

The Cayman Islands National Curriculum 2008

Modern foreign languages - Spanish Programme of study and attainment targets for Key Stages 1, 2 and 3

Acknowledgements

The overview document sets out the guiding philosophy and principles of the new Cayman Islands curriculum. It guides all the subject documents and approaches to teaching and learning in the revised curriculum.

The overview document was the result of substantial teamwork on the part of many stakeholders who contributed their time, expertise and resources. Their assistance is greatly appreciated.

The documents were prepared by groups of teachers led by the curriculum development officers, Clive Baker, Curriculum Development Officer (secondary) and Favourita Blanchard, Curriculum Development Officer (primary). They were guided in their work by the chair of the curriculum review, Helena McVeigh, Chief Inspector of schools, Schools' Inspectorate, who also edited all of the documents.

The members of the subject groups, including teachers and inspectors, must be thanked for their helpful insights and suggestions to the curriculum documents.

The subject panel members for Spanish were as follows:

David Barnes, Teacher, John Gray High
Janet Dash, Teacher, George Hicks Campus
Richard Moss, Teacher, Cayman Brac High
Isabelle Payne, Teacher, Cayman Prep and High

The work of the curriculum review team was overseen by the Curriculum Steering Committee, whose members comprise:

Helena McVeigh, (Chair)
Herbert Crawford, Senior Education Officer, Education Department
Brian Chapell, UCCI
Jordana Clarke, IT trainer, Walkers (former teacher)
Jacqueline Ebanks, Teacher, Montessori-by-the-Sea
Peter Embleton, Principal, (Years 7-13) St. Ignatius Catholic School
Alan Hewitt, Deputy Principal, John Gray High School
Willeen Hill, Librarian, George Town Primary School
Vikki Myrie, Teacher, Creek and Spot Bay Primary School
Kiva Powell, Teacher, Savannah Primary School
Malcolm Saunders, Teacher, George Hicks Campus
Pachent Smythe, Senior Inspector, Schools' Inspectorate
Annette Vaughan, Teacher, John A Cumber Primary School
Mark Scotland, Chair of the Savannah PTA
Wil Pineau, CEO, Chamber of Commerce
Pat Bell, Water Authority, representing HR personnel

Aims

Learning Spanish contributes to the achievement of the curriculum aims for all young people (the 'educated Caymanian') to become:

- Enthusiastic and motivated about learning, and willing to continue to extend his/her knowledge and skills after leaving school
- Well rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands
- Literate, numerate and adept at using information and communication technology
- Aware of global issues affecting life in the 21st century
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

By learning Spanish students can:

- Become confident in communicating with native Spanish speakers about trade, travel, or tourism, or in other professional, educational, or social contexts
- Broaden their employment options, both in The Cayman Islands and internationally
- Develop an understanding about Spanish life, language, traditions and culture

- Broaden their knowledge beyond cultural stereotypes and national boundaries, and promote tolerance and positive attitudes between people of different linguistic, cultural, and national backgrounds
- Develop the skills, understanding, and attitudes which facilitate the learning of other languages
- Develop an awareness of the interdependence of all people
- Develop an awareness of how Spanish has developed as a language, and how all languages develop over time

The programme of study for Spanish aims to help students develop a number of important attitudes, in particular: curiosity, creativity, integrity, open-mindedness, cooperation, perseverance and commitment, initiative, critical thinking, confidence, motivation and an appreciation of the contribution of Spanish to everyday life.

Overview

If the Cayman Islands is to participate successfully in trade, technology, tourism, education, diplomacy, environmental issues, cultural exchanges, and humanitarian roles and responsibilities, it will need people who are fluent in certain languages. Our education system needs to provide our young people with opportunities for learning more foreign languages. Spanish is the official second

language, after English, in the Cayman Islands.

