transport in Spanish speaking countries e.g. guagua in Puerto Rico: pesero/Comni “in Mexico, “por puesta in Venezuela	Flash cards, pictures, modeling clay

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
8. Mi patria Duties of a citizen	Students will be able to: <ul style="list-style-type: none"> Describe in Spanish the duties of a good citizen relating to care of property 	Debo cuidar mi/mis ... Debemos cuidar Los/las ...	Libros Muebles Casa Patio Escuela Nuestro país	<ol style="list-style-type: none"> Pictures showing duties of a citizen Ways of caring for property Skit 	
9. Encuentro Cultural	Students will be able to: <ul style="list-style-type: none"> Demonstrate awareness of different aspects of culture (e.g. family life, national costumes, etc) in selected countries in Latin America 	Primary content in English	Primary content in English	<ol style="list-style-type: none"> Students collect pictures of different types of national dress in Spanish speaking countries Teacher tells English version of Hispanic folktale End of term display of all drawings, charts, models, etc., completed over term and concert 	Encyclopaedia Magazines, etc.

STANDARD III

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>1. ¿Qué soy yo?</p> <p>Subjects</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Name the subjects that they study ▪ Express their opinions about a particular subject 	<p>Studio (no) me gusta (no) me gustan Porque Es ... Son ...</p>	<p>Las materias El inglés Las matemáticas Las ciencias Los studio sociales La educación fisica El español El arate La música Aburrido/a Fácil/difícil interesante</p>	<ol style="list-style-type: none"> 1. Students reproduce and design their timetable in Spanish 2. Students interview each other about the subjects they like and do not like 	<p>Class timetable</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>2. La familia</p> <p>Días festivos</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Express affection in Spanish for one's relatives ▪ Talk about what different family members like and do not like to do 	<p>Amo a ...</p> <p>Quiero a ...</p> <p>A mi papá (no) le gusta _____</p> <p>A mi hermana (no) le gusta</p>	<p>Papá</p> <p>Mamá</p> <p>Hermano/hermana</p> <p>Mirar la televisión</p> <p>Escuchar (la) música</p> <p>Bailar/cantar</p> <p>Jugar</p> <p>Leer</p> <p>Dormir</p> <p>Estudiar</p> <p>Lavar la ropa</p> <p>Lavar los platos</p> <p>Cocinar</p> <p>Practicar los deportes</p>	<p>1. Making greeting cards:</p> <p>Día de las Madres, Día de los Padres, Feliz Navidad, Feliz Divali,</p> <p>2. <u>Activity Bingo</u></p> <p>The teacher reads sentences and the students match the person with the activity described</p> <p>3. A student mimes various actions and the class guesses what he/she is doing</p>	<p>Spanish greeting cards</p> <p>Paper</p> <p>Markers</p> <p>Crayons</p> <p>Coloured paper</p> <p>Glue</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>3. Mis amigos y yo</p> <p>Sports and Games</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe activities they share in school and out of school 	<p>Present tense -1st person plural of ar verbs: Mi amigo y you jugamos/hablamos, etc.</p> <p>Me gusta ir al/a la + PLACE</p> <p>Voy/Va/Vamos al/a la + PLACE</p> <p>Recycle Days of the Week</p>	<p>Jugar (juego), estudiar, escuchar, hablar, visitar, mirar, practicar, El cine, la iglesia, el campo, la cancha, la playa, el río, el fútbol, el croquet, el baloncesto, el tennis,</p>	<ol style="list-style-type: none"> 1. Students mime an activity and classmates guess the activity 2. Identify what a person is doing in picture 3. Make a planner of things they do with their friends on different days of the week 	<p>Pictures of people in action</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>4. La Casa</p> <p>Rooms of the House</p> <p>Furniture</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ State the number of rooms in a house and identify each room ▪ Locate furniture in specific rooms 	<p>¿Cuántos cuartos ...?</p> <p>En mi casa, hay un/una ...</p> <p>¿Qué cuarto e?</p> <p>¿Dónde está el/la ...?</p> <p>Está en ...</p>	<p>Los cuartos</p> <p>El balcón, la sala</p> <p>El comedor</p> <p>La cocina,</p> <p>El dormitorio</p> <p>El cuarto de baño</p> <p>Los muebles</p> <p>La butaca</p> <p>El sofa</p> <p>La silla</p> <p>Lamesa</p> <p>La tele</p> <p>El radio,</p> <p>Los platos</p> <p>La estufa</p> <p>La coma</p> <p>El armario</p>	<ol style="list-style-type: none"> 1. Word-search 2. Hide and seek 3. Sentence completion using pictures in blank spaces 4. Pair-work using ¿Dónde está? 5. Spot the difference 6. Advertisement 	<p>Flash cards of individual rooms</p> <p>Word strips</p> <p>Masking tape</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>5. La Escuela</p> <p>School Activities</p> <p>Time</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ State orally what activities they engage in at school ▪ Say when they do selected activities ▪ Demonstrate understanding of time as shown on a clock face ▪ Respond orally to the question ¿Qué hora es? 	<p>¿Qué hace el ...? ¿Qué haces tu amigo/a el ...? estudio/estudia leo/lee escribo/escribe dibujo/dibjua canto/canta bailo/baila como/come bebo/bebe charlo/charla juego/juega</p> <p>¿Qué hora es? Es la... Son las ...</p> <p>Recycle 3rd person plural of –ar verbs: e.g. escuchamos ...</p>	<p>Days of the Week</p> <p>Lunes Martes Miercoles Jueves Viernes Sabado Domingo</p> <p>¿Qué hora es?</p> <p>Numbers 11-30</p> <p>Revision of Las Materias</p>	<p>Dramatization of each activity</p> <ol style="list-style-type: none"> 1. Student mimes an action or an activity and the class responds, stating what he/she is doing 2. Students make clock face 3. Dictation of sums with students responding orally 4. Number and Activity Bingo 5. Song: Dos y dos son 	<p>Flash cards 11 – 30 Skipping rope</p> <p>Teaching Clock</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
6. La Comida Breakfast	Students will be able to: <ul style="list-style-type: none"> ▪ Make requests ▪ State preference at breakfast ▪ Observe social graces at the table 	Quiero/prefiero ¿Qué quieres? ¿Quieres ...? Me gusta ... No me gusta ... Quiero No quiero Gracias ...	Pan/roti Salchicha Mantequilla Queso Mermelada Leche Jugo de naranja Agua Té Chocolate caliente Por favor Permiso Pásame Gracias De nada Ibuen provecho! Delicioso/a Caliente Dulce frío	1. Students make a shopping list for breakfast 2. Identify the items for breakfast in Spanish. 3. Role Play: Students simulate having breakfast with a friend at his/her home 4. Label breakfast items in scrapbook 5. Breakfast Bingo. <u>CULTURE</u> <u>Spanish Breakfast</u> Empanada de bacalao, de pollo, de queso, etc	Empty packages Breakfast Foods

