REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION

Secondary Education Modernization Programme

SECONDARY SCHOOL CURRICULUM

Forms 1–3

Spanish

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Minister's Foreword

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of "a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity" (p. 9). Five developmental pillars have been identified to achieve this goal:

> Developing Innovative People
> Nurturing a Caring Society
> Governing Effectively
> Enabling Competitive Business
> Investing in Sound Infrastructure and Environment

The Ministry of Education is one Ministry that is expected to play a pivotal role in *developing innovative people.* We therefore accept as one of our primary responsibilities, the establishment of an education system that will nurture imaginative, innovative, and eager learners. It must also facilitate the seamless progression of learners from early childhood education up to the tertiary level. Graduates of the system must emerge as creative, committed, and enterprising citizens who are prepared intellectually, and who have the will to become global leaders.

A critical contributor to this process is the national curriculum. These Curriculum Guides represent the core subjects of the national curriculum at the lower secondary level. They describe the formal content and process by which students at this level will gain the knowledge and skills that contribute to the achievement of our national goals. We expect that teachers will use these Guides to implement a school curriculum that is diversified, relevant, and of high quality, meeting the varied learning needs, interests, and abilities of all students. We expect, too, that students will be taught in ways that suit their own learning preferences. The curriculum will also connect them to their national heritage, help them to understand the issues facing their world today, and prepare them to meet the challenges and opportunities of the future.

On behalf of the entire education community, I congratulate and thank all those educators—curriculum personnel, teachers, editors, and others—who have worked together over the eight years of development and revision to produce these Curriculum Guides for secondary schools. The nation owes you a debt of gratitude. I urge you to continue to be shining lights in your communities as we move forward together to achieve our goals.

Esther Le Gendre
Honourable Minister of Education

A Note to Teachers

These Curriculum Guides have been developed by educators, including practising teachers, for teachers. They are intended to assist you to prepare students to meet the rapidly changing demands of life in the 21st century, while ensuring that they acquire the core of general knowledge and experience essential for later education and employment. The new curriculum that they represent is designed to guide the adoption of a more student-centred approach to instruction, and the provision of learning opportunities that are relevant to today's students and inclusive of varied learning needs and interests.

Since the beginning of the curriculum development process, we have seen profound changes in the use of technology in education and there is no doubt that similar shifts will take place in the coming years. The challenge for us as educators is to find ways to make our approach to teaching flexible, progressive, and responsive, so that we embrace and motivate change where it benefits learners. This entails becoming lifelong learners ourselves and creating environments that provide necessary community support and foster professional development.

The Guides embody the culmination of seven years of development and revision activity. The national curriculum will, however, be regularly reviewed to ensure that it continues to meet the needs of all students and matches the goals of society. Your input in this process is vital and we welcome and encourage your ongoing feedback.

Instructional decisions must be based on sound, contemporary educational theory, practice, and research. These documents will serve as important guides for the development of instructional programmes to be implemented at the school and classroom levels. They are organized in several parts. Part 1 is common to all and provides the general philosophy and aims in which every subject is anchored. Part 2 is specific to each subject and includes specific outcomes and sample activities and strategies that may be used to achieve them. The rest of the document is designed to suit the particular needs of each subject area. All the Guides include suggested assessment strategies and recommended resources.

We in the Curriculum Planning and Development Division are confident that the new National Curriculum Guides for Forms 1–3 will contribute significantly to enhanced teaching and learning experiences in our secondary schools and, consequently, the achievement of personal learning and national educational goals.

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August 2008

Acknowledgements

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Part 1
The National Curriculum for
Forms 1–3

Background

From the Ministry of Education's *Corporate Plan 2008–2012* (p. 4)

The Government of Trinidad and Tobago, in its *Vision 2020 Draft National Strategic Plan*, has articulated a vision of "a united, resilient, productive, innovative, and prosperous nation with a disciplined, caring, fun-loving society comprising healthy, happy and well-educated people and built on the enduring attributes of self reliance, respect, tolerance, equity and integrity…"

Towards the achievement of this Vision, the Government has articulated five developmental pillars:

Developing Innovative People
Nurturing a Caring Society
Governing Effectively
Enabling Competitive Business
Investing in Sound Infrastructure and Environment

The Ministry of Education has been identified as one of the champions for *developing innovative people.* Central to the realization of this pillar is "A highly skilled, well-educated people aspiring to a local culture of excellence that is driven by equal access to learning opportunities."

In conjunction with other key ministries, the Ministry of Education has been charged with the realization of the following goals:

The people of Trinidad and Tobago will be well known for excellence in innovation.

Trinidad and Tobago will have a seamless, self-renewing, high-quality education system.

A highly skilled, talented and knowledgeable workforce will stimulate innovation driven growth and development.

The richness of our diverse culture will serve as a powerful engine to inspire innovation and creativity.

…Nationally, the reform of the education system is driven by several local, regional and international perspectives. We are committed to a seamless, self-renewing, high-quality education system underpinned by a National Model for Education. This National Model has three (3) foci as follows:

i. To ensure an alignment of the education system to government's strategic plan Vision 2020 which mandates that the education system produces caring and innovative citizens

ii. To ensure that the education system produces citizens with a sense of democracy, respect for the rights of others and elders and with the ability to contribute meaningfully to the social and economic development of the country

iii. To build a strong sense of nationalism and patriotism in our citizens. (p. 7)

The Secondary Curriculum

In its commitment to comprehensive reform and expansion of the secondary school system, the Government of the Republic of Trinidad and Tobago, in 1996, adopted the report of the National Task Force on Education as educational policy. The specific recommendations for the improvement of secondary education led to discussions with the Inter-American Development Bank (IDB) for loan funding arrangements for a programme, the Secondary Education Modernization Programme (SEMP), to modernize secondary education in Trinidad and Tobago. One of the intended outcomes of this programme was improved educational equity and quality.

The curriculum guides for Forms 1–3 in eight subject areas are among the products of the programme and contribute to this outcome.

The Curriculum Design and Development Process

In order to achieve the outcomes defined by the underpinning philosophy and goals, the Curriculum Development Division of the Ministry of Education embarked on a design and development programme consonant with accepted approaches to curriculum change and innovation.

Curriculum Design

This curriculum displays a learner-centred design. Its philosophical assumptions are mainly constructivist. Its major orientation is to curriculum as self-actualization. The curriculum is student-centred and growth oriented. It seeks to provide personally satisfying experiences for each student. As the student moves from one level to another, activities also expand to allow new insights and approaches to dealing with and integrating new knowledge.

Curriculum Development

The first stage of the curriculum development process consisted of consultations with stakeholders from a cross-section of the national community. Consultations were held with primary and secondary school teachers; principals; members of denominational school boards; members of the business community; the executive of the Trinidad and Tobago Unified Teachers' Association (TTUTA); representatives from The University of the West Indies (UWI), John S. Donaldson Technical Institute, San Fernando Technical Institute, Valsayn Teachers' College, and Caribbean Union College; parents; librarians; guidance counsellors; students; curriculum officers; and school supervisors. These consultations focussed on the philosophy, goals, and learning outcomes of education.

The result of these consultations was agreement on:

- the concept of a "core," that is, essential learning outcomes consisting of skills, knowledge, attitudes, and values that students must acquire at the end of five years of secondary schooling;

- the eight subjects to form the core;

- the desirable outcomes of secondary school education in Trinidad and Tobago.

In Stage 2 of the process, the officers of the Curriculum Development Division studied the reports of the consultations, the Education Policy Paper, the reports of the Curriculum Task Force and the Task Force for Removal of Common Entrance, as well as newspaper articles and letters to the editor on education during the preceding five years. The School Libraries Division and the Division of School Supervision assisted the Curriculum Development Division in this task. The result of the study was the identification and articulation of a set of desirable outcomes and essential exit competencies to be possessed

by all students on leaving school. All learning opportunities, all teaching and learning strategies, and all instructional plans are to contribute to the realization of these outcomes and competencies.

At Stage 3, 10 existing schools were identified to pilot the new curriculum. Teachers from eight subject areas were drawn from these schools to form curriculum writing teams for each subject. Teachers with specific subject or curriculum development skills from other schools were also included in the teams. The outputs of this phase included learning outcomes specific to each subject that contribute to the fulfilment of the national outcomes; subject content; and teaching, learning, and assessment strategies to support the outcomes.

The draft curriculum guides for Forms 1 and 2 were approved by Cabinet for introduction into schools on a phased basis in September 2003. The draft guides for Form 3 were completed and introduced in the following year. Introduction of the new guides was accompanied by professional development and training for principals and teachers. The Ministry also began to supply new and/or upgraded facilities for teaching and learning, and educational technology. At the same time, work began on a new assessment and certification system.

Curriculum Revision

As implementation proceeded, feedback was sought by the Curriculum Development Division through school visits, workshops, and reviews by UWI lecturers and other stakeholders. In 2007, a survey was conducted among teachers, followed by focus group meetings, in order to concretize feedback before embarking on the revision process. As in the original curriculum development exercise, revision—the final stage—was carried out by teams of practising teachers led by officers of the Curriculum Development Division.

Curriculum Underpinnings

The national curriculum has been informed by a wealth of available curriculum theories and processes.

The major forces that influence and shape the organization and content of the curriculum include:

1. Educational philosophy and understandings about the nature of knowledge
2. Society and culture
3. The learner and learning process
4. Learning theories
5. The nature and structure of subject matter to be learned

Thus, these areas represent the foundation on which the national curriculum is built. The philosophical concerns and educational goals that shaped the curriculum also formed the basis for the dialogue with stakeholders in which the Curriculum Development Division engaged, with the aim of developing a coherent, culturally focussed, and dynamically evolving curriculum.

An internal analysis of the education system, together with research conducted in international forums, has shown that the curriculum is core to the development of innovative people. This curriculum is aimed at attaining six essential learning outcomes. The six outcomes identified help to define universally accepted goals that have been developed and underscored by other educational jurisdictions and that have been agreed to be essential. The essential learning outcomes help to define standards of attainment for all secondary school students.

Education Policies That Impact on the Curriculum

There are several Ministry of Education policies that impact on the national secondary curriculum, though some are still in the process of formalization. These include the National Model for Primary and Secondary Education in Trinidad and Tobago, the ICT policy, Standards for the Operation of Schools, and Quality Standards. Copies of these documents may be obtained from the Ministry offices or the website at *www.moe.gov.tt*. Three other policies that have direct impact on the development and implementation of the curriculum are discussed in some detail below.

National Curriculum Policy

A Draft National Curriculum Policy has been approved by Cabinet for consultation with stakeholders. The Policy statements are summarized as follows:

1. The curriculum must articulate with the goals of national development and be supportive of the aspirations of individuals and their personal development. It must provide opportunities for every student to be equipped with the knowledge, skills, attitudes, values, and dispositions necessary for functioning in an interactive, interdependent society.

2. The curriculum must be so managed as to ensure the provision of a quality curriculum experience for all students at all levels of the system.

3. At every level of the system, there must be equitable provision of requisite facilities, resources, services, and organizational structures that are conducive to and supportive of effective learning and teaching and healthy development.

4. Continuous quality management must support all curriculum and related activities at every level of the system.

5. Ongoing research and professional development activities must equip education practitioners for continued effective practice.

Though the policy has not yet been formally issued, these statements are worthy of consideration at all stages of the curriculum cycle.

Inclusive Education Policy

The Ministry of Education is committed to "support the delivery of inclusive education in all schools by providing support and services to all learners, and by taking appropriate steps to make education available, accessible, acceptable and adaptable to all learners." An inclusive curriculum is acknowledged to be the most important factor in achieving inclusive education. In planning and teaching the school curriculum, teachers are therefore required to give due regard to the following principles:

- The National Curriculum Guides set out what most students should be taught at lower secondary school but teachers should teach the required knowledge and skills in ways that suit students' interests and abilities. This means exercising flexibility and drawing from curricula for earlier or later class levels to provide learning opportunities that allow students to make progress and experience success. The degrees of differentiation exercised will depend on the levels of student attainment.

- Varied approaches to teaching, learning, and assessment should be planned to allow all students to participate fully and effectively. Account should be taken of diverse cultures, beliefs, strengths, and interests that exist in any classroom and that influence the way students learn.

- Students with special needs should be given additional instructional support in negotiating the regular curriculum, not a different one. The guiding principle of equity is to supply students who need it with additional help to achieve set standards, but not to lower the standards.

- Continuous formative evaluation must be used to identify learning needs and to shape instruction, thus maximizing students' opportunities for achieving success. Assessment strategies must be appropriate to the way the curriculum is designed and delivered, as well as to each student's individual learning profile and stage of development.

- Suitable technology must be used in instruction to facilitate learning and enhance success.

ICT in the Curriculum

The following statements are taken from the Ministry of Education's ICT in Education Policy (pp. 28–29).

Curriculum Content and Learning Resources

- Curriculum and content must increasingly maximize the use of ICT.

- ICT must be integrated into the development and delivery of the curriculum.

- ICT integration and ICT competency measures across the curriculum shall be driven through the development and delivery of an ICT-infused curriculum.

Essential Learning Outcomes

The learning outcomes which have been deemed essential are in the areas of:

- Aesthetic Expression
- Citizenship
- Communication
- Personal Development
- Problem Solving
- Technological Competence

The achievement of these essential learning outcomes by all students is the goal that every core curriculum subject must facilitate. The core curriculum subjects, their content, and the suggested teaching, learning, and assessment strategies are the means to fulfil this end.

It is expected that by the end of the third year of secondary school, students' achievement in all six areas will result in a solid foundation of knowledge, skills, and attitudes that will constitute a platform for living in the Trinidad and Tobago society and making informed choices for further secondary education.

The essential learning outcomes are described more fully below.

Aesthetic Expression

Students recognize that the arts represent an important facet of their development, and they should respond positively to its various forms. They demonstrate visual acuity and aesthetic sensibilities and sensitivities in expressing themselves through the arts.

Students, for example:

- use various art forms as a means of formulating and expressing ideas, perceptions, and feelings;

- demonstrate understanding of the contribution of the arts to daily life, cultural identity, and diversity;

- demonstrate understanding of the economic role of the arts in the global village society;

- demonstrate understanding of the ideas, perceptions, and feelings of others as expressed in various art forms;

- demonstrate understanding of the significance of cultural resources, such as museums, theatres, galleries, and other expressions of the multicultural reality of society.

Citizenship

Students situate themselves in a multicultural, multi-ethnic environment, and understand clearly the contribution they must make to social, cultural, economic, and environmental development in the local and global context.

Students, for example:

- demonstrate understanding of sustainable development and its implications for the environment locally and globally;

- demonstrate understanding of Trinidad and Tobago's political, social, and economic systems in the global context;

- demonstrate understanding of the social, political, and economic forces that have shaped the past and present, and apply those understandings to the process of planning for the future;

- examine issues of human rights and recognize and react against forms of discrimination, violence, and anti-social behaviours;

- determine the principles and actions that characterize a just, peaceful, pluralistic, and democratic society, and act accordingly;

- demonstrate understanding of their own cultural heritage and cultural identity, and that of others, as well as the contribution of our many peoples and cultures to society.

Communication

Students use their bodies, the symbols of the culture, language, tools, and various other media to demonstrate their deeper understandings of synergies inherent in the exchange of ideas and information, and thus to communicate more effectively.

Students, for example:

- explore, reflect on, and express their own ideas, learning, perceptions, and feelings;

- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs, and charts;

- demonstrate sensitivity and empathy where necessary in communicating various kinds of emotions and information;

- present information and instructions clearly, logically, concisely, and accurately for a variety of audiences;

- interpret and evaluate data, and express their conclusions in everyday language;

- critically reflect on and interpret ideas presented through a variety of media.

Personal Development

Students "grow from inside out," continually enlarging their knowledge base, expanding their horizons, and challenging themselves in the pursuit of a healthy and productive life.

Students, for example:

- demonstrate preparedness for the transition to work and further learning;

- make appropriate decisions and take responsibility for those decisions;

- work and study purposefully, both independently and in cooperative groups;

- demonstrate an understanding of the relationship between health and lifestyle;

- discriminate among a wide variety of career opportunities;

- demonstrate coping, management, and interpersonal skills;

- display intellectual curiosity, an entrepreneurial spirit, and initiative;

- reflect critically on ethical and other issues;

- deal effectively with change and become agents for positive, effective change.

Problem Solving

Students have a range of problem-solving strategies and apply them appropriately to situations they encounter. They demonstrate critical thinking and inquiry skills with which they process information to solve a wide variety of problems.

Students, for example:

- acquire, process, and interpret information critically to make informed decisions;

- use a variety of strategies and perspectives flexibly and creatively to solve problems;

- formulate tentative ideas, and question their own assumptions and those of others;

- solve problems individually and collaboratively;

- identify, describe, formulate, and reformulate problems;

- frame and test hypotheses;

- ask questions, observe relationships, make inferences, and draw conclusions;

- identify, describe, and interpret different points of view;

- distinguish facts from opinions.

Technological Competence

Students are technologically literate, understand and use various technologies, and demonstrate an understanding of the role of technology in their lives, in society, and in the world at large.

Students, for example:

- locate, evaluate, adapt, create, and share information using a variety of sources and technologies;

- demonstrate understanding of existing and developing technologies and use them appropriately;

- demonstrate understanding of the impact of technology on society;

- demonstrate understanding of ethical issues related to the use of technology in local and global contexts.

The Core Curriculum Subjects

The core curriculum subjects are those for which every student is required to demonstrate achievement of the stated outcomes in Forms 1–3. Additional subjects that contribute to students' holistic development and further their interests and aspirations may also be offered thereafter.

A minimum time allocation is recommended for each core subject. The principal, as instructional leader of the school, will make the final decision as to time allocation, according to the needs of the students and the resources available at any given time.