Spanish is an important language for the Cayman Islands because of the economic and cultural ties this country has developed with Latin America and the Caribbean, and to a lesser degree, the rest of the Spanish-speaking world. There have always been Spanish speaking Caymanians, and the number of Spanish speakers on the islands remains significant.

The large and rapidly growing Spanish-speaking American population, in particular, offer the Cayman Islands considerable potential for tourism and trade.

There are over 350 million native speakers of Spanish in twenty-two countries worldwide. This makes Spanish one of the most widely spoken languages in the world.

Spanish is a lively and expressive language. It is one of the easiest languages for the Cayman Islands students to learn. English speakers find that many Spanish words are similar to words they already know.

In addition, the varied cultures of Spanish-speaking peoples provide the basis for a wide range of challenging and entertaining learning activities for students.

How teachers should use the programme of study and attainment targets

The programme of study identifies the experiences and opportunities that students must be given to enable them to achieve the knowledge, skills and understanding specified in the attainment targets.

The strands

The programme for Spanish is divided into four strands:

- i. Speaking
- ii. Listening and responding
- iii. Reading and responding
- iv. Writing

Useful and logical connections can also be made when the learning outcomes are grouped as receptive (listening and reading) and productive (speaking and writing).

Students should be given the opportunities to consider both Castilian and South American forms of Spanish.

This division into strands is a convenient way of emphasising the outcomes for modern foreign languages in schools. It does not mean that learning in each strand has to be developed independently.

Speaking

Speaking includes:

- Speaking fluently and with increasing accuracy and complexity
- Conversing in social exchanges with increasing competence
- Speaking to an audience with increasing competence

Listening and responding

Listening includes:

- Understanding and responding appropriately in a conversational context
- Getting the gist of spoken language
- Recognising detail and drawing specific meaning from information in spoken language

Reading and responding

Reading includes:

- Getting the gist of written language
- Recognising detail and drawing specific meaning from information in written language

Receptive language – listening and reading - learning outcomes include understanding the global meanings of spoken or written language (“getting the gist of it”) without necessarily recognising individual words, and recognising detail in spoken or written passages (drawing specific and appropriate meaning from the passages).

Writing

Writing includes:

- Writing with increasing fluency and accuracy
- Adapting text, writing pieces based on models, and using different genre

Learning outcomes for productive language – speaking and writing - describe progressive levels of fluency and accuracy in oral and written language, and greater competence in making oral and written presentations.

Progression in this subject requires students to develop their skills in listening, speaking, reading and writing. They should start with activities linked to themselves and their immediate environment and move on to less familiar situations and contexts.

The attainment targets specify the knowledge, understanding and skills that students should acquire through the key stages. More detail is given about how to interpret them in appendix 1.

Modern foreign languages - Spanish - programme of study for Key Stages 1- 3

Introduction

Students should be constantly exposed to the Spanish language and have frequent opportunities to use it. As a consequence, when responding to questions in a spoken or written form, students should use Spanish except where a response in English is a necessary part of the task, *for example, in an interpreting exercise.*

Students should be giving the opportunity to learn:

- The principles and interrelationship of sounds and writing in Spanish
- The grammar of the target language (Spanish) and how to apply it
- How to express themselves using a range of vocabulary and structures

Students should take part in activities which develop language skills by giving the opportunity to:

- Listen carefully for gist and detail
- Correct pronunciation and intonation
- Ask and answer questions
- Initiate and develop conversations
- Vary the target language to suit context, audience and purpose
- Adapt language they already know for different contexts
- Learn and use techniques for skimming and for scanning written texts for information, including those from ICT-based sources

- Summarise and report the main points of spoken or written texts, using notes where appropriate
- Redraft their writing to improve its accuracy and presentation, including the use of ICT
- Learn and use strategies for dealing with the unpredictable (*for example, unfamiliar language, unexpected responses*)

Students should take part in activities that develop language-learning skills and they should be given the opportunity to learn:

- Techniques for memorising words, phrases and short extracts
- How to use context and other clues to interpret meaning (*for example, by identifying the grammatical function of unfamiliar words or similarities with words they know*)
- To use their knowledge of English or another language when learning Spanish
- How to use dictionaries and other reference materials appropriately and effectively
- How to develop their independence in learning and using Spanish

Suggested activities

Activities could include:

- *Communicating in Spanish in pairs and groups, and with their teacher*
- *Using everyday classroom events as an opportunity for spontaneous speech*
- *Expressing and discussing personal feelings and opinions*
- *Producing and responding to different types of spoken and written language, including texts produced using ICT*
- *Using a range of resources, including ICT, for accessing and communicating information*
- *Using the target language creatively and imaginatively*
- *Listening, reading or viewing for personal interest and enjoyment, as well as for information*
- *Using the target language for real purposes (for example, by sending and receiving messages by telephone, letter, fax or email)*
- *Working in a variety of contexts, including everyday activities, personal and social life, the world around us, the world of work and the international world*

As they progress through the levels of attainment, students should have opportunities to engage in activities involving the higher order skills of:

- Initiating and sustaining conversations
- Responding to unprepared situations
- Expressing feelings, opinions and ideas
- Discussing issues, making comparisons
- Adjusting language to suit context, audience and purpose
- Taking notes and reporting orally or in writing

Students should have opportunities to develop an awareness, understanding and **appreciation of the culture of a Spanish-speaking country** or community. They should have opportunities to develop a sense of regional identity and to appreciate the diversity of regional cultures and societies. By identifying similarities and acknowledging differences between cultures, they may learn to view their own culture more objectively. **Students should be given opportunities to:**

- Use authentic materials, *for example, magazines and videos*
- Meet native Spanish speakers, *for example, language assistants or visitors*

- Participate in correspondence and, where appropriate, visits to and exchange schemes with a Spanish speaking country or community
- Experience or learn about the customs and traditions of a Spanish speaking country or community
- Learn Spanish through song, dance and the celebration of festivals

Contexts for learning with associated topics

The contexts for learning and associated topics for each key stage enable teachers to provide students with opportunities to engage in linguistic activities through a broad range of experiences. Teachers should feel free to include additional material in their schemes of work if they feel it is appropriate for their students' interests and abilities. Given the increasing importance of the international dimension in society generally and in the world of work, Key Stage 3 students should be encouraged to perceive the acquisition of a modern language as a means of improving their geographical and occupational mobility.

Students in Key Stage 1 should study contexts 1 and 2. Students in Key Stage 2 should study contexts 1, 2 and 3. Students in Key Stage 3 should study contexts 1, 2, 3 and 4.

Context 1: Everyday activities

- Home and school life
- Food and drink
- Shopping
- Eating out

Context 2: Personal life and social relationships

(To include introductory aspects of the world of work)

- Self, family and friends
- Health
- Holidays and leisure
- Celebrations and special occasions

Context 3: The World around us

(To include introductory aspects of travel and tourism)

- House and home
- Town and countryside
- Getting around
- Weather

Context 4: The international world

- Travel and tourism
- Life in countries or communities in which Spanish is spoken

Appendix 1 Attainment targets

The learning outcomes or attainment targets are expressed at eight levels of increasing difficulty. These levels are the same for all key stages and are not age or year-group-dependent, which will make it easier to see how a student progresses as he/she moves up the year groups and from primary to secondary school.

Students learn at different rates and, therefore, individual students or groups of students of the same age could be working towards different levels within and across the key stage boundaries. By the end of a key stage, **most** students should be performing at the '**expected**' level, but some will be above this level and others will be below.

The range of levels covered by the key stage and the 'expected' levels for the end of each key stage are given in the table below:

Key Stage	Year Groups	Range of levels covered by the programme of study	Expected level at end of the Key Stage
1	1 - 3	1-3	2
2	4 - 6	2-5	4
3	7 - 9	3-7	5 or 6

Teachers will be expected to make judgements about the levels attained by each of their students, particularly at the end of a key stage. In deciding on a student's level of attainment, teachers should judge which description in the attainment targets best fits the student's performance. When doing so, each description should be considered alongside those for adjacent levels. It is not necessary for a student to have satisfied the entire range of a particular level to be awarded it.