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES

7. El tiempo	<ul style="list-style-type: none"> ▪ Students will be able to: Request and give information on the weather today ▪ Demonstrate an understanding of a simple weather forecast in the target language ▪ Say how they feel in relation to the weather conditions 	<p>¿Qué tiempo hace hay? Hace sol Está nublado</p> <p>Hace sol, etc... Hace frío /calor Tengo frío /calor</p>	<p>Está lloviendo Está nublado Hace sol Hace fresco Hace frío Hace viento</p>	<p><u>Show and Tell:</u></p> <ol style="list-style-type: none"> 1. Students choose a correct symbol in response to the teacher's visual/oral prompt <p><u>Listening:</u></p> <ol style="list-style-type: none"> 2. The teacher announces the weather of four places in Trinidad which carry Spanish names: Cedros, Toco, San Fernando, Cumana. 3. In response to the teacher's oral/visual prompt, pupils will mime and give an oral response to weather cues 	<p>Tape recorder Worksheet Map of Trinidad</p> <p>Manipulatives of the weather -sol, nubes, viento, lluvia, envelopes, glue</p> <p>Flash cards, Word strips</p>
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
8. El Transporte	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Talk about using different modes 	<p>¿Qué es esto? (recycled)</p> <p>¿Como vas a?</p>	<p>en camioneta, en autobús en carro</p>	<ol style="list-style-type: none"> 1. Group or Individual Work: Students plan a 48 hour itinerary 	

	of transport used to go to different local destinations	Voy a ... en.....	en taxi en avión en barco en bicicleta a pie	to visit 6 destinations including Tobago, Port of Spain and San Fernando	
10. Mi Patria Races and Religion	Students will be able to: <ul style="list-style-type: none"> Identify main races and religions Appreciate differences Celebrations of different ethnic groups 	Soy trinitario Soy tobaguense Soy de Decendencia ... Mi amigo/a es de decendencia Somos todos muy especiales	Mestizo/a Mulato/a Africana India China Indígena europea	<ol style="list-style-type: none"> Display ethnic wear Give the dates of various festivals, Religious celebrations associated with the different ethnic groups of the local population 	Newspaper clippings Prominent local figures