The subjects and the recommended time allocations are as follows:

Subject	No. of Periods	Subject	No. of Periods
English Language Arts	6	**Mathematics**	5
Science	4	**Health and Physical Education**	2
Spanish	4	**Technology Education**	4
Social Studies	4	**Visual and Performing Arts**	4

At the end of Form 3, students will be assessed for the National Certificate of Secondary Education (NCSE), Level I.

Language Across the Curriculum

The development of language skills and the ability to understand and use language correctly, competently, and effectively is fundamental to the learning outcomes expressed in the national curriculum. Language is a uniquely human capacity. Three simultaneous uses of language for learning are envisaged as students experience the national curriculum: students will learn language, they will learn through language, and they will learn about language.

Language plays a major role in learning, which occurs when students use the major modes of language—listening, speaking, reading, and writing—to achieve various purposes, among them: to communicate with others; to express personal beliefs, feelings, ideas, and so on; for cognitive development in various subjects of the curriculum; and to explore and gain insight into and understanding of literature. Language is linked to the thinking process, and its use allows students to reflect on and clarify their own thought processes and, thus, their own learning.

The national curriculum is predicated on the assumption that since students' language development takes place across the curriculum, the development process must be addressed in all subject areas. Students will develop and use patterns of language vital to understanding and expression in the different subjects that make up the curriculum.

However, the student of Trinidad and Tobago functions in a bidialectal context, that is, the natural language of the student, the Creole, differs from the target language and language of instruction, Internationally Accepted English. The philosophical position taken in the national curriculum is that both languages are of equal value and worth, and both must be respected. Students use their own language as a tool for interpreting the content of the curriculum and for mastering it. In addition, they must be taught to use the target language as effectively and effortlessly as they would their natural language.

The exponential growth in information and the use of information and communication technologies provide opportunities for students to become critical users of information. Language development and use in this context is also addressed in all subject areas.

Curriculum Implementation

Implementation of the curriculum is a dynamic process, requiring collaboration of the developers (curriculum teams) and users (teachers). In implementation, teachers are expected to use the formal curriculum, as described in the curriculum guides, to plan work and teach in a manner that accomplishes the objectives described. Teachers translate those objectives into units of study, determining the appropriate sequence and time allocation according to the learning needs of their students. The new Curriculum Guides provide sample teaching and assessment strategies, but it is also the role of the professional teacher to select and use sound teaching practices, continually assessing student learning, and systematically providing feedback to curriculum teams for use in revising and improving the guides.

A curriculum development system provides support for the tasks of curriculum implementation. The system advocated by the Ministry of Education involves stakeholders, specialist curriculum officers, principals, heads of departments, and teachers, each with specific roles and responsibilities. Some of these are outlined in the table below.

System Component	Members	Role
National Curriculum Advisory Council/ Committee	Stakeholders	• Advise on curriculum policy, goals, and standards
Curriculum Planning and Development Division (Head Office and District-based)	curriculum officers	• Plan and develop curriculum • Provide leadership in identifying curriculum goals and determining the process for development of curriculum materials • Lead writing teams (which include teachers) • Monitor implementation • Provide teacher support • Facilitate teacher professional development for curriculum implementation • Advise on processes and materials for effective implementation and student assessment • Evaluate curriculum
School Curriculum Council	Principal/Vice Principal and Heads of Departments	• Make major decisions concerning the school curriculum, such as assigning resources • Provide guidelines for Instructional Planning Teams
Instructional Planning Teams/School Instructional Committees	Teachers	• Cooperate on tasks necessary for effective implementation, such as: yearly work plans, units of study, development of materials to individualize the curriculum, identification and development of learning materials, student assessment and evaluation

Curriculum Implementation at School Level

The "School Curriculum" refers to all the learning and other experiences that the school plans for its students. It includes the formal or written curriculum, as well as the informal curriculum, which is comprised of other developmental opportunities provided by the school, such as those offered by student clubs, societies and committees, and sporting organizations (e.g., cricket team, debating society, Guides, Cadets).

The School Curriculum Council develops a School Curriculum that must be in alignment with the National Curriculum. The School Curriculum Council usually consists of the Principal and/or Vice Principal and Heads of Department. The duties of the Council include the development of school culture, goals, vision, and curriculum in alignment with the national curriculum and culture. It also provides support for curriculum work and performs evaluation functions.

In providing support for curriculum work, the Council may, for instance:
* encourage teachers to identify challenges and try new ideas;
* develop timetables to allow for development of curriculum materials, for example, year plans, units, instructional materials;
* ensure availability of learning materials;
* provide instructional leadership;
* ensure that appropriate strategies are formulated to promote student success.

In performing evaluation functions, the Council:
* monitors the curriculum (using, for example, observation, test scores, student books, formal and informal discussions with different stakeholders);
* assesses the hidden curriculum (including discipline policies, fund allocation, physical environment);
* evaluates the school programme of studies.

The roles of instructional teams and the individual teachers are described in the following tables:

Roles of School Instructional Committees
Develop/Revise/Evaluate work programmes
Determine resource needs
Identify/Develop instructional materials
Conduct classroom action research
Integrate and align curriculum
Identify and develop appropriate assessment practices
Develop reporting instruments and procedures (student and teacher performance)
Keep records

Roles of Individual Teachers
Develop/Revise instructional programme
Individualize curriculum to suit students' needs and interests
Develop/Evaluate/Revise unit plans
Develop/Select appropriate learning materials
Select appropriate teaching strategies to facilitate student success
Integrate the curriculum as far as possible, and where appropriate
Select appropriate assessment strategies
Monitor/Assess student learning and keep records
Evaluate student performance
Evaluate classroom programmes
Conduct action research
Collaborate with colleagues

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Part 2
The Spanish Curriculum

Introduction

The Ministry of Education of Trinidad and Tobago continues to work steadfastly towards the goal of providing quality education for all citizens. Education is seen as the key to assuring quality of life, and to enhancing the lives of present and future citizens, through the holistic development of the individual and the consequent transformation of the society. Among the eight subjects that comprise the core curriculum developed under the Secondary Education Modernization Programme (SEMP) to achieve those ends is Spanish, now designated the First Foreign Language of Trinidad and Tobago.

The secondary school curriculum documents for all subject areas have as their philosophical and theoretical base the development of the six essential learning outcomes (ELOs) identified in Part 1. These outcomes are seen as critical to the production of graduates capable of self-development and societal enhancement, and able to function effectively in both the national and global community. Taking into account the requirements for life in the 21st century, the national curriculum is learner-centred, employs constructivist approaches and problem-based strategies, and caters to the full range of learners with their different needs and characteristics. It is envisaged that all subjects will work synergistically to develop the knowledge, skills, attitudes, values, and dispositions articulated in the six ELOs.

The Forms 1, 2, and 3 curriculum documents, constituting Cycle 1 of secondary education, align with an assessment framework governed by the National Certificate of Secondary Education (NCSE) requirements. In addition to traditional methods of assessment, formative assessment forms a significant component of this programme, validating a range of assessment instruments and performance tasks. Performance standards are presented to guide assessment throughout the programme.

This curriculum guide is a national policy document, which defines essential content to be taught, and proposes methodologies that may be used by teachers in planning instruction and assessment. It is conceptualized as the core document that will enable school and district curriculum committees to elaborate their own curriculum plans, responsive to the specific needs of their target users, and to the characteristics of the schools and communities in which the curriculum will be implemented.

Subject Philosophy

Spanish as a foreign language has a crucial role in preparing individuals, as well as the nation, for life in a multilingual global environment in the 21st century. Learning Spanish affords one myriad cognitive, metacognitive, and affective developmental opportunities. Inherent in the study of a foreign language is a value for pluralism, which is essential for building a culturally diverse yet cohesive nation. This Spanish programme is built on the foundations of a communicative approach to language learning, and highlights the development of the four skills of listening, speaking, reading, and writing. All language should be contextualized and culturally anchored.

Vision

We envisage a curriculum that enables students to go beyond linguistic, geographical, and cultural boundaries, and to develop a progressively deeper sense of themselves as citizens of the global society.

The environment for learning will be risk-free and supportive of students' efforts to acquire and practise the requisite skills. It will enhance their awareness of the link between language and culture, and their capacity for sharing and caring, and becoming valuable citizens of their country and of the world.

The curriculum will feature communicative and student-centred approaches that will encourage maximum learner involvement and participation. Thus, it will allow students to become functionally proficient in Spanish and to demonstrate competence in the four skills of listening, speaking, reading, and writing, consistent with their age and interests and with real-life experiences relevant to their social and cultural milieu.

Rationale for Teaching and Learning Spanish

A language is a tool used in almost every aspect of our lives. Language facilitates, and in many cases enables, the many activities that characterize life at home, school, work, and places of leisure. Every student should be afforded the opportunity to learn a foreign language, and to develop the kinds of skills and attitudes to learning that the study of a language provides. Language learning is a specialized but multifunctional component of a well-rounded education.

The acquisition of language proficiency is only a small part of the possible learning outcomes of a well-designed and implemented curriculum in a foreign language. Foreign language learning contributes significantly to the intellectual, moral, and emotional development of students. It demands numerous strategies that utilize students' multiple intelligences and varied learning styles. Foreign language students develop problem-solving skills, are more adaptable and well adjusted socially, and by virtue of "living the language" increase their awareness of, and sensitivity to, their immediate and wider environment.

The cross-cultural sensitization to which foreign language students are exposed, as they come to understand and appreciate the traditions and values of other societies, supports the development of increased tolerance and acceptance of differences, and prepares them to work cooperatively with other nationals of their own countries as well as with citizens of other countries.

Today, Spanish is the most widely spoken language in the western hemisphere. Among the important factors that point to this country's need to prepare all our citizens to interact with others in Spanish are: its geographical location midway in the Spanish-speaking world; being designated as the site for the headquarters of the Association of Caribbean States (ACS), with its concomitant socio-economic implications; and the sharing of territorial waters with our nearest neighbour, Venezuela, and the attendant geopolitical implications of that fact. Spanish has thus been accorded the status of the First Foreign Language of Trinidad and Tobago and is a core component of the national curriculum.

It is evident, then, that the study of Spanish will not only enhance individuals' marketability and professional advancement, and contribute to their intellectual, moral, and emotional development, but will also help Trinidad and Tobago to realize its goals for social and economic development.

Goals of the Curriculum

The goals of the Spanish curriculum are to:

1. foster students' appreciation and love of the Spanish language, and of language learning in general;

2. develop students' awareness of the cultures of Spanish-speaking people;

3. develop and enhance students' potential to communicate and interact effectively with citizens of the Spanish-speaking world and the global community;

4. develop students' awareness of, and respect for, fundamental values that are common to all human societies;

5. facilitate students' development of healthy and positive attitudes towards learning, and of the skills to become lifelong learners;

6. enhance students' awareness of their responsibilities as individuals and as citizens of the global community;

7. provide an environment for collaborative and cooperative learning, which will encourage students to develop harmonious relations with others and a sense of civic responsibility.

Spanish Within an Integrated Curriculum

Underlying the content and strategies for the teaching of Spanish are the values espoused in the essential learning outcomes (ELOs) for education in Trinidad and Tobago. Additionally, Spanish is closely linked with the other core areas in the secondary school curriculum. These linkages are important because they facilitate an integrated approach to supporting students' holistic development.

The approach to teaching Spanish that informs this curriculum is communicative, focusing on the development of functional competencies in the four skills of listening, reading, speaking, and writing. The teaching and learning of the Language Arts therefore complements the teaching of Spanish.

A similar relationship exists with Social Studies, since appreciation and understanding of human existence and culture form an integral part of both subjects. The study of Spanish is built on the understanding of Hispanic culture, while Social Studies views culture as an important expression of a people's identity. The study of Spanish, when it is made relevant to the age and interests of students, provides a basis for comparing and contrasting the norms, values, mores, traditions, and institutions of our local culture with those of our Hispanic neighbours, some of whom share deeper connections with the English-speaking Caribbean peoples. Topics such as Family, Socialization, Leisure, Religion, Patriotism, Values, and Attitudes, which are addressed in the Social Studies curriculum, are all integral to foreign language learning.

Elements of the Visual and Performing Arts curriculum, which includes Art, Music, Dance, and Drama, are essential components of teaching strategies employed by teachers in Spanish classrooms. The process of modern language acquisition and, indeed, the achievement of many of the learning outcomes of the Spanish curriculum would be supported and enhanced by aesthetic experiences such as the use of music and drama, and the creation of art and craft. Furthermore, the study of the Spanish language in this curriculum includes the development of appreciation for Hispanic cultural art forms.

Some activities and games proposed for use in the Spanish class also link with and reinforce the goals of the Mathematics curriculum, since they help to develop logical, problem-solving, and reasoning skills. Activities involving sequencing of words and pictures, the logical creation of dialogue, observing relationships, making inferences, and drawing conclusions are common to all the topics and functions outlined in the Spanish curriculum.

With regards to Science, topics such as the human body, weather, the environment, colours, and flora and fauna are introduced to a limited extent in the Spanish programmes for Years 1 and 2.

Since language must be used in all spheres of human activity, it can also complement and be informed by the study of Physical Education.

In terms of technological literacy, the Spanish curriculum requires and supports the development of computer and Internet literacy. Students can access appropriate sites on the Internet to conduct research. They can also acquaint themselves with interactive strategies and games that they can use, with their teachers' guidance and supervision, to reinforce concepts learnt in class. In addition, the development of language proficiency can be enhanced by the use of particular technologies and appropriate software. The availability and use of various computer programs, ranging from elementary to advanced levels, provide a link with the areas of Technology Education and Computer Studies.

Teachers in all other subject areas on the curriculum are also encouraged to use Spanish as part of their own classroom activities and communication.

The Purpose and Organization of the Curriculum Guide

This curriculum guide is intended to guide the development of school curricula and instruction for the first three years of secondary education. The curriculum is student-centred and utilizes fundamental principles of language acquisition.

Content standards and general learning outcomes give a synoptic view of the functional content of the curriculum, and of the connections between the cognitive (comprising knowledge and skills) and affective (comprising values and attitudes) components. The content standards give an overview of the developmental goals of the programme, which cut across all three years and all topics. These content standards are shown in relation to the essential learning outcomes (Aesthetic Expression, Communication, Problem Solving, Citizenship, Technological Competence, and Personal Development). The identification of general learning outcomes also allows teachers to see at a glance the specific functions that students should be able to fulfil at the end of each term.

The document is logically sequenced, both thematically and according to grammatical structures, over the three-year programme. If teachers choose to deliver the content in some other order, they should take care to maintain grammatical continuity and integrity, and complete the required content by the end of the three years.

Information about concepts and activities pertinent to instruction and evaluation is included. A summary of relevant cultural elements referred to in the guide is also provided to serve as a starting point for teachers' exploration of each topic, together with information about the development of lesson plans.

The process of education for lifelong learning is an essential part of language acquisition, and should be emphasized as part of the students' experience. Learning a language should be experienced as meaningful and purposeful, always bearing in mind that the endpoint is communication. This curriculum has been specifically designed to reflect the real-world needs of young people in the secondary system.

The suggested activities are meant to serve as examples to help teachers to develop activities of their own. Activities in this curriculum should support the attainment of the essential learning outcomes (ELOs). They should also:

- be functional, allowing students to use the language in meaningful contexts;
- be supportive of the development of students' cognitive and metacognitive skills;
- include the affective;
- facilitate exploration and comparison of cultures;
- appeal to different learning styles and intelligences;
- facilitate formative assessment;
- provide pleasure and interest to students.

It is envisaged that these elements of the curriculum guide will provide the fundamental content, concepts, and principles that will equip all teachers to implement the Spanish curriculum effectively.

Content Standards

The seven content standards summarize the essential knowledge and skills that must be taught and which learners should attain by the end of a Spanish programme in Forms 1 to 3. The standards should generally be used in conjunction with performance indicators as the basis for assessment. They suggest the types of learning experiences that should be planned, and serve as benchmarks against which to measure improvement in system-wide performance over time.

The content standards also identify the attitudinal factors that are intrinsic to any foreign language programme. These factors serve a dual function. They prepare learners to be open to other cultures since a language cannot exist in isolation from its culture; and reinforce the values articulated in the philosophies and goals of the national and subject curricula. For each content standard, related essential learning outcomes (ELOs) are indicated.

Content Standard 1

Students will engage in conversation, provide and obtain information, express feelings, give instructions, and exchange opinions in Spanish.

[ELOs — Communication, Personal Development, Citizenship, Technological Competence, Problem Solving]

This standard focuses on the production of spoken and written language in interpersonal communication scenarios (where individuals interact while in direct contact with each other or through the aid of technology).

Description: This type of communication begins with learnt phrases of a simple nature and increases in complexity as the student progressively masters and learns to manipulate structures. Language is always learnt in conjunction with an awareness of culturally appropriate elements.

Content Standard 2

Students will understand and interpret written and spoken language on a range of topics presented through a variety of media.

[ELOs — Communication, Personal Development, Problem Solving, Technological Competence]

This standard focuses on one-way listening and reading for comprehension—receptive skills—in all their forms. The learner shows comprehension of the language used in a variety of print and audio media, including live speech.

Description: The learner's receptive ability, that is, comprehension of written or spoken language, often exceeds his/her ability to produce language. Furthermore, the ability to read print, which is strongly aided by context in the initial phases, often develops more rapidly than the ability to comprehend speech.

Content Standard 3

Students will present, orally and in writing, information, concepts, ideas, or artistic expressions in Spanish using both target and native language.