It can be helpful to divide levels into three sub-levels to support tracking of progress and target setting.

For example:

- 3a – Represents a performance that demonstrates a good understanding of all the descriptors in level 3
- 3b – Represents understanding of the majority of level 3 descriptors
- 3c– Represents understanding at level 2a (ie the full understanding of the previous level) plus an understanding of some of the descriptors at level 3

Strand i Speaking

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
•Students approximate pronunciation and intonation by imitating sounds, simple words, names, and phrases. •They respond briefly, with single words or short phrases, to what they see and hear.	•Students speak simple words and phrases with increasingly accurate pronunciation and intonation. •They initiate and respond in brief conversations using learned words and phrases.	• Students speak a range of words, phrases, and sentences with increasingly accurate pronunciation and intonation. •They initiate and respond appropriately in brief conversations, using variations of learned words and phrases. •They use simple language to give brief presentations.	•Students speak confidently and with generally accurate pronunciation. •They have some consistency in intonation, using learned words, phrases, and sentences. •They initiate and maintain brief conversations using simple factual and expressive language. •They use simple descriptive language in brief presentations.	•Students speak confidently, with increasingly accurate pronunciation and intonation and with increasing fluency. •Although there may be some mistakes, Students make themselves understood with little or no difficulty. •They take part in short conversations, seeking and conveying information and opinions in simple terms. •They refer to recent experiences or future plans, as well as everyday activities and interests.	• Students take part in conversations that include past, present and future actions and events. •They apply their knowledge of grammar in new contexts. •They use Spanish to meet most of their routine needs for information and explanations. •They speak confidently and, although they may be hesitant at times, speak fairly fluently with increasingly accurate pronunciation and intonation.	• Students speak confidently and fluently, using more complex language with largely accurate pronunciation and intonation. •They initiate and confidently maintain conversation that may have some unpredictable content and in doing so are able to improvise and paraphrase. •They use various kinds of complex language to present points of view and discuss matters of personal or topical interest.	•Students speak confidently and fluently using complex language with accurate pronunciation and intonation. •They make few mistakes of any significance. •They initiate and confidently maintain conversation with a variety of speakers. •They give and justify opinions and discuss facts, ideas and experiences. •They use a range of vocabulary, structures and time references. •They adapt language to deal with unprepared situations.

Strand ii Listening and responding

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
•Students understand and respond appropriately (in words or actions to simple words and phrases. •They recognise and understand key words in simple phrases. •They may need a lot of help, such as repetition and gesture.	• Students understand and respond appropriately to phrases and simple information. •They get the gist of simple dialogue and information. •They recognise and understand key words or phrases in simple dialogue and information. •They may need items to be repeated to ensure understanding.	• Students show that they understand short passages - instructions, messages and dialogues - made up of familiar language that is spoken at near normal speed without interference. •They identify and note the main points and personal responses (for example, likes, dislikes and feelings), but may need short sections to be repeated.	• Students show that they understand longer passages, made up of familiar language in simple sentences that are spoken at near normal speed with little interference. •They identify and note main points and some details, but may need some items to be repeated.	• Students show that they understand extracts of spoken language made up of familiar material from several topics, including present and past or future events. • They cope with language spoken at near normal speed in everyday circumstances that has little or no interference or hesitancy. •Identify and note main points and specific details, including opinions, but may need some repetition.	• Students show that they understand short narratives and extracts of spoken language, which cover various past, present and future events and include familiar language in unfamiliar contexts. • They cope with language spoken at normal speed and with some interference and hesitancy. •They identify and note the main points and specific details, including points of view, and need little repetition.	• Students show that they understand a range of material that contains some complex sentences and unfamiliar language. • They understand language spoken at normal speed, including brief news items and nonfactual material taken from radio or television, and need little repetition.	• Students show that they understand different types of spoken material from a range of sources (for example, news items, interviews, documentaries, films and plays. •When listening to familiar and less familiar material, they draw inferences, recognise attitudes and emotions, and need little repetition.