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
	Students should be able to: <ul style="list-style-type: none"> Describe the 	Soy ... (religion) En mi casa ...	Musulmán Híndú Cristiano Baptista	<ol style="list-style-type: none"> Show pictures of various celebrations Learn Feliz 	Magazines, photos, etc

	nature of religious celebrations in their home	En mi familiacelebramos ...aramos ...bebemos ...comemos ...damos regalos	El Eid ul fitr/Divali/la Navidad Pollo, carne, jamón, Jugo de acederas	Navidad 3. Students learn and perform Parang songs 4. Class discussion to appreciate differences	
11. Encuentro Cultural	Students Should be able to: ▪ Describe an important festival celebrated in a Spanish-speaking country	Primary Content in English	Primary Content in English	<u>Integration Activity</u> Students organize a cultural celebration day focusing on food, music, clothing and festival of both local and other Hispanic cultures	

STANDARD IV

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
1. ¿Quién soy yo? Mi Vecin-	Students will be able to: ▪ State name of district where	¿Dónde está? Está Al lado de	Mi pueblo La escuela La iglesia El Mercado	1. Draw a map of neighbourhood and label the important	Bristol Board Crayons

dad	<ul style="list-style-type: none"> ▪ they live ▪ Identify important buildings and places of recreation ▪ Identify location of places from given points – use of cardinal points 	<p>A la izquierda de A la derecha de Enfrente de cerca de lejos de</p> <p>Vivo en el</p>	<p>El supermercado El hospital El parquet El cine El estadio La cancha</p> <p><u>Cardinal points</u> Norte, sur, etc, oeste</p>	buildings	
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
2. La Familia Places of Work	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Say where various members of their family work and/or live ▪ Identify orally the names of 	<p>¿Dónde trabaja tu ...?</p> <p>Mi padre trabaja en ...</p> <p>¿Dónde está ...?</p> <p>Está</p>	<p>Trabajar Una escuela Una oficina Una fábrica Una iglesia Un templo/una Mesquite Una estación de policía</p>	<p><u>Listening</u></p> <p>Teacher describes a town an students match the description by placing “buildings correctly”</p>	<p>Visuals or Cardboard cutouts of different types of buildings</p> <p>Drawing Paper</p>

	specified buildings	Review prepositions of location	Un banco Una granja La Universidad Una tienda Una compania		
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
3. La Casa Instructions in the House Activities in the rooms	Students will be able o: <ul style="list-style-type: none"> ▪ Demonstrate an understanding of instructions in the home (using a Total Physical Response methodology) 	Imperative: Familiar positive singular Use of exclamation marks 1 st peson singular Present Tense:	siéntate! vete a tu cama! lava los platos! Ponga la tele! Apaga la luz! Prende la radio! Abre la puerta!	1. Simon dice: Students respond to the instructions of the teacher 2. matching and linking activities with different rooms in a house	Worksheet Pictures

	<ul style="list-style-type: none"> State an activity he/she does in a specific room 	Miro Como Preparo Lavo Me baño Duermo	La tele Los platos, El sandwich		
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
4. La Escuela School Building and Environment	Students will be able to: <ul style="list-style-type: none"> State the location of different rooms and areas on the school compound 	Aquí está el/la Ahora vamos al/a la Hay un/una ... Reinforce with prepositions of	Salón de clase La sala de informática Biblioteca Oficina Jardín Campo Cafeteria Patio	<ol style="list-style-type: none"> Class visits to various locations on school compound make model of school compound labeling the different buildings and locations 	Map of school Visuals of buildings

		location	Baño Arbol Banco		
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
5. La Comida El almuerzo	Students will be able to: <ul style="list-style-type: none"> Make requests State preferences at lunch Observe social graces at the table 	Quiero/prefiero ... ¿Qué quieres? ¿Quieres? Me gusta ... No me gusta ... Quiero No quiero	Sandwich Arroz frito Jugo Papas fritas Macarrones Roti empanadas de queso/carne/pollo pollo frito pollo guisado carne guisado	<u>Role Play</u> 3. Students simulate inviting a Spanish-speaking friend for lunch CULTURE Empanada, paella,	Realia Food items