[ELOs — Communication, Personal Development, Aesthetic Expression, Technological Competence, Citizenship, Problem Solving]

This standard takes into account written or spoken language used to present information, concepts, and ideas to an audience in principally one-way interactions. The student may use cultural, artistic, technological, and other aids that appropriately complement the use of the language.

Description: The presentational mode is important, enabling the student to produce sustained speech or writing of an expository or creative nature, without having to make adjustments for negotiation of meaning with another participant.

Content Standard 4

Students will demonstrate knowledge and understanding of the practices, perspectives, and products of the target culture.

[ELOs — Communication, Personal Development, Citizenship, Aesthetic Expression, Problem Solving]

This standard focuses on developing the learner's awareness of practices (patterns of behaviour, traditional ideas, and attitudes) and perspectives within the target culture. It also includes notions about the products of the culture (which are more tangible items)—food, dress, artwork, music, sport, and so on. This provides the student with knowledge of what is culturally appropriate—what to do, when, and where.

Description: A language can never be isolated from the culture or cultures in which it is embedded. As students' ability to use the language grows, the corresponding socio-cultural components of the language should come into focus, in order to achieve communication.

Content Standard 5

Students will reinforce and increase knowledge by making connections between Spanish and other disciplines.

[ELOs — Communication, Personal Development, Problem Solving, Technological Competence, Aesthetic Expression]

This standard addresses the need for knowledge from all other subject areas to complement, reinforce, and build upon what is learnt in the foreign language classroom and vice-versa.

Description: Current learning theories recommend an integrated curriculum approach, in which knowledge is not seen as being fragmented into isolated subjects but as an interrelated whole. Learning across all areas becomes an ever-increasing spiral of related information and concepts that reinforce each other in the mind of the learner. Additionally, a second language allows the learner to become acquainted with bodies of knowledge and information that would otherwise be inaccessible.

Content Standard 6

Students will demonstrate understanding of the nature of language patterns and apply this knowledge to the target and native languages.

[ELOs — Communication, Personal Development, Problem Solving]

This standard deals with the learner's ability to think critically about how language works—comparing components of languages; deducing patterns, structural similarities, and differences; and enhancing the ability to manipulate familiar and new elements.

Description: By encouraging students to think about similarities and differences in the elements of English and the second language being learnt—a feature that is emphasized in the teaching activities—they become able to hypothesize and explore concepts that will promote a deeper understanding of language, confidence to explore, and independent learning.

Content Standard 7

Students will use the Spanish language to access information beyond the classroom, and for personal enjoyment and enrichment.

[ELOs — Communication, Personal Development, Problem Solving, Technological Competence, Citizenship, Aesthetic Expression]

This standard focuses on the use of the target language in the daily pursuit of leisure activities, and in sharing information with other students, persons in their homes, and other persons beyond these immediate settings.

Description: The use of language in authentic situations for real communication purposes is the endpoint of all language learning. Especially today, use of the language to access information, entertainment, and services from target language sources, both personal and public, is an asset in the information age.

The Essential Learning Outcomes in the Spanish Curriculum

Essential Learning Outcomes [ELOs]	Content Standard 1	Content Standard 2	Content Standard 3	Content Standard 4	Content Standard 5	Content Standard 6	Content Standard 7
Communication	☼	☼	☼	☼	☼	☼	☼
Personal Development	☼	☼	☼	☼	☼	☼	☼
Citizenship	☼		☼	☼			☼
Technological Competence	☼	☼	☼		☼	☼	☼
Problem Solving	☼	☼	☼	☼	☼	☼	☼
Aesthetic Expression			☼	☼	☼		☼

General Intended Learning Outcomes

The learning outcomes listed below are meant to serve as a guide to teachers as they plan for teaching and assessment on a termly and yearly basis. These learning outcomes are listed as functions in the course outline. At the end of three years, students will be expected to communicate in Spanish, demonstrating their competence in the four skills of listening, speaking, reading, and writing, and their awareness of cultural practices and concepts pertinent to topics being discussed.

Form 1

At the end of Term 1, students will be able to:

1.   identify the Spanish-speaking countries of the world
2.   identify places in Trinidad with names of Spanish origin
3.   locate, on a map of Trinidad, some places with names of Spanish origin
4.   identify personal names that are of Spanish origin
5.   understand the origin of some Spanish names
6.   reproduce, in speech, the authentic sounds of the Spanish vowel system in context
7.   reproduce, in speech, the authentic sounds of Spanish consonants in context
8.   express simple greetings
9.   respond to simple greetings
10.   introduce themselves to others
11.   introduce others
12.   address an adult, stranger, or person in authority
13.   address a gentleman
14.   address a lady
15.   address a younger person, friend, or family member
16.   express thanks
17.   apologize
18.   ask to be excused
19.   welcome people
20.   say please
21.   count from 0 to 100
22.   ask someone else's name
23.   state their own telephone number or other telephone numbers
24.   ask someone his/her telephone number
25.   state their name
26.   state someone else's name
27.   state their age
28.   ask someone else's age
29.   state their address
30.   ask someone his/her address

31.   state someone else's address
32.   enquire about the identity of someone else
33.   respond to simple classroom instructions

At the end of Term 2, students will be able to:

1.   identify their own facial features
2.   describe their own facial features
3.   describe the facial features of others
4.   describe their physical stature
5.   describe the physical stature of others
6.   enquire about the physical stature of others
7.   state the days of the week
8.   identify the current day of the week
9.   enquire which day of the week it is
10.   state the current day's date
11.   enquire what is the current day's date
12.   state the months of the year
13.   identify the current month
14.   enquire what is the current month
15.   tell the time, in hours, half hours, quarter hours, and minutes
16.   enquire what is the current time
17.   state their own birthday and/or saint's day
18.   ask about someone else's birthday and/or saint's day

At the end of Term 3, students will be able to:

1.   describe local weather conditions: heat, rain, wind, cold, cloudiness
2.   enquire what the weather is like
3.   state whether they feel cold/hot
4.   enquire whether someone feels cold/hot
5.   identify classroom objects
6.   ask what an object is
7.   state the location of objects in the classroom
8.   ask about the location of objects in the classroom
9.   express their likes
10.   ask someone about his/her likes
11.   express their own dislikes
12.   ask someone about his/her dislikes
13.   say what they want to eat or drink
14.   ask someone what he/she wants to eat or drink
15.   say what someone else wants to eat or drink
16.   ask someone what another person wants to eat or drink
17.   say what they want to do
18.   say what they need
19.   ask someone what he/she needs

Form 2

At the end of Term 1, students will be able to:

1. ask someone about his/her morning routine
2. provide information about someone's morning routine
3. ask for information about the morning routine of others
4. provide information about the morning routine of others
5. ask for information about someone's evening routine
6. provide information about their own evening routine
7. ask for information about the evening routine of others
8. provide information about the evening routine of others
9. ask for information about someone's habitual weekend activities
10. provide information about their habitual weekend activities
11. ask for information about the habitual weekend activities of others
12. identify household chores they do habitually
13. identify household chores done by other family members
14. identify habitual family outings and excursions

At the end of Term 2, students will be able to:

1. identify on the school's timetable the subjects that they study
2. ask someone for information about what subjects he/she studies
3. provide information about what subjects they study
4. enquire the time at which specific subjects are done
5. provide information about the time when specific subjects are done
6. ask for information about another person's timetable
7. provide information about someone else's timetable
8. identify key areas and personnel in the school
9. ask someone about his/her future occupation
10. provide information about their own future occupation
11. provide information about someone else's future occupation

At the end of Term 3 students will be able to:

1. ask someone about his/her indoor leisure activities
2. provide information about their own indoor leisure activities
3. provide information about someone else's indoor leisure activities
4. ask someone about his/her favourite pastimes
5. provide information about their own favourite pastimes
6. provide information about someone else's favourite pastimes
7. identify the days/times when they participate in preferred indoor leisure activities
8. ask someone for information about his/her outdoor leisure activities
9. provide information about their own outdoor leisure activities;
10. provide information about someone else's outdoor leisure activities
11. ask someone for information about his/her preferred outdoor activities
12. provide information about their preferred outdoor leisure activities
13. provide information about someone else's preferred outdoor leisure activities

14.   ask someone what he/she prefers to do when the weather is good or bad
15.   provide information about what they prefer to do when the weather is good or bad
16.   provide information about what someone else prefers to do when the weather is good or bad

Form 3

At the end of Term 1, students will be able to:

1.   identify modes of transport
2.   ask and provide information about how to get from one place to another
3.   ask and provide information about the distance from one point to another
4.   state their travel destination
5.   ask and provide information about flights, airlines, and ticket prices
6.   ask and provide information about dates and times of departure and arrival, and duration of flights
7.   ask and provide information about what documents are necessary for international travel
8.   express social courtesies when travelling
9.   understand a simple narrative in the past tense
10.   narrate a simple story in the past tense
11.   ask for and give directions
12.   provide simple directions to a specific place
13.   use polite commands when giving directions

At the end of Term 2, students will be able to:

1.   ask where one can purchase a specific item
2.   state where one can purchase it
3.   ask a clerk for assistance
4.   offer assistance to a customer
5.   identify different types of currency
6.   ask someone the price of an item
7.   state the price of an item
8.   ask the price in quantity per kilo/litre/dozen/pound/tin/bottle of a specific item
9.   express the price of an item in quantity per kilo/litre/dozen/pound/tin/bottle
10.   ask for and provide information about items/clothing/shoe sizes
11.   ask to try on an article of clothing
12.   ask about and discuss the suitability of an item
13.   negotiate a bargain/sale
14.   close a sale
15.   enquire about payment in cash, or by credit card or cheque
16.   request a bill
17.   understand simple narratives about past events

At the end of Term 3, students will be able to:

1. attract a waiter's attention
2. request a table
3. request and read a menu
4. greet and offer service to customers
5. express hunger and thirst
6. enquire about specific items on the menu
7. express like/dislike/preference for different types of food and drink
8. order a meal
9. express approval/disapproval about a meal/service
10. express a wish for enjoyment of a meal
11. apologize to customers for inconveniences
12. ask for and pay the bill
13. offer a tip to the waiter
14. describe a visit to a restaurant
15. enquire about the type of rooms available at a hotel
16. reserve a room
17. ask a porter for help with the luggage
18. check into a room
19. enquire and provide information about the services and facilities available at a hotel
20. request services/use of facilities
21. check out of a hotel
22. offer to pay in cash or by credit card/travellers cheque
23. describe a stay at a hotel

Curriculum Content

Form 1

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
Term 1 1. Influence of the Spanish in Trinidad and Tobago: • names of places • names of people • food • music • traditions • religion • El mundo hispanohablante	*Students will be able to:* • identify and appreciate the presence of Spanish culture in Trinidad and Tobago • identify the Spanish-speaking countries of the world	• Place names, e.g., Rio Claro, La Brea, Sangre Grande, Mundo Nuevo, Las Cuevas, Diego Martin • Names of people, e.g., Carlos, Hernández, García, Gómez, Rodríguez, Marcano, Ana, Linda, Margarita, María	• e.g., Filling in place names on a map of Trinidad and Tobago/ map of the world • Keeping a scrapbook, e.g., with map of Trinidad and Tobago, including Spanish names • Locating and listing all Spanish-speaking countries of the world	• Teacher lists names of places; students identify Spanish names • Students colour Spanish-speaking countries on the labelled map of the world • Teachers may evaluate scrapbooks
2. The Spanish sound system including the alphabet • basic phonetics/ syllabification	• reproduce, in speech, the authentic sounds of the Spanish vowel system in context • reproduce, in speech, the authentic sounds of Spanish consonants in context • distinguish consonants/sounds that are different from English	• Ba, be, bi, bo, bu, etc. • Vowels • Sounds of consonants that are different from English, e.g., *c [e], j [a], g [a], g [e], ll [a], h [a], ch [a], fi [a], v [a], rr [a]* • Diphthongs, e.g., *ie, ia, ía, uo, ua, iu, ui*	• Teacher sounds letters/syllables/words, students repeat • Use of rhymes and tongue twisters (trabalenguas)	• Teacher spells words in Spanish, students write • Recitation/reading of rhymes and trabalenguas
3. Socializing • meeting and greeting people • expressing simple courtesies	• greet and introduce people • address persons • apologize • express thanks • ask for an excuse • welcome and say goodbye	Buenos días/buenas tardes/noches Hola, ¿Qué tal?/ ¿Cómo estás? Muy bien/Regular/Nada de nuevo Tú *vs* usted Éste es/ésta es... Mucho gusto Bienvenido/a/os/as	• Role play • Use of puppets • Audio/video tape	• Students role-play meeting and greeting in different settings

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Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
Culture frame • el abrazo • el beso		Señor (a) (ita) Lo siento/(con) permiso Gracias/de nada Por favor Adiós, chao, hasta la vista		• Listening comprehension, e.g., matching speakers' names with their statements • Oral responses to situations • Mini-dialogue completion
4. Personal identification, e.g.: • name • age • address • telephone number • nationality	• count/quantify • provide personal information • ask someone his/her name • state one's name • ask someone his/her age • state one's age • ask someone his/her address • state one's address • ask someone his/her e-mail address • state one's e-mail address • enquire of someone his/her (cell) phone number • state one's telephone number • enquire of someone his/her nationality • state one's nationality • identify members of the family • ask about someone's name • state someone's name • ask about someone's identity	Numbers 0-100 ¿Cómo te llamas? Me llamo… Mi nombre es… Mi apellido es… ¿Cuántos años tienes? Yo tengo … años ¿Dónde vive(s)? Vivo en… ¿Cuál es tu correo electrónico? Mi dirección de correo electrónico es María@hotmail.com ¿Cuál es tu número de teléfono/ celular? Mi número de teléfono/teléfono celular es … ¿Cuál es tu nacionalidad? ¿De dónde eres? Yo soy trinitario(a). Yo soy de Trinidad. ¿Cómo se llama tu mamá? Mi mamá se llama… Se llama…. Su nombre es… ¿Quién es…?	• Question-answer drill • Teacher/student role play • Student/student role play • Introducing oneself in a Mr./Miss World/Universe contest • Games: Caracol, Bingo • Putting together a family album/scrapbook naming and describing persons	• Complete simple forms • Role-play an interview • Evaluate role play with students • Introduce self to others and someone else to others • Express simple mathematical problems in Spanish, e.g., 2+1=3; Dos y uno son tres • Evaluate family album/scrapbook

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
	• state who someone is • ask about someone else's age • state someone else's age • ask about someone else's address • state someone else's address • enquire about the telephone number of someone else • state someone else's telephone number • ask someone his/her nationality • state one's own nationality • enquire about someone else's nationality • state the nationality of someone else • ask someone to which country he/she belongs • state his/her country of origin • ask about someone's country of origin • state someone's country of origin	Es (mi)… ¿Cuántos años tiene tu papá? Mi papá tiene… cuarenta y cinco años ¿Dónde vive…? Vive en… ¿Cuál es el número de teléfono de...? El número de teléfono de mi amigo es… ¿Cuál es tu nacionalidad? Soy trinitaria/inglesa ¿Cuál es la nacionalidad de…? Él es venezolano. Ella es colombiana. ¿De dónde eres? ¿De qué país eres? Soy de … ¿De dónde/qué país es …? Él es de Venezuela.	• Show and tell, identifying friends and family members in photos • Dialogue completion • Listening activity – identifying relationships between persons mentioned	• Matching names of persons and position in the family • Role-play asking and providing information about family and friends

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Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
Term 2 5. Description of persons: • physical attributes • personal qualities • colours	• ask for a description of a person • describe physical attributes of self and others • describe personal traits of self and others • describe basic features of self and others	¿Cómo eres? ¿Cómo es tu amiga? Soy/Es/Somos/Son alto(a)(s); bajo(a)(s); gordo(a)(s); delgado(a)(s), etc. Soy/es/somos/son inteligente(s); alegre(s); tímido(a)(s) Tengo/tienen el pelo largo/la nariz pequeña Mi mejor amigo tiene las orejas grandes, los labios rojos y la boca pequeña	• Students listen to statements describing others by teacher or on tape. Teacher demonstrates or uses pictorial stimuli to aid comprehension. Question and answer/ matching activity, etc. • Guess who: Students describe others and guess who is being described	• Students describe persons in pictures • Students listen to a brief description by teacher and match with picture of the person • Monologue: students describe self/friends/family members
6. Dates and time **Culture frame** (Tradition of *piñata* in celebrating birthdays) • Día de santo • La siesta • El día de la Raza • Día de San Valentín/Día de los enamorados • Pascuas • La Navidad, etc. • Mis quinceaños • La quinceañera	• state the days of the week • enquire which day of the week it is • identify the current day of the week • enquire what is the current date • state the current date • state months of the year • enquire about the current month • identify the current month	lunes, martes, miércoles, jueves, viernes, sábado, domingo ¿Qué día es? Hoy es lunes, etc. ¿Qué fecha es?/ A cuántos estamos? Es el primero de mayo. Estamos al dos de febrero. enero, febrero, marzo, abril, mayo, junio, julio, agosto, se(p)tiembre, octubre, noviembre, diciembre ¿En qué mes estamos? Estamos en …	• Make a calendar: students change date daily • One student states date and others point it out on calendar • Students make an illustrated calendar of holidays in Trinidad and Tobago	• Teacher states a date and students make appropriate changes on calendar made by class • Check date on exercise books