Strand iii Reading and responding

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
• Students show that they understand single words presented in clear script in a familiar context, but they may need visual cues.	• Students show that they understand short phrases presented in a familiar context. • They match sound to print by reading aloud single familiar words and phrases. • They use books or glossaries to find out the meanings of new words.	• Students show that they understand short texts and dialogues, made up of familiar language, printed in books or word processed. • They identify and note the main points and personal responses (for example, likes, dislikes and feelings. • They begin to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.	• Students show that they understand short stories and factual texts, printed or clearly handwritten. • They identify and note the main points and some details. • When reading on their own, as well as using a bilingual dictionary or glossary, they are beginning to use the context to work out what unfamiliar words mean.	• Students show that they understand a range of written material, including texts covering present and past or future events. • They identify and note the main points and specific details, including opinions. • Their independent reading includes authentic materials (for example, information leaflets, newspaper extracts, letters, and databases. • They are generally confident in reading aloud, and in using reference materials.	• Students show that they understand a variety of texts that cover past, present and future events and include familiar language in unfamiliar contexts. • They identify and note the main points and specific details, including points of view. • They scan written material, for stories or articles of interest, and choose books or texts to read on their own, at their own level. • They are more confident in using the context and their knowledge of grammar to work out the meaning of unfamiliar language.	• Students show that they understand a range of imaginative and factual material, which includes some complex sentences and unfamiliar language. • They use new vocabulary and structures found in their reading to respond in speech or in writing. • They use reference materials when these are helpful.	• Students show that they understand a wide variety of types of written material. • When reading for personal interest and for information, they consult a range of reference sources where appropriate. • They cope readily with unfamiliar topics involving more complex language, and recognise attitudes and emotions.

Strand iv Writing

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
• Students copy single familiar words correctly. • They label items and select appropriate words to complete short phrases or sentences.	• Students write simple phrases and sentences used regularly in class. • They write simple words and phrases from memory although their spelling may be approximate.	• Students write using a range of words, and phrases to form two or three short sentences on familiar topics, using aids (for example, <i>textbooks, wall charts and their own written work</i>). • They express personal responses, (for example, <i>likes, dislikes and feelings</i>). • Their writing includes spelling that is readily understandable. • They use accents, and punctuation when writing short phrases from memory.	• Students write brief passages drawing largely on memorized language, using simple sentences with increasingly accurate spelling, use of accents, and punctuation. • They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. • They begin to use dictionaries or glossaries to check words they have learnt.	• Students produce short pieces of writing, in simple sentences, that seek and convey information and opinions. • They refer to recent experiences or future plans, as well as to everyday activities. • The meaning of their writing can be understood with little or no difficulty, although there may be some mistakes. • They use dictionaries or glossaries to check words they have learnt and to look up unknown words.	• Students write passages of linked paragraphs using more complex language with confidence and increasing fluency and accuracy. • They use simple descriptive language, and refer to past, present and future actions and events. • They apply grammar in new contexts. • The meaning of their writing is usually clear, although there may be a few mistakes.	• Students write passages, which have more complex sentences and paragraphs, with confidence and increasing fluency and accuracy. • They write factual and imaginative passages to present ideas, information, and points of view, adapting previously learnt language for their own purposes. • They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression. • The meaning of their writing is clear, although there may be occasional mistakes.	• Students express and justify ideas, opinions or personal points of view, and seek the views of others. • They develop the content of what they have read, seen or heard. • Their spelling and grammar are generally accurate, and the style is appropriate to the content. • They use reference materials to extend their range of language and improve their accuracy.