		<p>Gracias ...</p> <p>¿Quieres?</p> <p>¿Tienes hambre/sed ...?</p> <p>Si, tengo hambre/sed...</p> <p>No, No tengo hambre</p>	<p>pescado</p> <p>ensalada</p> <p>pollo en curry</p> <p>hamburguesa</p> <p>garbanzos papas en curry</p> <p>torta</p> <p>helado</p> <p>¡buen apetito!</p> <p>Buenprovecho!</p> <p>A la orden</p> <p>Una luchera</p> <p>Sabroso/a</p> <p>Delicioso/a</p> <p>Rico/a</p>	<p>caraoatas, hallaca</p>	
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
6. El tiempo	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify the clothing typically worn during different types of weather ▪ State orally and describe in writing what 	<p>Hace sol</p> <p>Hace calor</p> <p>Está lloviendo</p> <p>Hace viento</p> <p>Hace frío</p> <p>Llevo ...</p> <p>Cuando hace ...</p>	<p>Un paraguas</p> <p>Un impermeable</p> <p>Una gorra</p> <p>Un pantalon carto</p> <p>Jeans</p> <p>Mis zapatos</p> <p>Sandalias</p> <p>El suéter</p> <p>Una franela</p>	<ol style="list-style-type: none"> 1. Matching weather with clothes 2. Filling in bubbles for cartoons 	Flash cards, Worksheets

	clothing is worn in different weather conditions	llevo	As above		
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
7. El transporte	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Give information about their mode of transport to and from school and other places in their community ▪ Match different types of transport 	<p>¿Cómo vas ...? Voyen ... Voy a ...</p> <p>Para ir/viajar a</p> <p>... voy en ...</p>	<p>En camioneta, En autobús En carro En taxi En avión En barco En bicicleta A pie</p>	<p>1. <u>Warm up</u> Identifying vehicle sounds recorded on audio</p> <p>2. <u>Oral Practice</u> Teacher holds up flash cards and asks <i>¿Cómo vas a ...?</i></p>	<p>Cassette player Flash cards</p>

	with different destinations in the country			3. <u>Pair Work</u> Asking and responding to <i>¿Cómo vas a ...?</i> with and without cues	
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
7. Mi Patria El paisaje	Students will be able to: Comprehend a simple description of the physical features of Trinidad and Tobago and its location orally name and locate these features on map/model	¿Dónde está ...? Está Hay	Las isles El mar Caribe Playa Ríos Al norte Al este Al oeste Al sud En el centro El océano atlántico Cordilleras	1. Oral/written presentation of description by teacher. 2. Matching terms with areas e.g. playa – Maracas 3. <u>Group work</u> Make model of isles and label main features 4. Orally identify	Map of Trinidad and Tobago with physical relief. Materials for making models – mud/clay paints Pictures Brochures Visits to places

			Llano Pantano	where features located	
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
10. Mi patria (cont'd) Lugares de interés y el turismo	Students will be able to: <ul style="list-style-type: none"> Orally identify places of interest to visit List in writing examples of places of interest to visit 	Puede visitor ... Quisiera visitar	El turista La capital Lugares d interes La cascada Maracas la playa Pigeon Point el lago de asfalto Las reservas naturales los volcanes de barro la fortaliza	<ol style="list-style-type: none"> Dialogue between taxi driver and tourist detailing places to visit and locations. comprehension activity re-enactment of simplified dialogue preparation of photo travel brochure naming 	Samples of brochures/posters, etc. preferably in Spanish Taped/or written dialogue

			Las maravillas naturales	places to visit	
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
11. Encuentro Cultural	Students will be able to: <ul style="list-style-type: none"> ▪ Give a description in English of a Spanish-speaking country or city providing details of the people, food and landscape, music, etc. 	<i>Not applicable</i>	<i>Not applicable</i>	<ol style="list-style-type: none"> 1. <i>End of term Project: Spanish Day</i> when students present reports 	Story book and cassette Bristol board, crayons Markers, old newspapers – papier mache, clay, board