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
	• enquire about someone's birthday/saint's day	¿Cuándo es/cae el cumpleaños/día de santo de Paco? Su cumpleaños/día de santo es (cae) el…de…	• Song: Feliz cumpleaños • Class project: make personalized calendar showing birthdays of everyone in the class	
	• state their own birthday/saint's day • enquire what the time is • tell the time (hour, half-hour, quarter hour, and minutes)	Mi cumpleaños/día de santo es (cae) el … de … ¿Qué hora es? Es la una/son las dos/y media/y cuarto/ cinco, etc.	• Make clocks and use to ask and tell time	• Students state times displayed on a clock
Term 3 7. Classroom objects • furniture • personal effects, e.g., books/bags/ stationery • location of objects and persons • ownership	• identify and locate objects and persons in the classroom • enquire about the location of objects and persons in the classroom • state the location of objects and persons in the classroom • enquire as to whom object(s) belong(s) • respond to simple positive familiar commands	¿Qué es esto? ¿Qué hay en la mesa? Es una/la pizarra/ mesa/un/el pupitre ¿Dónde está/ estás/ están? Estoy…Está…Están…Estamos… en/ al lado/de/ entre/debajo de/delante de/detrás de Aquí estoy/está/ están ¿De quién es/son? Es/Son de… Siéntate, levántate, escucha, repite, abre, presta atención, habla en voz alta/baja, contesta, cierra	• Use of games – surprise box/bran tub • Matching pictures with words • Use pictures to have students identify where objects are • Use classroom seating plan to describe locations/positions • Student monologue stating one's exact seating position in relation to others in the classroom	• Match picture with word describing location • • Use pictures to have students identify where objects are • Listen to a brief description by teacher of location of object/person and match with picture of the object/person

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Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
8. Likes and dislikes • food and drink • hunger and thirst	• ask someone about his/her likes and dislikes • express their own likes and dislikes • ask someone what he/she wants to eat or drink • state what he/she wants to have to eat or drink • ask someone what another person wants to eat or drink • say what that person wants • express hunger and thirst • say what you eat • say what you drink	¿Te gusta.../te gustan...? Me gusta/no me gusta + singular noun Me gustan/no me gustan... ¿Qué quieres tomar/comer/beber? Quiero una arepa, etc. Quiero beber un jugo de naranja. ¿Qué quiere Carmen? Quiere dos tacos. ¿Tienes hambre/sed? Tengo hambre/sed *Suggested vocabulary:* Un perro caliente/una hamburguesa/el pan, un bocadillo, etc. arepa, empanada, tacos, tortillas, paella, beber, comer, tomar, preparar, abrir, un paquete de galletas, una botella de agua, un refresco, jugo de…, helado de…	• Present common items with accompanying facial expressions to illustrate likes or dislikes • Use comic strips to introduce tener • Use tener expressions to indicate what one wants • Use querer • Ask students to bring one thing they like and one thing they dislike and express their feelings about these items	• Teacher reads statements about the likes and dislikes of several persons and students match likes and dislikes with names of the appropriate persons • Use appropriate pictures/cartoons depicting hunger, etc. and students write one-sentence descriptions • Students are asked to state a choice/preference from a number of available food items/pictures
9. Weather • local/tropical conditions	• enquire what the weather is like • describe weather conditions: fine/bad/hot/cold/very hot/very cold • say whether they feel cold/hot	¿Qué tiempo hace? Hace buen/mal tiempo/fresco/calor/frío/sol/viento Hace mucho calor/frío Está lloviendo Hay huracán/tormenta Tengo frío/calor	• Describe weather conditions depicted in pictures • Charts with flash cards to be changed daily in keeping with weather conditions	• Teacher describes a specific weather condition and students match picture • Evaluate flash cards of local weather conditions, made and labelled by students

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Form 2

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities

Term 1
 	
1. Daily routine
 	
• preparing for school
 	
• mode of transport to and from school
 	
Culture frame
 	
• La bendición
• typical Spanish foods
• prayers
 	
• after-school activities
 	
• preparing for bed
	Students will be able to:
	
	1. ask someone about his/her morning routine
	
	2. provide information about his/her own morning routine
	
	3. provide information about modes of transport to and from school
	
	4. ask for information about the morning routine of others
	
	5. provide information about the morning routine of others
	
	6. ask someone about his/her evening routine
	
	7. provide information about one's evening routine
		1/2. ¿Qué haces por la mañana?
		    ¿A qué hora …
		    … te despiertas?
		    … te levantas?
		    … te bañas?
		    … te cepillas?
		    … te pones el uniforme?
		    … te peinas?
		    … tomas el desayuno/almuerzo/la merienda?
		    … sales de la casa?
		    … llegas a la escuela?
		    … comienzan las clases/los cursos?
		
		3. ¿Cómo vas a/sales de la escuela?
		    Voy a/Salgo de la escuela…
		    …a pie/en taxi/en autobús/en carro
		    Normalmente/Generalmente…
		    me despierto a las cinco, etc.
		    me levanto a las seis, etc.
		
		4/5. ¿Qué hace tu mamá/papá por la mañana?
		    Mi mamá/papá prepara el desayuno
		
		6/7. ¿Qué haces por la tarde/la noche?
		    ¿A qué hora …
		    … terminan las clases/los cursos?
		    … sales de la escuela?
		    … regresas a casa?
		    … miras la televisión?
		    … haces las tareas?
		    … tomas la cena?
		    … te acuestas?
			• Picture stimuli with narratives about daily routine
			
			• Dramatization with monologue on morning/ evening routines
			
			• Creation of a picture essay with brief oral/ written descriptions of student's routine activities
			
			• Peer interviews and written reports
			
			• Listening comprehension about someone's routine with true/false answers
			
			• Research and describe typical Spanish meals
			
			• Hosting a mini-food fair with groups/classes preparing dishes from different Spanish-speaking countries
				• Listening comprehension based on order of activities with pictures to be numbered
				
				• Guided dialogues in pairs on morning/ evening activities
				
				• Reading comprehension passage with questions in English — true/ false answers

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
	8. ask for information about the evening routine of others 9. provide information about the evening routine of others	8/9. ¿Qué hace tu mamá/papá por la tarde/la noche? Mi mamá/papá prepara la cena ¿Y luego/después? Useful vocabulary and phrases: el café, té con leche, los batidos, el chocolate caliente, el arroz, el pollo frito, el sandwich/bocadillo de pollo/queso, las frutas, los vegetales, una taza de cereal ¿Cuál es tu plato favorito? ¿Por qué te gusta el arroz/la leche? Es sabroso(a), rico(a), delicioso(a), saludable		
2. Weekend activities • household chores • family home routine	10. ask someone about his/her habitual weekend activities 11. identify household chores they do habitually	10/11. ¿Qué haces los fines de semana? ¿Ayudas en casa? 11/13. Normalmente/Generalmente Usualmente/Por lo general… Yo arreglo mi habitación, etc. Quito el polvo Hago los deberes/las tareas Hago la cama/las compras Pongo la mesa Miro las noticias/veo la televisión Plancho la ropa Limpio la casa/mi habitación Paso la aspiradora Trapeo/paso el trapo Lavo los platos Barro el suelo	• Game: Charades to depict chores/other weekend routine activities • Making a timetable of weekend activities • Use of picture stimuli with a spoken narrative about weekend routine activities • Students' dialogues – spoken and written	• Listening comprehension - taped selections • Chain activity: Each student states/writes what he/she likes to do/does not like to do on weekends

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities

Culture frame
 	
• Catholicism in the Spanish-speaking world
• Día de los santos/muertos
 	
• family trips and errands
	12. ask about the habitual weekend activities of others
	
	13. provide information about one's weekend activities
	
	14. identify household chores done by other family members
	
	15. identify habitual family outings and excursions
		Lavo la ropa/mis zapatos/el carro
		Ayudo a mi mamá/papá
		Voy al mercado/supermercado/ centro comercial
		
		12. ¿Qué haces/te gusta hacer los fines de semana?
		
		13. Me gusta ir al centro comercial. Ayudo en casa.
		
		¿Cuál programa miras?
		¿Quién hace las compras?
		¿Dónde hace(s) las compras?
		
		14. ¿Qué hace tu mamá/papá los fines de semana?
		
		   Mi mamá/papá hace las compras, etc.
		
		   ¿Quién lava los platos?
		   Mi hermana lava los platos.
		
		   Generalmente, ¿quién plancha la ropa/prepara el desayuno?, etc.
		
		15. ¿Adónde va tu familia los fines de semana?
		¿Qué hace tu familia los fines de semana?
		¿Qué va a hacer tu familia este fin de semana?
			• Song: Los fines de semana	• Paragraph completion with graphic stimuli
				
				• Labelling in Spanish, sequence of pictures depicting a student's normal weekend routine

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
		Vamos a misa/a la iglesia/al templo/a la mezquita, etc. Vamos a la playa/al parque, etc. Celebramos el día de santo Practicamos los deportes Visitamos a mis abuelos/parientes/ amigos(as) Salimos en familia		
Term 2 3. School routine • timetabled activities • subjects studied • school personnel • school layout **Culture frame** • education system (salutations to teacher, school uniforms in Spanish-speaking countries, e.g. Venezuela, Colombia, Cuba, etc.)	1. identify subjects on the timetable 2. ask someone for information about his/her routine at school 3. provide information about one's own routine at school 4. inquire and state the time at which specific subjects are done 5. provide information about one's timetable 6. ask for information about someone else's school timetable 7. provide information about someone else's school timetable	1. Las materias/las asignaturas las matemáticas, el inglés, los estudios sociales, el dibujo, el español, las ciencias, la educación física, la música, la educación tecnología, la informática 2/3. ¿Qué estudia(s) en la escuela? En mi escuela estudio… ¿Qué clase tiene(s) los martes por la mañana/por la tarde? etc. Tengo la clase de español los martes por la mañana/por la tarde 4/5. ¿A qué hora ... ...empiezan/ terminan las clases en tu escuela? …estudia/s el español/inglés? …empieza/termina la clase de español? Las clases empiezan/terminan a las… La clase de… empieza/termina a las… ¿Qué haces antes/durante/después del recreo/almuerzo? 6/7. ¿Qué clase tiene tu amigo Fernando los lunes? Fernando tiene las clases de…	• Fill in subject and time information on a timetable • Role play: Students re-enact a break time scene • Pictorial stimuli – layout of school • Graphics – plan of school; students draw and label map of school • Dialogues – spoken and written re: subjects and times done • Discussion: comparison of uniform with those of Spanish-speaking countries • Guessing games: ¿Quién es? re: school personnel	• Listening comprehension/ sequencing activities • Interviews on school routine • Matching persons to specific areas/rooms of the school and brief statement of their function • Filling out blank spots on a timetable • Labelling plan of school to show specific areas/rooms • Written report on information derived from interviews on school routine

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
		¿Qué hace Teresa durante el recreo/ almuerzo? Teresa estudia/ practica el drama, etc.		

	8. identify key areas and personnel in the school	8. En mi escuela hay…
		   una oficina administrativa,
		   una oficina del director/subdirector,
		   una sala de profesores,
		   unos salones/unas aulas de clase,
		   un laboratorio de ciencias/idiomas/
		     informática,
		   un auditorio, una cafetería,
		   unos baños, un campo de fútbol,
		   una cancha de baloncesto,
		   un patio, una cabina telefónica,
		   un aparcamiento/estacionamiento
		
		En mi escuela trabaja/trabajan…
		el/la director(a), el/la sub-director(a),
		el/la secretario(a), los profesores,
		el/la profesor(a) guía,
		el/la consejero(a), el/la bibliotecario(a),
		el/la guardia, el/la vendedor(a),
		el/la bedel, el/la empleado(a),
		los alumnos/los estudiantes
			• Compose song linking school personnel and rooms where they work
			
			• Make a timetable	

	9. Ask someone about his/her intended occupation	9. ¿Qué quieres ser (en el futuro)?
		   ¿Qué te gustaría ser?
		   ¿Dónde te gustaría trabajar?		

	10. provide information about one's intended occupation	10/11. Quiero/quiere ser … Me gustaría/Le gustaría ser… Quiero trajabar en una oficina/un banco, etc.		
	11. provide information about someone else's intended occupation	Me gustaría trabajar en un hospital, etc.		

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
Term 3 4. Indoor leisure activities • indoor games • favourite indoor pastimes **Culture frame** • La siesta • music/dance of the Spanish-speaking world	1. ask someone about his/her indoor leisure activities 2. provide information about one's own indoor leisure activities 3. provide information about someone's else's indoor leisure activities 4. provide information about one's favourite pastimes 5. ask someone about his/her favourite pastimes	1/2. ¿Qué haces en tu tiempo libre? Generalmente, miro la televisión por cable. En mi tiempo libre/mis ratos libres… juego naipes/videojuegos /juegos de mesa, juegos de computadores... descanso/tomo la siesta... escucho la música... leo... dibujo/pinto... cocino... estudio... llamo a ... por teléfono... navego el Internet/la Red... juego los deportes... 3. ¿Qué hace tu hermano(a)/amigo(a)/ María en su tiempo libre? Usualmente, escucha la emisora 95.1 baila... toca la guitarra/el steel pan/los tambores africanos/de tassa... colecciona sellos/monedas... chatea con los amigos... envia mensajes por celular... revisa el correo electrónico... 4. ¿Cuál es tu pasatiempo favorito? Mi pasatiempo favorito es bailar. Mis pasatiempos favoritos son jugar al críquet y nadar. 5/6. ¿Cuál es el pasatiempo favorito de tu mejor amigo(a)?	• Mime/teacher demo of language • Present visual graphic stimuli • Use realia, objects as stimuli • Song – dramatization – me gusta, etc. • Brief comprehension passages using pictures • Labelling pictures/ symbols of activities • Interviews/reports	• Listening comprehension - pictorial/multiple choice • Pictorial oral activity – students identify activity from pictures • Complete sentences based on picture stimuli

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
	6. provide information about someone else's favourite pastimes	Normalmente, mi mejor amigo(a) dibuja, etc. El pasatiempo favorito de mi mejor amigo(a) es escuchar la música moderna		
	7. identify the days/times when one participates in preferred indoor leisure activities	7. ¿Cuándo… … miras la televisión? … tocas la guitarra? Miro la televisión cada día. Toco la guitarra los miércoles por la tarde, etc. ¿A qué hora… …. lees? …..estudias? Leo a las… ¿Qué haces los lunes por la tarde? Algunas veces descanso. Otras veces hablo por teléfono.		
5. Outdoor leisure activities • preferred outdoor sports	1. provide information about one's outdoor leisure activities	1. ¿Qué haces en tu tiempo libre? Voy… …al cine …de compras …de paseo …a las fiestas …a los conciertos …al café de Internet	• Students respond to a questionnaire • Structured monologue about pastimes • Development of story maps	• Story map • Story sequence created from pictures • Structured picture/writing activity

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities

• favourite outdoor pastimes
 	
• related weather conditions
	
	2. ask someone for information about his/her outdoor leisure activities
	
	3. provide information about someone else's outdoor leisure activities
	
	4. provide information about one's preferred outdoor sports/favourite outdoor pastimes
	
	5. ask for information about someone else's preferred outdoor sports/favourite outdoor pastimes
		Me gusta ir ...
		    ... a la playa
		    …a patinar
		    …a nadar
		    …a pescar
		
		2/3. ¿Qué hace tu familia en su tiempo libre?
		    Generalmente, mi familia...
		    ... juega al críquet
		    …va al río
		    …va de picnic
		
		4. Prefiero…
		    …pasear por los centros comerciales
		    …jugar al fútbol/al críquet/al tenís/al baloncesto/al béisbol
		    …mirar los deportes
		
		    ¿Cúal es tu deporte favorito?
		    Mi deporte favorito es el bádminton/el voleibol/el hockey/el críquet
		
		    ¿Cuál es tu equipo de deporte favorito?
		    Mi equipo deportivo favorito es…
		
		5/6. ¿Qué prefiere hacer Pedro/Ester?
		    Pedro prefiere ir al gimnasio.
		    Ester prefiere ir al parque a trotar.
			• Use of song/dramatization
			
			Me gusta bailar, les/nos gusta bailar
			
			• Use of realia to introduce activities
			
			• Student dialogues: Spoken and written
			
			• Picture stimuli to aid dialogue construction
				• Filling-in speech bubbles in cartoons
				
				• Listening comprehension: multiple choice/true or false/English sentences

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
Culture frame • Modern and traditional sports in the Spanish-speaking world (el fútbol, el rey de los deportes en Latinoamérica, La corrida de toros)	6. provide information about someone else's preferred outdoor sports/favourite outdoor pastimes 7. ask someone what he/she prefers to do when the weather is good/bad 8. provide information about what someone prefers to do when the weather is good/bad	¿Cúal es el deporte favorito de Pedro/Ester? El deporte favorito de Pedro/Ester es el fútbol/la natación 7/8. ¿Qué prefieres hacer cuando… hace buen tiempo/mal tiempo/sol/ llueve? Cuando hace buen tiempo troto en el parque. Cuando llueve voy al gimnasio.	• Miming different sporting activities and students guessing the activity • Audio/video selections of sporting activities and students respond to question: ¿Qué hace...?	• Students role-play sports awards – presentation ceremony highlighting outdoor sports/leisure activities • Reading comprehension: Passage/short selections based on outdoor activities and weather • Interviewing sports celebrities and producing written report • Using pictures or sport celebrities for labelling/sentence writing.
6. Likes/dislikes/ preferences	1. express one's own preference/dislike for an activity/activities	1. Me/te/le/nos/les gusta(n)… Me gusta ir al cine. Prefiero salir con mis amigos. Me gusta(n) mucho … Me encanta(n) … Me fascina(n) … Me interesa(n) … No me/te/le/nos/les gusta(n)…. No me gustan las visitas al museo. No aguanto bañar el perro.	• Dialogue: spoken and written • Story-telling with picture stimulus • Story-mapping • Interviews/reports • Monologue	• Role play: Beauty pageant with contestants being interviewed • Monologues where students talk about themselves and their pastimes/leisure activities

Topics/Themes & Culture	Functions/Skills	Structures/ Related Vocabulary	Suggested Strategies/Activities	Suggested Evaluation Activities
	2. ask about someone else's preference/s for an activity/activities 3. provide information about someone else's preference/s for an activity/activities	2.3. ¿Qué deporte le gusta a Pablo? Le gusta … Le fascina… ¿Qué prefiere hacer Paco en su tiempo libre? Paco prefiere navegar en el/la Internet cuando tiene tiempo libre. A Magdalena le encanta ir a bailar. ¿Qué no le gusta hacer a tu amiga Anamaría? A Anamaría no le gusta limpiar su dormitorio. No aguanta a las personas que fuman.	• Audio/video selections of sporting activities	

Form 3

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
Term 1 1. Travel • within country • to and within another country • expressing distances **Culture frame** • modes of transport in Spain and Latin America; differences among countries	*Students will be able to:* 1. identify different modes of transport 2. ask someone how he/she travels to different places 3. provide information about how one travels to different places 4. ask about distances from one point to another 5. state distance of one point from another	1. En nuestro mundo viajamos... en carro/coche, taxi, maxi-taxi, camioneta, bicicleta, motocicleta, barco, metro, autobús ... por avión/tren Voy a pie. 2/3. ¿Cómo vas… … a casa …a la escuela …a la iglesia …a la tienda …a la playa …al banco …al estadio …al supermercado …al mercado …al museo …al restaurante? Voy a casa a pie. Voy al supermercado en auto. 4/5. ¿A qué distancia está Couva de Arima? Couva está a 30 kilómetros de Arima. ¿A qué distancia está tu escuela de tu casa? Mi escuela está a 5 kilómetros/cerca/ lejos de mi casa	• Dialogues, visuals, realia, e.g., bus tickets • Researching modes of transport in a neighbouring country, e.g., Venezuela	• Students will elaborate on posters titled: ¿Cómo vas? Voy en/la ____. (Group activity)

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Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
		¿Qué edificio importante está cerca de tu casa? Cerca de mi casa hay… un hospital/una comisaría/una oficina de correos Useful verbs: viajar, caminar, pasear, andar, correr, volar, nadar, navegar, montar, manejar, ir, doblar, regresar		
• at the travel agency	1. state their travel destination 2. ask information about flights, airlines, and ticket prices 3. ask and provide information about dates and times of departures, arrivals, and duration of flight	1. En la agencia de viajes: Necesito un boleto/billete de avión para viajar a Caracas Quiero/Me gustaría ir de vacaciones a … 2. ¿Qué aerolínea prefieres? Prefiero Aeropostal, Caribbean Airlines, Conviasa, Avianca, etc. ¿Cuánto cuesta el boleto de avión para ir a…? El boleto de ida y vuelta a … cuesta … 3. ¿Cuándo es el vuelo/¿Qué fecha es el vuelo? El vuelo es el martes seis de noviembre. ¿A qué hora es/sale/llega el vuelo? El vuelo es/sale/llega a las… ¿Cuál es el número del vuelo? El número del vuelo es…	• Students role-play conversation in a travel agency between a prospective passenger and the travel agent • Students fill out different forms – visa, passport application, immigration	• Students fill out an immigration form • Sentence completion using cartoons

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
	4. ask about documents required for international travel	¿Cuánto tiempo dura el vuelo? El vuelo dura… horas 4. ¿Necesito visado?/¿Se necesita visado? No, no necesita(s) visado/Sí/no se necesita visado Su pasaporte, por favor. ¿Cuál es su número de pasaporte? Mi número de pasaporte es…	• Students collect brochures written in Spanish and read for specific information • Students visit the closest travel agency in their village/town	• Writing an account of a trip they have taken (using the past tense)
	5. express social courtesies when travelling	5. ¡Qué tengas buen viaje! ¡Vaya con Dios! ¡Disfruta el viaje! Bienvenido(a), (os), (as)		
	6. understand a simple narrative in the past tense 7. narrate a simple idea in the past	6/7. La semana pasada, el año pasado, hace dos meses… Fui a Margarita. Visité muchos lugares de interés y compré regalos para mi familia. Useful vocabulary: línea aérea, llegada, salida, visa/visado, cheques de viajero, aeromozo(a) aduanas/aduanero, equipaje, etc.		• Listening comprehension – Students listen to a narration in Spanish, in the past tense, and answer questions in English
• getting around	1. ask for and give directions	1. ¿Dónde está/se halla/se encuentra…? ¿Dónde está la casa de cambios? Está en la avenida principal/la calle mayor. Está a tres cuadras de aquí.	• Students write dialogues using these expressions	

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Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
		¿Dónde se halla la agencia de viajes Miramar? Se halla en la calle… número cuatro enfrente de la biblioteca ¿Dónde se encuentra el Hotel Las Piedras? Se encuentra …	• Students indicate/give directions to classmates about where to find places on the school compound • A treasure hunt in which students are provided with a map and follow instructions to find the treasure	
	2. provide simple directions to a specific place 3. use polite commands when giving directions	2/3. Siga todo derecho/recto, tuerza a la izquierda/derecha, doble la esquina, está a dos cuadras de aquí Tome un taxi, autobús Yo puedo mostrarle el lugar. Mire Ud. Está muy cerca. Tenga mucho cuidado.		
Term 2 2. Shopping • types of shops • money and bills • clothing, shoes, food, jewellery, music, sports equipment	1. identify different types of shops 2. ask for assistance from a clerk 3. offer assistance to customers	1. Ir de compras: una diversión types of shops: -ería ending, e.g.: **Tiendas:** joyería, zapatería, floristería, panadería, heladería, librería, almacén, farmacia, mercado, supermercado, etc. 2. Señorita necesito ayuda, por favor ¿Me puede ayudar?/¿Puede vd. ayudarme? Me gustaría comprar algo para … 3. ¿En qué puedo servirle? ¿A la orden? ¿Puedo ayudarle?	• Use of visual aids and realia; an activity corner, e.g., setting up a mini-grocery or other type of shop in classroom • Organizing a Spanish sales day • Make scrapbook with Spanish labels of food and other consumer items. Report to class on their prices and the materials used to make them	• Present an oral report to the class about a visit you made to a music shop or any other type of store • Compose and role-play a market scene • Complete cartoon speech bubbles of scenes at a store/grocery/ shop

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities

Culture frame
 	
• traditional and contemporary dress in Latin America
 	
• bargaining for items that do not have a fixed price
	4. identify different types of currency
	
	5, ask and state the price per item/per quantity
	
	6. ask for information about item/clothing/shoe size
	
	7. provide information about item/clothing/shoe size
	
	8. ask to try on an article of clothing
	
	9. ask and state the suitability or unsuitability of an item
	
	10. negotiate a bargain/haggle
		4. ¿Cuál es la moneda de Cuba?
		  La moneda de Cuba es el peso.
		
		  Moneda/billete; sucre, bolívar, dólar, pesos, quetzal, etc.
		
		5. ¿Cuánto cuesta(n)…?
		Cuesta(n)…
		Un kilo/litro, una docena/libra/lata/ botella de… , etc.
		Nos. 1 – 1,000,000
		
		6. ¿Qué tamaño quiere?/¿Qué talla lleva?/¿Qué número calza?
		
		7. Llevo la talla/el número
		Pequeño/chico/mediano/grande
		
		8. ¿Puedo probarme…?
		
		9. ¿Me queda bien?
		No/Me queda/n bien/mal
		Me aprieta/n
		Es muy grande, largo, corto, etc.
		muy de moda, pasado de moda,
		No funciona, no anda, no sirve
		Es barato(a)/demasiado caro(a)
		
		10. Regatear, rebajar, es una ganga, pedir un descuento
		  Puedo obtener un descuento/una rebaja
			• Prepare a budget for Saturday shopping and discuss prices with class member (group work)
			
			• Organize a fashion show with commentary in Spanish
			
			• Create a shopping list and prices for a typical family
			
			• Students work in groups to work with a budget and shop for a family of four for a month. They compare to see who made the best choices.
				• Written reports of shopping trips made by students
				
				• Listening comprehension activities
				
				• Create/ complete dialogues based on different shopping scenarios

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
	11. close a sale/purchase	11/12. ¿Va a llevar…? Voy a llevar(lo/la) (los/las) ¿Cómo va a pagar? Voy a pagar en efectivo, pagar por cheque/tarjeta de crédito ¿Quiere algo más? ¿Cuánto es en total? Es un buen precio. Eso es todo. Me parece bien. Gracias por el descuento/la rebaja La cuenta, por favor. Me gustaría pagar la cuenta.	• Skits …At the mall At the jewellery store, etc. • Create activity corners in the classroom depicting shopping scenarios - mall, market, etc. • Chain activity – build a story of what took place when someone went shopping	• Dramatizations of different shopping scenarios; students create and enact dialogues
	12. request a bill			
	13. understand simple narratives in the past tense	13. Imperfect/Preterite tense Ayer, el sábado pasado… fui de compras. Compré una camisa. Cuando estaba en la ropería vi a mi amigo, etc. Useful vocabulary: el dependiente, el cliente, el vendedor, la ropa, juegos electrónicos, joyas, pendientes, relojes, etiqueta, etc.		
3. At the restaurant • restaurant courtesies • types of food • types of drink	1. attract the waiter's attention	1. ¡Disculpe! Por favor Señor/señorita ¡Oiga, mesonero!	• Role-play interactions at a restaurant	

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
	2. request a table/menu	2. Una mesa para tres personas, por favor. La carta/el menú, por favor El menú se ve muy apetitoso.	• Use realia to create a restaurant setting in the classroom • Design and make a menu/ restaurant flyer	• Listen to a conversation that takes place in a restaurant and answer questions based on it
	3. express hunger/thirst	3. ¡Ay, qué hambre/sed! Tengo (mucha) hambre/sed ¡Me muero de hambre!		
	4. greet and serve customers	4. Buenos días/buenas tardes (noches) señores ¿En puedo servirle? A la orden Por aquí por favor. Aquí tiene(n) señores ¿Qué quiere(n) tomar? ¿Qué le gustaría comer?	• Organize a scrapbook with labelled pictures and recipes of the typical foods of specified Spanish-speaking countries	• Compose and role-play a restaurant scene
	5. enquire about specific items on the menu	5. ¿Qué prefiere del menú? ¿En qué consiste…?		
	6. express like/dislike/preference for different types of food and drink	6. No/Me gusta la comida china/ mexicana/italiana/criolla, etc.		

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
Culture frame • typical food/dishes of some Spanish-speaking countries Venezuela – arepa/empanada, pabellón criollo, caraotas, chicha criolla, tostadas de plátano, arroz con leche, etc. México – tortilla, tacos, burritos, enchiladas, quesadilla, chile con carne, tostadas, tamales, etc. Spain – paella española, gambas, tapas, tortilla española, flan, etc.	7. order a meal (food and drink) in a restaurant 8. express approval/disapproval about a meal/service	7. Quiero/para mí/voy a pedir, me gustaría…. un plato de, una ración de, una taza de, la sopa del día, el arroz blanco/frito, las papas fritas, una hamburguesa, legumbres, guisantes, pollo, carne, pescado, camarones, una ensalada, etc. El aperitivo, el plato principal/segundo, combinaciones, porciones Varios tipos de bebida Y ¿para beber/tomar? un refresco, un vaso de… una coca-cola, un jugo de naranja, una botella de agua mineral ¿De postre? ¿Qué hay de postre? helado de chocolate/el bizcocho, la fruta fresca, torta/pastel ¿Qué voy (vamos) a tomar/desayunar/ almorzar/merendar cenar? Buen provecho/apetito Necesita(n) algo más? No gracias, nada más, gracias 8. Es muy sabroso(a); ¡qué rico(a)! No es muy bueno(a); Me gusta(n) No me gusta(n)/prefiero Es demasiado picante ¡Qué servicio tan bueno/malo excelente!		• Crucigrama (crossword puzzle) - Fill out a crossword puzzle using clues related to different types of food and drink • Respond orally and in writing to situations that may arise in restaurants

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
	9. apologize to customers for inconveniences	9. Lo siento, ya no hay… No hay más… Disculpe, no tenemos… pero tenemos…también es bueno		
	10. ask for and pay the bill	10. La cuenta, por favor ¿Cuánto(s) es/son por…/en total? tome usted; el cambio Aquí tiene una propina, etc.		
	11. describe a visit made to a restaurant	11. Preterite tense: disfruté, bebí, comí, almorcé, cené, tomé, etc.		
Term 3 4. Hotel	1. reserve a room 2. check into a hotel	1. Quisiera hacer una reserva por una habitación… individual/sencilla doble lujosa/económica, con aire acondicionado, un balcón, etc. 2. Tengo reserva por una habitación esta noche Necesito ayuda con mi maleta/equipaje Usted debe/tiene que… …firmar el registro …tener su pasaporte/carnet de identidad …pagar en efectivo …hacer una reserva (dos días) de antemano	• Dramatization/role play • Dialogue completion • Drawing cartoons • Writing dialogues, telephone interviews • Creating brochures, highlighting hotel services, etc. • Writing reports/compositions • Listening comprehension	• Taped listening comprehension • Oral role play from cue cards • Dialogue completion • Short guided essays

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
Culture frame • La propina	3. enquire about hotel services/facilities	3. ¿Hay… aquí? …piscina/gimnasio/restaurante/cancha de tenis/teléfono/casa de cambio/ televisión por cable/kiosco de información/servicio de habitaciones, de taxi, de Internet/lavandería, etc. Aquí hay…	• Filling out service evaluation forms • Role play	
	4. request services/use of facilities	4. ¿En dónde se puede hallar/tomar un taxi …? ¿A qué hora se abre/cierra…? El hotel se dispone de … ¿Puedo… …tener la llave por la habitación número …utilizar la cancha de tenis? Necesito hacer una llamada telefónica de larga distancia, etc.		
	5. check out of a hotel	5. Salgo hoy/mañana a las… ¿Puedo tener mi cuenta/un recibo? Me gustaría pagar la cuenta, por favor. Quisiera pagar por tarjeta de crédito/cheques de viajero/en efectivo		
	6. identify key personnel in the hotel	6. El personal del hotel El/la gerente, el/la empleado(a), el/la recepcionista, el/la cliente/ huésped, el/ la cocinero(a), el mozo, la camarera, el/la bedel	• Drawing/labelling plan of main hotel areas/identifying hotel personnel	

Topics/Themes & Culture	Functions/Skills	Structures/Related Vocabulary	Suggested Activities/ Strategies	Suggested Evaluation Activities
	7. identify key areas in the hotel	7. El vestíbulo/la recepción, la habitación, la oficina, el salón de baile, el salón de conferencias, la sala de Internet, el bar, la tasca, el restaurante, el kiosco de información, la casa de cambio, la piscina, el gimnasio, el ascensor, la escalera		
	8. describe a visit made to a hotel	8. Preterite tense: visité, reservé, nadé en la piscina, comí, utilicé la cancha de tenis, etc.		

Part 3
Strategies and Methodologies
for
Implementation

The Teacher's Role

The teacher is a facilitator in the learning process—the intermediary between the students and the material being taught. The teacher must ensure that the required knowledge and skills are taught, and that the appropriate teaching/learning methods, resources, classroom environment, and values, as are espoused by the curriculum, are factored into each learning encounter.

The curriculum guide should be used as a frame of reference, a fundamental organizer. Its philosophical basis supports the enhancement of communication in a risk-free, non-threatening environment. The curriculum reflects a functional approach to language learning and a communicative, constructivist approach to instruction. The goal, simply put, is to enable the student to understand and produce the Spanish language in real-life contexts and in an enjoyable way.

The teacher should always select the best available resources to enable student learning, being careful to choose relevant and interesting materials and to adapt or abridge them to suit the level of the students. The content and/or sequence of textbooks or other instructional materials must not determine the pace or sequence of the lessons. These materials should be used to enrich, complement, and reinforce learning, and should be aligned with the curriculum itself, all with the goal of attracting, captivating, and unfolding the learning potential of students. Lessons should be sequenced to build from the known to the unknown, from the familiar to the distant, and from the concrete to the abstract.

Lessons in the modernized secondary Spanish classroom involve interesting and significant aspects of Hispanic cultures, which are relevant to the syllabus content and the goals and standards of the curriculum. These cultural segments ought to be integrated with other segments of learning to reinforce the expressed goals of the curriculum. The cultural details found in Appendix A are expected to serve as the starting point for the cultural explorations suggested in the curriculum.

Classroom enactment is the ultimate expression of a teacher's professional activity, and is the final stage of the implementation of the curriculum. All teachers are involved in curriculum development and implementation through the lesson planning process. Considerable time and effort are spent in collecting resources, designing materials, and developing appropriate, relevant, interesting, and challenging lessons. It is advisable that the most effective of these be accumulated and organized, and shared among colleagues for maximum variety and creativity. Schools should also be actively involved in the development of teaching and learning data systems so that teachers can draw on these growing collections of relevant resources.

Every child can learn. The teacher must therefore be alert and observant in order to identify the learning style and strengths of each student and capitalize on these. Teachers should also focus on each child's cognitive, affective, and psychomotor dimensions. Relevant theory and research in the area of education, both with general applications and of specific relevance to the teaching of modern languages, enable successful practice.

Teachers need to be creative. The strategies, activities, and evaluation exercises suggested are indicative of the principles that should guide what takes place in the Spanish classroom. Teachers are encouraged to expand, improvise, amend, and, indeed, create their own activities and evaluation instruments, adding best practices to these suggestions, and sharing successful lessons with others.

Applicable Learning Theories and Principles

Teaching methods are derived primarily from theories about language learning. Such learning theories generally take into account the *processes* involved in language learning and the *conditions* under which these processes need to take place. Examples of language learning processes are habit-formation, induction, hypothesizing, and making inferences. Conditions conducive to the activation of language learning processes consider the context—physical and motivational—within which language is situated. Theories of language learning often emphasize one or the other of these two dimensions of context. Methods are shaped by an approach to language learning that influences the design of the instructional system in which learning is to take place.