STANDARD V

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
1. Quien soy yo? Auto- Retrato	Students will be able to: <ul style="list-style-type: none"> ▪ Give a brief biographical description of themselves providing details of name, age, address, nationality, personality, physical 	Me llamo ... Vivo ... Soy ... Tengo ... Me gusta + object Me gusta + verb	Recycling and integration of all vocabulary presented for this theme	1. <u>Role Play:</u> Students spontaneously enact conversations in pairs trying to elicit as much personal information as possible	Scissors, glue, crayons ,Bristol board, markers, papers

	appearance favorite toys, pets, school subjects and activities			2. Guess who I am? Teacher describes one of the students and the class attempts to guess which student	
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
2. La Familia Family Portrait	Students should be able to: <ul style="list-style-type: none"> Describe a family member giving details of age, name, relationship, occupation, personality and physical appearance 	Se llama ... Vive ... Es ... Tiene ... Le gusta + object Le gusta + verb Le gusta a + person	<i>Recycling and integration of all vocabulary presented for this theme</i>	1. Write five (5) guided sentences describing a family member 2. <u>Oral Practice:</u> Students ask and answer questions about each other's family	

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>3. Mis amigos y yo</p> <p>Amigos nuevos y viejos</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Describe a typical day they would spend with their friends ▪ Talk about friends of other nationalities 	<p>Present Tense 1st plural: - ar, -er Verbs Caminamos ..., etc.</p> <p>Adjectives of Nationality</p> <p>Soy de ... ¿De dónde eres ...?</p>	<p>Caminar, llegar, Comer, estudiar, leer, jugar, trabajar, charlar</p> <p>Al: a la, Sala de clase, Cafeteria biblioteca, patio, campo</p> <p>Names of countries (Latin American and Caribbean)</p>	<ol style="list-style-type: none"> 1. Game: Students at party – meeting students from other countries. 2. Game: Each student adopts a country and introduces him/herself 3. Draw maps 	<p>Atlas, maps</p>

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
4. La Casa	Students should be able to: <ul style="list-style-type: none"> ▪ Give a simple description of their home providing details of size, location, furniture residents, etc. ▪ Develop an appreciation of Spanish hospitality through the concept of “mi casa es su casa.” 	En mi casa ideal, Hay ... El/la ... está Enfrente de la “Mi casa es su casa”	<i>Recycling and integration of all vocabulary presented for this theme</i>	Pair Work 1. One student describes his/her dream house while the other student draws it	Drawing paper Pencils Makers

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>4. La Escuela</p> <p>Jobs and Occupations</p> <p>Ambitions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify occupations generally found in Trinidad and Tobago ▪ Say what they would like to be in the future ▪ Identify persons who provide different services in their neighbourhood 	<p>Es</p> <p>Mi papá ...</p> <p>Mi tío es ...</p> <p>Quiero ser ...</p> <p>¿Qué hace tu papa/mamá ...?</p> <p>Es ...</p>	<p>Taxista</p> <p>Policía</p> <p>Guardoa</p> <p>Maestro/a</p> <p>Professor/a</p> <p>Vendedor</p> <p>Ama de casa</p> <p>Pescador</p> <p>Agricultor</p> <p>Labrador</p> <p>Carpintero</p> <p>Bombero</p> <p>Gerente</p> <p>Dependiente</p> <p>Funcionario</p> <p>Oficinista</p> <p>Medico</p> <p>Enfermera</p> <p>Abofado</p>	<ol style="list-style-type: none"> 1. Matching pictures with words 2. Identifying jobs of students' relatives 3. Draw and label pictures of the persons 4. match persons with places of work 5. Role-play: 6. student/s dress up as baker etc., and other/s ask what he/she does 	<p>Pictures</p> <p>Magazines</p> <p>Drawing Paper</p> <p>Pictures/illustrations of people at work</p> <p>Newspapers, magazines</p> <p>stencils</p>