The design of this curriculum is based on the principles of a communicative approach to language learning (also referred to as communicative language teaching), which has been at the heart of language education since the 1970s. This approach aims at making communicative competence the broad goal of language teaching, and focuses on procedures for developing the four skills of listening, speaking, reading, and writing, underscoring the interdependent relationship between language and communication. Thus, it is necessary to employ congruent procedures in the classroom, which are based on applicable theories of learning.

The following principles that promote learning are common to learning theories of relevance in the communicative classroom:

- Learning is optimized when communication is seen to be real.

- Learning tasks should be relevant and meaningful to the learner.

- Language used ought to be authentic and used to engage the learner, rather than being based on mechanical practice.

A few theories that are of particular significance to the communicative modern language classroom are briefly summarized below. References are provided for further investigation by teachers.

Charles Curran's *Counseling-Learning* (1976) focuses on the importance of the atmosphere created in the foreign language classroom, and the need to eliminate feelings of insecurity and intimidation commonly experienced by language learners.

James Asher's *Total Physical Response* (1977) is a method founded on the belief that language learning, particularly in children, is based on motor activity, so that teaching activities should link language and movement.

Competency-Based Language Teaching (Findlay & Nathan, 1980) emanates from a movement that focuses on the outcomes or outputs of learning. It posits that language is a medium of interaction and communication between persons, with the end of achieving clear goals and purposes. It therefore aims to teach language in relation to the social context of its use.

Howard Gardner's *Multiple Intelligences* (1993) refers to the principle that human intelligence is multidimensional and that all individuals vary in combinations and strengths of intelligences. Therefore, these differences ought to be acknowledged and accommodated in teaching methods.

Cooperative Learning (Kessler, 1992), drawing on the work of Piaget and Vygotsky, stresses the importance of social interaction in learning. Learners develop communicative competence in the target language, as well as other key social skills and values, by interacting within structured groups.

Task-Based Language Teaching (Willis & Willis, 1996) refers to an approach to language teaching based on the use of authentic tasks as the core of planning for the classroom. It prescribes activities that are meaningful and involve real communication, and which employ a wide range of realia by the teacher.

Constructivist Learning Theory (Brooks & Brooks, 1993) proposes that knowledge ought to be constructed by the learner rather than discovered or received. Constructivist learners learn by doing. Rather than focusing principally on covering content, teachers collaborate with learners to create knowledge and understanding, focusing on their interests, needs, and experience.

While these theories are not all exclusive to the modern language classroom, they do suggest a common set of theoretical principles and beliefs about language learning. They do not prescribe fixed techniques for use by teachers but allow for flexibility of interpretation and application, according to individual teaching/learning requirements. While many of them have stood the test of time and have reinforced their utility, they are subject to revision and adaptation as new learning needs and scenarios emerge.

Strategies for Implementation

The teaching/learning strategies that a teacher chooses to employ in the classroom ought to be individual choices informed by the learner needs and characteristics, the context of the school and its particularities, and the teacher's own style and preferences—all within the theoretical framework laid out by the curriculum document and policy guidelines.

While the Spanish curriculum does not prescribe strategies, several examples of activities are given which demonstrate the principles that ought to guide the selection of instructional strategies. Additionally, some general considerations, especially useful for the novice teacher, are given in this section.

1. The foreign language classroom should promote purposeful activity in an atmosphere of trust, nurturing, and enjoyment. When learning is made fun students want to be involved in the class. Teaching must be activity-based—using drama, games, songs, rhymes, tongue-twisters, riddles, jokes, the making of greeting cards, pictures, murals, charts, labels, dishes, and items of craft to support student learning and reinforcement—instead of relying on notes, rote memorization, and repetition.

2. Realia and visual stimuli complement and optimize the process of language acquisition. The use of various props as teaching aids concretizes material to be learnt, particularly for pre-teen and early teenage learners. Authentic and relevant Spanish material can be creatively integrated at any level into lessons and adapted to the level of the learner.

3. Language proficiency is developed when language is used as a habit, and even basic acquisition of the target language requires practice. Repetition should be done in a meaningful context, within a functional framework. For example, regularly greeting, asking and telling the time, and using common classroom phrases and other repeatable conversational bites provide enriching opportunities to practise listening and speaking skills, including vocabulary development and pronunciation. Wherever possible, Spanish should be exclusively used for classroom communication. This will help all students to develop appropriate skills and to reinforce the use of the language as a tool for real communication purposes.

4. Language teaching must focus on developing each of the four skills necessary for language acquisition—listening, speaking, reading, and writing—as well as using them in a combined form that approximates a realistic setting as closely as possible.

5. The teacher should actively target activities aimed at developing each of the four skills—listening, speaking, reading, and writing—for each piece of language learnt from the very beginning of language learning. Listening and oral work and

assessment should be done in a very simple form at the beginning and built up over time to the level required.

6. All students ought to understand that every language is couched in a cultural context. Culture therefore forms an integral part of the programme of work to be delivered and ought to be included in every lesson. Cultural awareness arouses students' interest and desire to learn, and also lends itself to values education in an effective and meaningful way. Some ways of including cultural components are:

- use of aesthetic activities;
- discussion that arises through student interest or teacher initiative;
- researching and discussing parallels between local customs and the customs of target cultures;
- use of cultural material that may be available, for example, Latin music, video clips of dance, landscape, practices;
- use of resource personnel with knowledge and experience of the target culture;
- meaningful research done by the student, best presented to the class in an oral form with supporting illustrations, and so on, and accompanied by the student's reflections on the information found.

To ensure the inclusion of all learners in the classroom, teachers in mixed-ability classes should employ strategies suited to learners' special needs. The following techniques may be useful:

- flash cards to assist with the presentation of language
- vocal games that involve frequent repetition
- use of large print that is not dense
- use of colour coding to assist memory
- presentation of small bits of language at one time
- provision of material for independent activity

Lesson Planning

Consistent lesson planning enables the teacher to deliver a well-sequenced, varied, and interesting programme of work, which responds to the needs of the students. Although lesson planning may be seen as a time-consuming exercise, it is well worth the effort to the teacher who can re-use and improve successful plans. It is very useful to file and store lesson plans for future reference, and reuse all plans, resources, and evaluation items prepared to avoid duplication of effort year after year. The following are some suggestions for lesson planning, relevant to the different sections of a foreign language lesson.

Topic, Teacher, Date, Class, Number of Students, and Duration of Lesson

These are basic pieces of information that allow supervisors and other persons who may need to use these lesson plans to easily follow what the teacher has planned.

Previous Knowledge

List clearly all structures, vocabulary, concepts, and so on that must be known by the student before the lesson can be taught.

Learning Outcomes

Sometimes called aims or objectives, these are clear statements of precisely what the student will be able to do at the end of the lesson. Evaluation is normally based on these stated learning outcomes.

Resources

It is useful to list the resources to be used in the lesson to assist preparation and to guard against monotony. In addition to technological equipment, audio-visual stimuli and a range of realia (as proposed earlier in this document) pique students' interest and complement learning.

Set Induction

Also referred to as the **Presentation**, this is the teacher's introduction of the lesson to the class. It should:

- arouse students' interest;
- show the real-life relevance of what is to be learnt;
- establish the tone of the lesson to be presented;
- inform the students about what they are going to learn.

Content

Teachers should list functions, concepts, expressions, structures, vocabulary, and so on to be dealt with in the lesson. This facilitates the assessment of exactly what was taught. It also helps to prevent overloading of the lesson. As the level of the class is determined, the teacher will be better able to select how much content can be realistically covered in one session. The teacher may specify one of two additional items that can be included should the class progress more quickly than anticipated.

Method

This most important part of the plan details the steps through which the lesson is delivered. It includes:

- Teacher strategy: exactly what the teacher does. Language should first be orally presented. *As much Spanish as possible should be used by the teacher*. The teacher must continuously monitor and correct student language without undue disruption of any student's presentation or the flow of the lesson.

- Student activity: the student should be guided to use language in listening and speaking, which may be followed by reading and writing; the latter two occurring less at the novice level. Appropriate language use should be modelled by the teacher, who should also take the following principles into account:
    - Practice/repetition, which is contextualized and meaningful, is key to learning language.
    - Maximum and varied student participation (groups, pairs, etc.) facilitates learning.
    - Activities that suit the age, interests, and learning styles of students sustain interest.
    - Development of the four skills should be ongoing.
    - The way language is used during student activities should influence the way it is used in the evaluation process.
    - Activities should begin with guided practice and reach the level of independent production/communicative use of language.

Evaluation

During the course of the lesson, the teacher is constantly assessing whether and to what extent the intended outcomes are being achieved. Often, a final evaluation activity enables the teacher to make a judgement as to the next step to be taken—review, remediate, or proceed.

Closure

Summarizing or wrapping up can be done by the teacher or by soliciting key information from students.

Teacher's Remarks

While the ideas are fresh in the teacher's mind, key points about the success/effectiveness/shortcomings, and so on of different aspects of the lesson should be noted so that they can be modified as needed.

Sample Lesson

Class: Form 1

Topic: Description of physical attributes

Duration of Lesson: 70 min.

Learning Objectives: Students will be able to:

- use adjectives to describe themselves;
- use adjectives to describe another;
- ask what someone looks like.

Previous Knowledge: 1st and 3rd persons singular of the verb *Ser***:** *Soy, Es*

Resources: Pictures of individual males and females with distinct physical characteristics

Content:

Structures and vocabulary

Soy, Es

Adjectives: *alto/a, bajo/a, flaco/a, gordo/a, lindo/a, grande, inteligente*

¿Cómo es …?

Concepts

- concept of change from *o* to *a* in some endings of adjectives according to gender
- concept of no gender change in adjectives ending with *e*

Method:

Teacher strategy: Students are instructed to look at a picture of a slim, tall boy. The picture should include a blank speech bubble. The teacher reads what the boy ought to be saying: *Hola, soy Ernesto. Soy alto, flaco y muy lindo.*

At the third reading, the teacher gestures to indicate (a) height when the word *alto* is mentioned, (b) slimness for *flaco*, and (c) good looking for *lindo*. The teacher says the words one by one and gestures appropriately: *alto, flaco, lindo*. Students repeat each word and gesture a few times.

This procedure is repeated with a picture of a girl. The teacher reads: *Hola, soy Patricia. Soy alta, flaca y muy linda.*

After each reading, teacher leads students to repeat the phrases. As far as possible, structures should be introduced in binary opposites—alto/bajo, flaco/gordo, and so on. Each new structure should be practised often, by individuals, pairs, groups, and so on.

Students are asked what they think the persons are saying and whether they detect any differences in the language used in each case. Texts should be re-read if necessary.

The teacher leads students to make the connection between changes in word endings and the gender of persons described. *Salina es baja, flaca y linda. Antonio es alto y gordo.*

The teacher introduces all the targeted words by describing individual students using words and appropriate gestures, mixing each new word with those already learnt. Teachers ought to be mindful of the effects of describing students using words with negative connotations such as *gordo, feo*, and so on. It may be better to describe imaginary persons using these. Students follow the pattern and describe those in class with similar attributes. Teacher guides and corrects.

The teacher introduces the question *¿Cómo es Antonio/Salina?* to cue the descriptions, initially using the question while students respond only. The teacher should request a few masculine descriptions, then a few feminine, then arbitrarily mix genders.

Adjectives following the fixed pattern of ending change, *o* and *a*, should be practised first, then expanded to those ending with *e*, such as *grande* and *inteligente*. At each stage, the teacher allows students to identify the differences and similarities between what was previously learnt and what is being introduced, and to fully internalize the concept in focus.

Practice should grow towards increasingly independent use of language until students can question and answer themselves, with minimal intervention from the teacher. Students work in pairs/groups of four to ask *¿Cómo es …?* and answer appropriately.

   Student activity: Students read aloud sentences describing individuals and match them to pictures of persons fitting the description:

Es alto y flaco. Es alta y flaca. Es baja y linda. Es alto y gordo, and so on.

Student activity: Students write descriptions (of named persons) on the blackboard, for example:
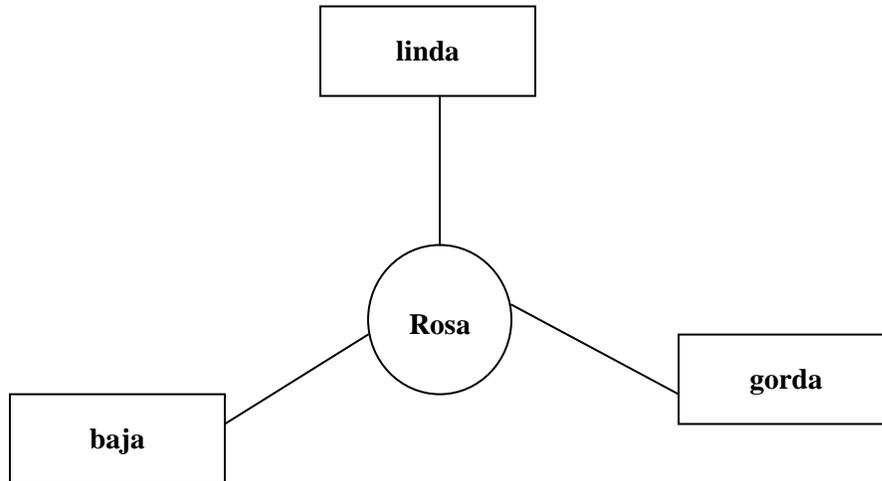
Students then practise writing the structures in guided relevant contextual activities. They do similar descriptions of themselves and each other in pairs—one male, one female student—paying attention to the form of the adjective.
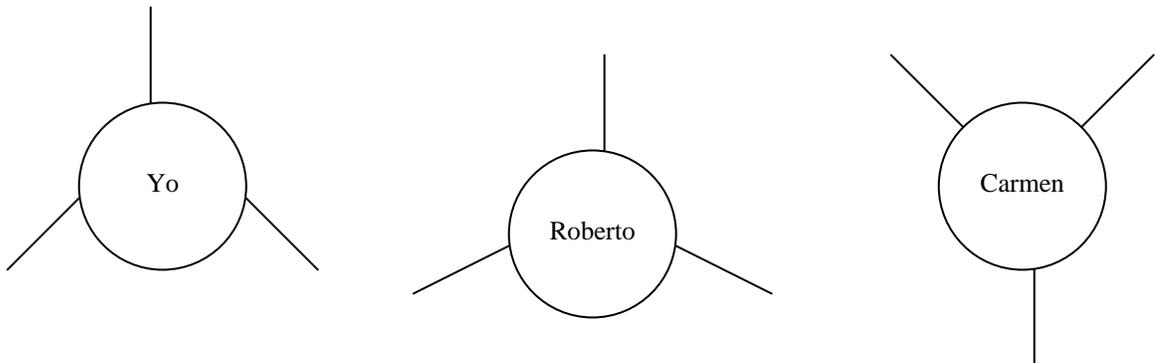
They move on to independent individual use of language, for example, they may write a sentence describing themselves to a new friend via e-mail.

Evaluation: Students are asked to listen to a short passage then answer questions in English, for example:

En la familia Medrano, hay tres personas. Marina es alta y gorda. Juan es alto y lindo y el papá es bajo y flaco.

*Questions***:**

1. Who is tall and good looking?

2. Is Marian short and slim?

3. Describe the father.

The passage is read once while students listen. The questions are then written on the board and the passage is read a second time (students listen for specific information). After a third reading, students write their answers.

Reinforcement ideas:

Students bring dolls, pictures, cartoon characters, puppets, and so on to do descriptions.

Closure: The teacher asks a student to summarize what was learnt in the lesson. Others add information as necessary until all the content has been described. The teacher may also ask students how they felt about the lesson, which parts they enjoyed most, and so on.

Planning Authentic Activities

Various types of activities are suggested in the course outline to guide teachers. Those activities are designed to facilitate the attainment of identified learning outcomes and are consistent with the philosophy and goals of the programme. The following list provides teachers with more ideas for products, performances, and processes that can be incorporated into authentic tasks to be carried out during instruction. Activities proposed are meaningful, enjoyable, and relevant. They can be applied in real-world contexts and actively involve students in the learning process. They provide opportunities for a range of experiences that connect with several other areas of the curriculum and cater for the varied strengths, preferences, and multiple intelligences of students.

Teachers may use this list to complement their own ideas for projects and activities, according to the focus they wish to bring to a particular topic.

The categories identified are only one way to order the list. Many of the products and performances selected can be placed in various categories. In the classroom, culture is interwoven throughout the products, processes, and performances, as are the communicative skills.

Listening/Speaking/Technology

- advertisements, headlines, news summaries, slides
- cable channels, filmstrips, newsletters, slide shows of captioned photos
- CD-ROM creations, infomercials, newspapers, TV shows, brochures
- excerpts from magazines, opinion polls, TV guides, cinema ads
- commercials, radio broadcasts, travelogues, documentaries, music videos
- computer graphics, movies, screenplays, narrative or dramatic videos
- computer programs, multimedia presentations, web pages
- audio/videotapes, debates, oral reports, seminars
- class discussions, panel discussions, speeches

Visual and Performing Arts

- music appreciation, composition, and performance; raps; jingles; chants; songwriting; musical plays
- dances, cheers
- art exhibits, block prints, sculpture, drawings, craft, origami
- flags, record/CD/book covers
- flip books, comic strips, cartoons, illustrations, pop-up books
- billboards, banners, totem poles, murals
- pantomimes, simulations, socio-dramas, role plays, puppet shows
- choral readings, dramatic or poetic readings

- bulletin boards, signage, greeting cards
- photo essays, illustrated poems, chorales, labels, photography, stitchery
- 3D models of schools, towns, houses, and so on
- clothing design, masks, silkscreen prints
- collages, mobiles, posters, tile patterns
- designs for houses, gardens, outdoor spaces, recreational areas described in Spanish
- mosaics, pottery, weaving, papier-mâché creations
- logos, posters, calendars, and so on

Reading/Writing/Literature

- creative or expository writing, research reports
- pamphlets, flyers, brochures, advertisements, information bulletins
- children's stories, ABC books, fables, narrative writing, limericks
- encyclopedias, biographies, historical or tourist documents, outlines, stories
- bookmarks, illustrated dialogues, poetry, time capsules
- book summaries or reports, journal articles, poetry anthologies, timelines
- lists of books, movies, songs
- written opinions or reactions such as letters to the principal or editor
- lists of ingredients for recipes, healthy foods/snacks, fruits, junk foods
- programme of activities for school or community functions, calendar of events
- journals, diaries, scrapbooks
- labels, memos, notes, reminders
- thank you cards, invitations, toasts, product or instruction manuals
- cartoons, family trees, maps
- cleaning/assembly instructions
- advice columns, information, directions, instructions

Hands-on/Kinesthetic

- collections, floor plans, obstacle courses, synchronized movement
- displaying and describing crafts, games, tools, instruments
- demonstrations, inventions, treasure hunts, scavenger hunts, web quests
- environmental projects, activity centres, field trips
- flash cards, museum displays, sports/outdoor activities

Thinking Skills

- crossword puzzles, word sleuths, graphic organizers, secret codes, word/number puzzles, experiments, problem solving, webbing/mind maps
- design and describe or explain the outcomes of experiments
- charts, diagrams, synthesis of research, graphic representation of information
- cultural comparisons based on discussions with elders/specialists in a field
- cause/effect charts, comparison charts, Venn diagrams
- explaining concepts, evaluation of evidence, plans, visualization
- reflection on experiences or texts of various kinds

Examples of how some of these activities might be used to elaborate lessons intended to develop the four communicative skills—listening, speaking, reading, and writing—follow.

Developing the Four Skills

Year 1

The following activities provide examples of the use of the four skills of listening, speaking, reading, and writing during instruction. These activities illustrate how these skills can be developed from the beginning of the programme, using different approaches for each skill. They also model how activities can be used to optimize student learning and participation.

Topic: Personal Identification

Listening — True/False activity

Learning outcome: Students will be able to listen to and understand basic biographical information.

In English, the teacher gives the students an idea about the purpose of the activity.

We are going to listen to a passage in which a girl, Alicia Gonzales, gives personal information about herself.

Instructions are given beforehand for students to listen. The teacher reads a very short passage through once, at a deliberate pace, but not so slowly as to distort the meaning. Before the second reading, the students are given a True/False worksheet, which the teacher reads through with them. They are then told to listen for specific information about Alicia's age, address, and family.

The passage is then read a second time, after which the students are asked to tick the appropriate box, True or False, indicating whether the statements made are true or false.

The passage is read a third time, and the students are asked to check and complete their worksheets. The passage may be read again as needed for the student's comprehension of the information.

Sample comprehension passage

Hola. Me llamo Alicia Gonzáles. Tengo once años. Soy trinitaria. Vivo en Sangre-Grande con mi familia. Hay cinco personas en mi familia. Son mi mamá, mi papá, mis hermanos Antonio y Luis, y yo. Yo soy la menor.

Sample worksheet

	Verdadero True	Falso False
1. Alicia is 12 years old		√
2. Alicia is from Trinidad	√	
3. Alicia lives in the capital city		√
4. There are five persons in Alicia's family	√	
5. Alicia has two brothers	√	
6. Alicia is the oldest child in the family		√

Speaking — Chain activity

Learning outcomes: Students will be able to:

- ask someone else his/her name
- introduce themselves

The teacher begins by introducing himself/herself to the class, using structures already learnt, for example:

Hola soy/me llamo …

Turning to the student closest to him/her, the teacher then asks the question:

¿Cómo te llamas?

The student responds using the structure:

Soy/me llamo …

The same student is then asked to direct the question *¿Cómo te llamas?* to the person next to him/her, in order to elicit a response.

This continues as a chain activity around the class until each student has been asked the question and has responded accordingly.

The teacher should make appropriate corrections without disrupting the flow of the activity.

Reading — Comprehension exercise

Learning outcome: Students will be able to read and understand a simple passage with basic biographical information, and answer questions in *English*, based on the passage.

The students are given a sample letter (incorporating structures already learnt) in which a Venezuelan pen pal, Carlos, introduces himself.

Students are required to read the letter and answer some questions in *English*.

<u>*Letter*</u>

Querido Jason:

   Me llamo Carlos Hernández soy tu nuevo amigo por correspondencia. Soy de Venezuela así soy venezolano. Tengo doce años. Vivo en Caracas en un apartamento. Hay cuatro personas en mi familia, mi mamá, mi papá, mi hermano y yo. No tengo hermanas. Mi mamá se llama Carmen y mi papá se llama Juan. Mi hermano José tiene seis años.
   Hasta pronto.
Abrazos
Carlos

<u>*Questions — Preguntas*</u>

1. What is Carlos' nationality?

2. Where does he live?

3. How many persons are there in his family?

4. List the persons in his family.

5. How old is his brother?

Writing — Cartoon frames

Learning outcome: Students will be able to write basic biographical information.

Working in pairs, students are asked to fill in speech bubbles in a cartoon consisting of five frames, in which they:

- meet and greet each other;
- identify themselves;
- state age and find out about the other person's age;
- state address and find out about the other person's address;
- say goodbye to each other.

Cartoons used for this activity may have been previously created by the students themselves during their art classes.

Resources

Resource material and instructional aids are crucial to the teaching/learning process. Equipment, and realia that support and complement the content to be delivered are essential to modern language teaching. Everyday material can be collected and creatively manipulated to become effective teaching resources and teaching aids, adapted to the level of students' development and interests. Teachers ought to be mindful about specifying the cultural context from which material originates. It is in the interest of school, teachers, and students to start their own resource banks or join with other schools/colleagues in this venture.

While having a multiplicity of resources at hand may appear ideal, it must be borne in mind that quality should not be sacrificed for quantity. The most important consideration is the suitability or adaptability of the material to accomplish the task. Resources are useful if they are relevant to the level and interests of the learner, and the content to be taught, and if they can stimulate or hold the interest of the learner.

The teacher may therefore use any resource that will enable students to comprehend structures being taught and to engage in interesting, meaningful activities. When accumulating resource material, teachers need to:

- be selective;
- choose relevant material;
- choose material/resources with multiple uses and adaptability;
- choose material/resources that would address different learner styles.

Using a few resources wisely is more beneficial to the student than using a wide range of resources with little applicability or relevance.

Some resources with multiple uses are:

- realia, such as food, money, postcards, stamps, clocks, audio/video CDs
- pictures, brochures, maps, and so on
- puppets
- newspapers
- word games, colouring books
- story books
- toiletry items
- timetables
- microphones
- telephones
- food wrappers/labels
- flyers/brochures

- advertisements
- clothing
- The Internet

The Internet can be a powerful tool for the teacher to access ready-to-use classroom resources, ideas that can be adapted to the specific needs of their classroom, contacts with professional organizations and other practitioners internationally, as well as opportunities for keeping in contact with the language for personal development. These all provide invaluable opportunities for constant professional development and a varied and interesting classroom practice. However, because websites are constantly changing and updating, teachers are advised to create their own lists of useful sites and revise these periodically. Also, when the Internet is used as an instructional resource, teachers should be careful to supervise students' interactions online.

Part 4
Evaluation

Assessment and Evaluation

Assessment and evaluation are vital components of any teaching/learning situation. Assessment is the process of collecting data (both numerical and descriptive) to determine students' strengths and weaknesses, and inform instructional decisions—strategies and tools used, pace of delivery, time allocated, and so on. Evaluation of student performance assigns a value judgement to the assessment data, denoting levels of performance in reference to criteria, norms, and so on. Assessment is either summative—taking place at the end of the programme of study and testing everything learnt—or formative—taking place during the course. Both have a place in education, and teachers should be guided by the National Certificate of Secondary Education (NCSE) requirements where assessment is concerned.

The NCSE stipulates that for the Cycle 1 curriculum, 60% of students' final mark will be attained from coursework (inclusive of end-of-term school examinations) and 40% from a nationally administered final examination. Students are to be tested both summatively and formatively in each of the four skills of listening, speaking, reading for comprehension, and writing. It ought to be standard practice, therefore, that teachers constantly assess the four skills throughout the programme, beginning at a very simple level in Form 1.

A suggested weighting of skills, which may be used by teachers in planning coursework assessment, is specified below:

Listening   (20% of final total)

Speaking   (25% of final total)

Reading   (20% of final total)

Writing   (25% of final total)

Participation/Attitude, and so on   (10% of final total)

While most teachers are familiar and comfortable with traditional summative instruments and procedures, this Spanish curriculum, being a skill-driven one, places a demand on teachers for continuous assessment to be built into the teaching/learning process. This can take the form of teacher observation in its simplest form or of more structured assessment activities throughout the course. In this document, the activities and strategies suggested lend themselves to continuous assessment.

Additionally, the student-centred approach and focus on developing the four major skills—listening, speaking, reading, and writing—support continuous informal assessment during practice activities. Controlled observations, questioning, reviewing, and listening to students' interactions all provide important measures of performance, which the teacher can use to guide further instruction and to monitor progress.

To assist teachers in designing relevant and varied formative assessment activities for the Spanish programme, a description of some of the types of activities suggested for use in assessing student performance in the skills of listening, speaking, reading, and writing follows.

Activities for Evaluation

Listening

A. Sequencing/Numbering/Pictures

1. Students are given pictures depicting activities, for example, different sports/pastimes.
2. Teacher reads numbered sentences/short selections describing individual pictures.
3. Students identify which pictures correspond to selections read by numbering/ sequencing pictures.

B. True or False Listening Comprehension

1. Teacher reads short passage/series of sentences in Spanish.
2. Teacher reads English/Spanish statements that are true or false based on information given in passage.
3. Students indicate T/F or V/F for each item.

C. Multiple Choice Listening Comprehension

1. Teacher reads short sentence in English or Spanish requiring Spanish response, for example:
   i) How do you ask someone's name? or
   ii) ¿Cómo estás?
2. Teacher then reads multiple-choice options.
3. Students select best response.

Speaking

A. Guided/Cued Dialogues

1. Teacher prepares flashcards with numbered cues for each person engaging in dialogue.
2. Students in groups/pairs create dialogue using cues, for example:

Student 1		**Student 2**	
i)	Ask his name	i)	Reply to question
ii)	State your name	ii)	Ask where he lives
iii)	Reply to question	iii)	Tell him where you live, and so on

B. Each Group/Pair Presents Dialogue to Class — Interviews (pairs/large groups)

1. Teacher gives list of specific areas to be addressed in interview.

2. Students to be interviewed as well as reporter(s) to ask questions are selected.

3. Questions are asked, to which a selected student replies.

4. Written report of information may be given.

C. Chain Activity (Providing information/class or large group activity)

1. Teacher specifies format in which information is to be stated, for example, *Me gusta cantar*.

2. Each student, in turn, makes his/her input.

3. Variation includes a build-up where each piece of previous information is repeated, then added to, for example, *A María le gusta bailar, A Juan le gusta escuchar música y me gusta bailar*.

D. Miming

1. Either the teacher or a student mimes activity/feeling.

2. Class suggests relevant words/phrases that might be used to express what was mimed, for example, *hace calor*.

E. Guided Monologue

1. Teacher provides context and cues as guide for monologue.

2. Students construct and present monologue based on given cues, for example, age, favourite sport.

3. A written activity may follow.

F. Dramatization

1. Teacher gives outline of activity to be dramatized based on content to be tested, for example:
   i. personal introductions to include nationality — Ms./Mr. Universe contest;
   ii. sports/comparisons/preferences, sports awards, home scene, daily routine.

2. Students compose/construct dialogue then enact.

3. Teacher evaluates and comments/corrects.

Reading [for Comprehension]

A. Written material may be given to individual students/pairs/groups on any suitable topic in the target language. Material may include passages, sentences, advertisements, brochures, lyrics, poetry, letters, notes, recipes, instruction manuals, directions, images of notices, signs, banners, and so on.

B. A variety of types of questions can be used to test comprehension. Questions may be stated in Spanish or English, and may be structured in different ways:

- True or False
- word or phrase fill-ins
- sentence completion
- grid fill-in
- bio-data forms to fill in
- selection of graphic representations
- labelling according to description
- matching items/oral questions, and so on

Writing

A. *Writing With Pictorial/Graphic Stimuli*

1. Labelling, filling out forms/grids/timetables, and so on.

B. *Paragraph Completion With Graphic Stimulus*

1. Teacher constructs paragraph with items to be tested represented by a graphic or symbol.

for example, Yo voy a …

2. Students replace graphics/symbols with words.

C. *Writing From Cues*

1. Teacher provides students with sequenced cues/questions to be used in each sentence.

2. Students incorporate cues/answer questions to formulate each sentence until a paragraph is constructed.

D. Story Map

1. Teacher provides a sequence of pictures/questions to depict a short narrative, for example, *¿Qué tiempo hace? ¿Dónde está Juan? ¿Qué hace?*

2. Students construct story following guide provided.

E. Cartoon Fill-Ins

1. Teacher provides cartoon/comic with a clear context and details depicted.

2. Students fill in speech bubbles as required by the pictures.

3. Students compare different interpretations.

F. Dramatization

1. Teacher gives outline of activity to be dramatized based on material to be tested, for example:
   i. personal introductions with nationality — Ms./Mr. Universe contest;
   ii. sports/comparisons/preferences, sports awards, home scene, daily routine.

2. Students compose/construct dialogue.

3. Teacher evaluates and comments on/corrects dialogue, after which students dramatize.

G. Discussion Group/Class Topics

1. Teacher divides class into groups/sections.

2. Teacher provides format for discussion (allowing for maximum participation), for example, students with opposite points of view present preferences: *Me gusta el fútbol porque es interesante/No me gusta el fútbol porque es aburrido.*

H. Games (e.g., Hangman/Dictionary)

1. Teacher explains the rules of the games and defines the unit of words to be used, for example, items of food/morning activities.

2. Teacher divides class into groups and establishes scoring system.

3. Teacher ensures that maximum Spanish is spoken—letters/words/sentences/expressions as required.

Performance Assessment

Both traditional assessment and performance assessment are to be used in instructional delivery and assessment. Because traditional assessment is familiar ground to the majority of teachers, this section focuses on performance assessment, which should take place throughout the programme. Teachers need to be constantly aware that assessment tasks, like teaching/learning activities, should be performance-based and authentic. The Spanish curriculum, embracing the most effective practices in modern language teaching and learning, places great emphasis on performance-type activities, so that assessment must now be so focused. Unlike traditional assessment, performance assessment requires a student to perform a task or generate his or her own response using the language in a practical, functional manner. For example, a performance assessment task in writing would require a student to actually compose an authentic document, rather than simply answering some multiple-choice questions on grammar or punctuation.

In most cases, a performance assessment task will assess a combination of skills. Students may, for instance, be required to read a passage in Spanish and write a response to what has been read. Such a task uses both the reading and writing skills. In this case, teachers will decide the weighting of each part, depending on the nature of the activity and where the emphasis was placed when the work was taught.

The following are rubrics that have been devised to cover the four skills of listening; speaking (including reading out loud); reading (silent reading for comprehension); and writing. These have been included principally to sensitize teachers to the elements that need to be considered in the assessment of each of the four skills. The assessment is holistic, that is, the mark finally allocated constitutes an assessment of how different dimensions of each skill work together to achieve an overall communicative effect. The rubrics use positive descriptors and exemplify a developmental approach to student performance. They span four levels of performance:

- In Progress
- Fair
- Good
- Excellent

Following are sample scoring rubrics for each of the four skills, which may be used by teachers in formulating classroom assessment tasks.