			Secretaria Pintor Panadero Mecánico <i>Recycle places of Work vocabulary items – Standard IV, Unit 2</i>		
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
7. La Comida La Cena	Students should be able to: <ul style="list-style-type: none"> ▪ Simulate dining out with a friend in a formal setting, observing the appropriate social courtesies ▪ Order a meal from a Spanish menu. ▪ Enquire about cost and pay for their meal at a restaurant 	Quiero ... Prefiero ... Me gusta .. ¿Qué quiere? Quiero una mesa para ...	Por favor De nada ¡qué sabroso! ¡qué rico! La servilleta Los cubiertos La sopa El postre La cuenta <u>Numbers for Cost</u> dolares adios muchas gracias de nada	<u>Role Play</u> <ol style="list-style-type: none"> 1. Family goes to a restaurant to celebrate a child's birthday: ach family members orders <u>CULTURE</u> <ol style="list-style-type: none"> 1. La propina: what is customary in Latin and Cenral America 2. Different types of currency used in selected Spanish- 	Menu cards different dinner items for role plays

				speaking countries: <i>dólares, bolívares</i> <i>vares pesetas,</i> <i>pesos</i>	
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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
7. El tiempo	Students will be able to: <ul style="list-style-type: none"> State the activity typically done during a given weather period <ol style="list-style-type: none"> hot, sunny raining cold windy 	¿Cuándo hace ... qué haces? Vuelo mi papagayo	Jugar Nadar Pescar Montar la bicicleta Pescar Miro la tele Juego al monopolio Escucho la música Duermo leo	<u>Show and tell</u> 1. Listening comprehension with multiple choice responses	Chart of the activities depicted and the accompanying words strips

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
8. El transporte	<p>Students will be able to:</p> <ul style="list-style-type: none"> Give information about their own mode of transport to different destinations and how other people travel 	<p>Reinforcement of voy en/a</p> <p>¿Cómo vas al/ a la? Va en...</p>	<p>Repetition of vocabulary and structures already done</p>	<p><u>Oral Practice</u></p> <p>Students do a survey using a table listing means of transport and report to class on findings, e.g. <i>4 alumnos van en carro a la escuela</i></p> <p>2. <u>Vacation Planning</u></p> <p>Students have one week to visit 3 Spanish-speaking countries. They state how they will travel to each country</p>	<p>Tape recorder</p>

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THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>8. Mi patria</p> <p>Cities and Towns with Spanish names</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Briefly identify the major towns and their locations ▪ Identify towns/villages with Spanish names in immediate area/country ▪ Orally and in writing identify the capital of the country 	<p>Está situada a ... ___ significa ___</p>	<p>La capital La ciudad La aldea Norte Este Oeste Sud Centro Nombres hispanos</p>	<p><u>CULTURE</u></p> <ol style="list-style-type: none"> 1. Naming and locating major places with Spanish names on map 2. Finding out about Spanish names (streets – villages – towns) in vicinity from elders 3. Predominance of saints' names 	<p>Map or model of Trinidad and Tobago Community elders with knowledge of history</p>

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>9. Encuentro cultural</p> <p>Nuestros vacinos</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Talk about their neighbours who live in the Caribbean and in the Hispanic World ▪ Provide general information about languages, nationalities, capitals, etc. 	<p>Es ... Son ... Tiene ... Se llama ... Se llaman...</p>	<p>Spanish names for countries of the Caribbean Capitals of countries Adjectives of nationality Cardinal points</p>	<ol style="list-style-type: none"> 1. Draw and label maps 2. Group Project: 3. Visit to a Spanish speaking embassy/mission or have a native Spanish speaker visit the class 4. Make a brochure for visits to Spanish countries 	<p>ATLAS, Maps of South America, the Caribbean, Spain, Central America</p>

POST - PRIMARY

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>1. ¿Quién soy yo?</p> <p>Interviews</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Ask for and give information of a personal nature with specific reference to the following: name, age, date and place of birth, address, nationality, information about family 	<p>Present Tense of llamarse</p> <p>¿Cómo te llamas? ¿Cómo se llama? ¿Cuál es, ¿Cuáles son?</p> <p>¿Cuántas personas hay en tu familia ...?</p> <p>Hay ...</p> <p>¿Cuáles son los Lugares de interés que vas a visitar ...?</p> <p>Vamos a ...</p>	<p>Numbers Days of the week]months of theyear La calle La avenida El nombre El apellido La dirección El lugar Trinitario/a</p> <p>La cascada Maracas El centro commercial La capital Puerto España La Playa</p>	<ol style="list-style-type: none"> 1. Oral presentation (guided) to introduce themselves or someone else to the class (using photographs) 2. <u>Role Play:</u> In pairs, students practice applying for membership to a Spanish Club in the school 3. <u>Oral Practice</u> In pairs, students provide information needed by teacher to host a Spanish-speaking student in the vacation. <p><u>Culture</u></p> <ol style="list-style-type: none"> 1. The extended family unit in Hispanic society 2. la bendicion 	<p>Newspapaers Magazine Clippings Tape recorder, Glue Application forms(authentic or especially designed for the activity)</p>

POST - PRIMARY

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
2. Mi Escuela	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ give information orally and in writing about the school they attend ▪ describe its location, number of students and teachers ▪ list the subjects they study ▪ identify favourite subjects and times of class ▪ describe the school building 	<p>Está situada ... ¿Cuántos/as ... hay? ¿A qué hora ...? A la una, a las diez y treinta ...</p> <p>Present tense of verbs:</p> <p>Tener, ir, estudiar</p> <p>¿Cuál es, cuáles son?</p> <p>Verbs <i>ser</i> and <i>estar</i></p> <p>Numbers 1 – 100 Me gusta/n</p> <p>Possessive Adjectives Mi/s Tu/s Su/s</p> <p>Use of the definite article with days of the week</p>	<p>Director/a Estudiantes Professor/a Inglés Mathematicas, etc La mesa El pupitre La silla, el libro L cuaderno Lapizarra, el texto Domingo, lunes, martes (hasta el sábado)</p> <p>Prepositions delante De Al lado de En la esquina Camp (de fútbol), Cancha de tennis,</p> <p>Los colores Other adjectives Other adjectives Grande, pequeño/a, Viejo/a, Moderno/a, edificio, sala/sde clase, aula</p>	<p><u>Students:</u></p> <ol style="list-style-type: none"> 1. Make a copy of class time table (in Spanish) for classroom walls 2. Make an organizational chart in Spanish of the persons who work in the school 3. Draw school building and write sentences in Spanish giving the locatin and other information 4. Practise numbers in a bingo game in Spanish <p><u>CULTURE</u></p> <ol style="list-style-type: none"> 1. Hours of school and work in Hispanic society. 2. La siesta 	<p>Bristol board, Markers, Flashcards, A clock for pracising time, Markers or coloured pencils Bingo Cards</p>

POST - PRIMARY

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
<p>3. Likes, dislikes & preferences</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Express orally and in writing their likes, dislikes and preferences for sporting activities and other hobbies 	<p>¿Qué deporte practicas ...?</p> <p>Present Tense of</p> <p>Jugar</p> <p>Preferir</p> <p>Gustar</p> <p>Practicar</p> <p>Juego</p> <p>Prefiero</p> <p>Me gusta + Infinitive</p> <p>practico</p>	<p><u>Los deportes</u></p> <p>El fútbol</p> <p>El tennis</p> <p>El croquet</p> <p>Lanatacion</p> <p>La piscine</p> <p>El mar</p> <p>Escuchar música</p> <p>Mirar la television</p> <p>Bailar</p> <p>Cantar</p> <p>Tocar el piano/la guitarra</p> <p><u>Adverbs</u></p> <p>Siempre algunas veces muchas veces todos los días</p>	<ol style="list-style-type: none"> 1. Students make a scrapbook of newspaper clippings, pictures of sports personalities, and write labels in Spanish identifying the athlete and sporting discipline 2. In groups, select one (or two) personalities and research as much personal information possible for presentation to the class; 3. Students make a scrapbook of newspaper/magazine clippings in Spanish for display in class <p><u>CULTURE</u></p> <ol style="list-style-type: none"> 1. The football passion in Latin American countries: other sports, jai alai, cycling, baseball bullfighting as a sport 	<p>Any Spanish newspapers, magazines, flashcards, masking tape</p>

POST - PRIMARY

THEMES	FUNCTIONAL OBJECTIVES	STRUCTURES	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
5. Encuentro Cultural	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate an awareness and appreciation of aspects of Hispanic culture in the areas of music, dance, typical sports, bullfighting; geographical location, capitals, population, currency, typical foods. 	<i>Not applicable</i>	<i>Not applicable</i>	<ol style="list-style-type: none"> 1. Guided information gathering 2. Groups to research and do class presentations on a given Central or South American country for class presentation and subsequent display: travel brochures may be used if procured) 3. Draw maps of South/Central America, putting in countries and capitals 4. Learn a Spanish dance or song 	<p>Atlas Maps of Central/South America, Spain, Magazines, Newspapers, Text books, The Internet, Tapes of Spanish music, Tape recorder</p>

END.