Assessment Rubrics

Listening

In Progress	understanding limited to occasional words—cognates, borrowed words, and high-frequency social conventions
	no comprehension of even short utterances despite repetition and deliberate rate of speech
Fair	understands learned, short utterances with strong contextual support
	comprehends some words and phrases in short utterances on familiar topics
	listener requires long pauses for assimilation and may request repetition, rephrasing, or a slower rate of speech for comprehension
Good	understands sentence-length utterances; recombinations of learned elements with strong contextual support on familiar topics
	understanding may be uneven; repetition and rewording may be necessary
	listener understands most main ideas
	listener comprehends with brief pauses for assimilation and minimal repetition of speech at a normal rate
Excellent	sustained understanding over stretches of connected discourse, including conversation, description, and narration in learned time frames
	listener understands main ideas and most details of texts on familiar topics
	listener readily understands speech at a normal rate on familiar topics

Speaking

In Progress

Task completion	minimal completion of the task and/or responses frequently inappropriate
Comprehensibility	responses barely comprehensible

Fluency	speech halting and uneven with long pauses or incomplete thoughts
Pronunciation	frequently interferes with communication
Vocabulary	inadequate and/or inaccurate use of vocabulary
Grammar	inadequate and/or inaccurate use of basic language, structures; minimal production limited to isolated words and learnt phrases

Fair

Task Completion	partial completion of the task; responses mostly appropriate yet undeveloped
Comprehensibility	responses mostly comprehensible, requiring interpretation on the part of the listener
Fluency	speech choppy and/or slow with frequent pauses; few or no incomplete thoughts
Pronunciation	occasionally interferes with communication; heavily influenced by the first language
Vocabulary	somewhat inadequate and/or inaccurate use of vocabulary for the level
Grammar	emerging use of basic language structures; partial recall of learnt elements

Good

Task completion	completion of the task; responses appropriate and adequately developed
Comprehensibility	responses comprehensible, requiring minimal interpretation on the part of the listener
Fluency	some hesitation but speaker manages to continue and complete thoughts
Pronunciation	does not interfere with communication
Vocabulary	adequate and accurate use of vocabulary for this level
Grammar	emerging control of language structures, mainly using re-combinations of learned elements

Excellent

Task completion	superior completion of the task; responses appropriate and elaborated
Comprehensibility	responses readily comprehensible, requiring no interpretation on the part of the listener
Fluency	speech continuous with few pauses or instances of stumbling

Pronunciation	enhances communication
Vocabulary	rich use of vocabulary
Grammar	controlled manipulation of language structures

Reading

In Progress	occasionally able to recognize the symbols of the alphabet and isolated words, and/or basic, high-frequency phrases (including cognates and borrowed words) that are highly contextualized
	material understood rarely exceeds a simple phrase at a time and reader may have to go over material several times for recognition
Fair	able to understand learned words and phrases in texts on familiar topics using contextual and/or extra-linguistic background knowledge
	may have to re-read several times for understanding
Good	able to understand main ideas and/or some facts and details from texts on familiar topics, including simple connected texts
	reader is able to make minimal inferences using background knowledge
	some re-reading is necessary
Excellent	able to understand the main ideas and supporting facts/details from texts on familiar topics and for frequently used rhetorical purposes such as simple narration and description
	understanding is derived from control of language, including extra-linguistic knowledge
	no excessive re-reading is necessary

Writing

In Progress

Task completion	minimal completion of the task and/or content frequently inappropriate
Comprehensibility	text barely comprehensible
Level of discourse	predominant use of complete yet repetitive sentences; almost no cohesive devices
Vocabulary	inadequate and/or inaccurate use of vocabulary
Grammar	minimal and generally inaccurate use of basic language structures
Mechanics	frequent instances of inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization

Fair

Task completion	partial completion of the task; content mostly appropriate, ideas undeveloped
Comprehensibility	text mostly comprehensible, requiring considerable interpretation by the reader
Level of discourse	use of complete sentences, some repetition, few cohesive devices, featuring a few memorized words or phrases
Vocabulary	somewhat inadequate and/or inaccurate use of vocabulary; too basic for the level
Grammar	emerging use of basic language structures
Mechanics	sometimes inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization

Good

Task completion	completion of the task, content appropriate, ideas adequately developed
Comprehensibility	text comprehensible, requiring minimal interpretation by the reader
Level of discourse	emerging variety of complete sentences, some cohesive devices using learned elements and simple combinations of these
Vocabulary	adequate and accurate use of vocabulary for this level
Grammar	emerging control of language structures
Mechanics	mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization

Excellent

Task completion	completion of the task; content appropriate, ideas well-developed and well-organized
Comprehensibility	text readily comprehensible, requiring no interpretation by the reader
Level of discourse	variety of complete sentences and of cohesive devices, including elements of simple narrations, descriptions, and time frames
Vocabulary	rich use of vocabulary
Grammar	controlled use of language structures
Mechanics	few or no errors in spelling, diacritical marks, punctuation/ capitalization

Appendices

Appendix A
Cultural References

The following cultural references are mentioned in the Spanish curriculum for Forms 1–3. These details have been provided for ease of use by teachers. The list is not exhaustive, and should be used as the starting point for exploration of topics identified in the curriculum as students are exposed to various aspects of Hispanic culture.

1. The Influence of Hispanic Culture in Trinidad and Tobago

History: When Christopher Columbus (Cristobal Colón) came to Trinidad and Tobago in 1498, he brought with him aspects of his cultural heritage that have remained with us up to today. However, aspects of our cultural expression as we know them today have also been influenced by contact with Spanish-speaking countries of Latin America. The following are some examples:

Names of People: (First names): Carlos, Pedro, Luis, Franco, Ricardo, Antonio, Enrique, Ana, Teresa, Maria, Linda, Carmen, Esperanza, Jacinta

Names of People: (Surnames): Gómez, Marcano, Hernández, Fernández, Gonzáles, López, García, Guevara, Navarro, Martínez, Llanos

Names of Places: Río Claro (Clear River); Sangre Grande (Great Blood); Mundo Nuevo (New World); Las Cuevas (The Caves), Diego Martín (The name of an admiral who travelled with Cristobal Colón); San Fernando (St. Ferdinand); Sangre Chiquito (Small Blood); Palo Seco (Dry Stick); Maracas (Shak-shaks); La Canoa (Canoe); Santa Cruz (Holy Cross); Toco (I touch); Manzanilla (Chamomile); Valencia (a city in Spain); Buenos Ayres (Good air); San Juan (St. John); Marabella (Beautiful sea); Vistabella (Beautiful view); San Pedro (Saint Peter); El Dorado (The Golden Place); Los Bajos (The Lowlands); Las Lomas (hillock – small hill); Los Iros (really Los Cirros – low clouds); Cedros (Cedars); Savonetta (really Savanetta – small savannah)

Names of Islands: Monos (apes); Huevos (eggs); Chacachacare (el caracol – snail)

Street Names: The street names in Woodbrook are derived from the names of relatives of a former Venezuelan who owned large estates in the area. They include: Luis, Cornelio, Carlos, Alfredo, Alberto, Rosalino, Ana, Petra (an abbreviation of Petronilla), Gallus

Food: Pastelle, paime, polenta, arepa, empanada (use of corn flour – harina de maíz), paella (Spanish version of pelau/pilaf), tortillas, chile, jalapenos (pepper), cassava (yuca), plantain (plátano), sancocho (a kind of soup)

Music and dance: La parranda (parang), merengue, tango, cha-cha-cha, salsa

Celebrations/festivities: La Divina Pastora (Catholic celebration held in Siparia honouring the Blessed Virgin Mary. This celebration is also important to Hindus, who refer to it as Soparee Mai, in which honour is paid to a female deity of the Hindu religion); May fairs (adapted from the Venezuelan harvest time in May); Christmas; Corpus Christi; Easter

2. **Mis quinceaños/Las quinceañeras**: When a girl celebrates her 15th birthday, it is a big event in most Spanish-speaking countries. The day is celebrated with much pomp and ceremony. Normally, the day begins with a church service and the girl dresses up like a mini-bride in a white frilly dress. After the service, a big party, attended by male and female friends and members of the family, is held. At 15, she is considered as moving from girlhood to womanhood.

3. **El saludo:** (Spanish greeting): Darse la mano/El abrazo/el beso: In Hispanic culture, when men greet each other they normally exchange a handshake (darse la mano), especially when they meet each other for the first time and they say to each other *Mucho gusto*, *Encantado*, or *Es un placer*. If they are close friends or members of the same family, they normally exchange a hug (el abrazo). In Latin America, women exchange a kiss on one cheek. However, in Spain, two kisses on both cheeks is the normal greeting.

4. **El Día del Santo:** Because of the strong Roman Catholic tradition in many Spanish-speaking countries, children at birth are given saint names. The feast day of the Saint is an important day in the life of the child. The child receives gifts and there is a small family celebration at home, similar to a birthday celebration.

5. **El Día de la Raza/El Día de la Hispanidad:** Celebrated on the 12th October in many Latin American countries, this festival commemorates the discovery of the Americas by Christopher Columbus (Cristobal Colón) and the rich cultural and racial heritage of Latin American people. On this day, the Latin American people join together in many festivities to reaffirm their cultural and ethnic heritage. The mixture of the races (el mestizaje) in Latin American countries is very predominant. Mixed people (los mestizos) are a mixture of two or more indigenous, African, Spanish, or Caucasian peoples. Several indigenous groups are found throughout Latin America so that there are marked differences according to countries.

6. **La siesta:** This tradition of taking a midday rest from work has its roots in Spain. It comes from the Latin "hora sexta" (sixth hour), which is calculated from 6 a.m. In earlier times, it was a three-hour break starting from 12 noon, as during this time the sun was at its peak, producing sweltering heat. This practice has diminished and changed over time as the break is now a mere 30 minutes where it is still practised.

7. **El Día de San Valentín/El Día de los Enamorados:** This day is similar to the Valentine's Day celebrated in Anglophone countries. It takes place on the 14th February and is the day on which love, friendship, and kindness (el amor, la amistad, el cariño) take centre stage. Many gifts are exchanged among friends and between loved ones.

8. **El uniforme:** As happens in schools in the Caribbean, the students in most Spanish-speaking countries wear a uniform to school. Since most schools are religious and privately run, the uniforms are seen as a way of reducing costs and making the students easily identifiable. In Colombia, however, only primary school students wear a uniform. Those in secondary schools wear casual clothes.

9. **El Día de los Muertos:** Akin to our All Saints and All Souls Day, this festival also takes place on the 1st and 2nd November. The first day is dedicated to children, while the second is set aside for adults. During this period, many families visit the graves of their dearly departed (sus difuntos queridos), cleaning the sites and sprucing them up with lovely flowers, chocolates, and sweets. Other religious symbols and offerings adorn the gravesites. In Mexico, for example, families spend the day in the cemetery having a picnic, which includes a "pan de muerto" (bread of the dead – made from a type of egg-batter dough). It is felt that the souls of those who are dead are actually present around them and consequently the festivities are jovial and lively.

   Some families construct a small altar at their homes, decorating it with flowers and other relics. Items belonging to the deceased are placed on the altars. Candles and incense are also burnt to guide the spirits of the dead back to their former homes. The meals that are provided are expected to sustain these spirits as they make their journeys around the world, only to return again the following year.

10. **La Navidad:** Christmas celebrations in Hispanic countries contain similar elements to those to which we in the Caribbean are accustomed. For example, La Navidad commemorates the birth of Jesus Christ (el nacimiento de Jesucristo) and the holiday is on 25th December. However, in these Spanish-speaking countries where the Roman Catholic tradition remains strong up till today, the celebration of Christmas is not confined to one day but continues for several days before and after the 25th December.

    The festivities of Christmas begin on the 16th of December, which is called the *Posadas* (inn), and ends on the Day of the Kings (el Día de los Reyes), the 6th of January. It re-enacts the event of the Virgin Mary (la Vírgen María) and Joseph (San José) searching for accommodation on the way to Bethlehem. In Hispanic culture, they are referred to as *peregrinos* (or pilgrims). In many homes, families build what we commonly refer to as a crèche (un nacimiento/un pesebre/un belén), which depicts Jesus in the manger surrounded by the stable animals and the Three Wise Men (Los Tres Reyes Magos).

The cultural practice of people moving from house to house comes from the tradition of *los peregrinos*. People mimic the event of Jesus and Mary moving from inn to inn looking for accommodation. In the original custom, prayers were said and religious choruses, *aguinaldos*, were sung.

11. **Parang:** The word parang is derived from the word *parranda*, which is the act of merrymaking, generally by a group of carousers who go from house to house serenading their friends. In Spanish, the full expression is *andar de parranda,* which is akin to the Trinidad expression of "liming," moving from place to place with no sense of time.

    It is believed that Trinidad and Tobago's proximity to Venezuela facilitated the spread of this aspect of our culture, which has remained with us since. Many Venezuelans came to Trinidad in earlier times to work on the cocoa plantations; hence the term *cocoa panyol/payol*.

    Parang bands and music are associated with Christmas. The traditional bands usually consisted of four to six singers, along with musicians who played the guitar, cuatro, mandolin, bandol, box-bass, toc toc, tiple, scratchers (guiro), and maracas (shak-shak). The lyrics are sung in Spanish and usually recount the birth of Jesus Christ.

    During the Christmas season, *los parranderos* (the band) go from house to house serenading and entertaining members of the community. An integral feature of this custom is the provision of food and drink for the *parranderos* and their followers at any house they choose to visit.

    The fusion of the parang sound with the soca and chutney beats has been gaining ground within recent years.

12. **Las Pascuas (Easter):** For Roman Catholics in many Hispanic countries, Easter is in fact a combination of the Holy Week (*Semana Santa*) activities, starting with Palm Sunday and ending with Resurrection Sunday (*Pascua – el Domingo de la Resurrección*). Holy Week celebrates the final days of Jesus Christ on earth. Many Roman Catholic communities re-enact the Passion of Christ. Some men are selected to play Jesus and His disciples, and they re-enact the events of Jesus' Crucifixion and Resurrection.

13. **Words of Spanish Origin**: There are several Spanish words that have been corrupted and adapted to our dialect. Examples of such adaptations are listed below:

Dialect	*Spanish*
picoplat	pico de plata
cascadoo	cáscara dura
sapats	zapatos
parang	parranda
planass	planazo

mamaguy	mamagallo
poc a poc	poco a poco
lagniappe	la niapa de la vida
maljo	mal de ojo
guarapo	warap

14. **La bendición**: Blessings are an integral aspect of Hispanic culture. Whenever a child leaves his/her parents to go out, he/she says *Bendición mamá/papa,* asking for the blessing of his parents. In response, the parent makes the sign of the cross on the forehead of the child, at the same time saying *¡Qué Dios te bendiga*! or *Bendición.*

15. **Roman Catholicism:** Roman Catholicism is the most popular religion in Spanish-speaking countries, although within recent times other religions/beliefs have been gaining ground.

    When Christopher Columbus came to the New World, he and the other Spaniards who journeyed with him encountered native civilized peoples with their own beliefs and system of deities. Regarding their practices as pagan, the Spaniards attempted to destroy all semblance of the natives' religion, including statues and places of worship. Consequently, with fervent proselytizing, Catholicism became the main religion. Many of those who opposed conversion met their demise, usually by painful means.

    Nearly 500 years ago, many large churches (cathedrals) began adorning the villages and towns of these countries. Dioceses were also set up for easier governance and implementation of the Catholic way of life. In many former Spanish colonies, the influence of Catholicism is still visible in the education system, cultural and religious practices, and moral codes.

16. **La piñata**: The piñata is still a very popular element in Hispanic culture. Some historians believe that it was a tradition borrowed from the natives who existed before the arrival of Columbus and the other *conquistadores*. Previously, the indigenous peoples adorned clay pots with colourful feathers, filling them with tiny treasures. The Mayans, with their great affinity for sports, suspended a clay pot with a string and blindfolded the player's eyes, spurring him on to destroy the pot with his diminished or blocked vision.

    In adapting the game, Spanish missionaries used to cover the pots with attractive paper, akin to the colours of the feathers used by the indigenous peoples. This was done in their process of proselytizing and assimilation of New World peoples into Catholicism. Theological significance was given to the shape of the piñata: seven cones represented vices/sins that the convert needed to beat out of his life.

    At present, however, the piñata has lost much of its religious importance. It is no longer a ball with seven cones around it but, rather, takes on the shape of a donkey or any other animal. Piñatas can now be found at children's parties, filled with lots of sweets and chocolate. Children, with their eyes covered, take turns in trying to

destroy the piñata. In order to make it difficult, they are usually spun around and then spurred on to destroy the piñata, which is normally hung from the ceiling.

17. **Salutations to the teacher:** Students in primary and secondary schools in Spanish-speaking countries are expected to conform to high standards of behaviour. Whenever a teacher enters the classroom, they are expected to stand and formally greet the teacher saying: *Buenos días profesor/profesora*. The teacher then responds: *Buenos días alumnos*, and invites the students to sit. If a student passes a teacher in the corridor, he/she is expected to display courtesy at all times. A typical encounter may go as follows:

   Alumno: Buenos días, profesor.
   Profesor: Buenos días, alumnos ¿Cómo estás?
   Alumno: Muy bien gracias, ¿Y usted?
   Profesor: Bien támbien. Adiós.
   Alumno: Adiós profesor.

18. **Bullfighting (la corrida de torros):** Bullfighting is a popular sport in Spain and some Hispanic countries, although it is subject to increasing controversy in recent times, with efforts by animal rights activists to have it banned. Many of these *corridas* are televised live. The sport involves the *matador* executing various moves with the aim of appearing confident and graceful, and at the same time maintaining control of the bull. The tools of the *matador* are a red cape and a sword. It is commonly believed that the red cape angers the bull; however, bulls are colour blind.

   The elegance of the bullfighter and his eventual dominance over the bull provide delight to the on-looking crowds. If a bull is thought to have acted bravely and courageously he is given a pardon by the owner, or is killed in a final act by the bullfighter. The bull is not allowed to fight twice as it is believed that bulls have a keen memory.

   Teachers may choose to have students research and discuss this practice, and compare with other sports involving animals, within the context of cultural comparison.

Appendix B
Glossary

Assessment
The process of quantifying, describing, or gathering information about students' performance.

Authentic Assessment
Assessment tasks that require demonstration of knowledge and skills in ways that resemble "real life" as closely as possible.

Authentic Material
Anything emanating from a Spanish setting that reflects the originality and genuineness of the target language/culture.

Evaluation
Judgement regarding the quality, value, or worth of a response, product, or performance, according to established criteria and often derived from multiple sources of information.

Feedback
Information about students' behaviour or messages communicated that contribute to a sense of direction in students' learning or feeling of value and recognition of their efforts. Feedback can come from the teacher or other students; student feedback is instructive to the teacher who may wish to revise his or her strategies.

Functional Approach
A method of foreign language teaching based on communicative language use. The target language must be used in context through interaction with others, enabling the student to use the language learnt in a realistic setting.

Learning Strategies
Learning strategies are the techniques individual students use to help themselves learn. Classroom research has identified three main types of strategies:

1. *metacognitive* strategies, such as planning, evaluating, and monitoring language use

2. *cognitive* strategies used in actually "doing the learning," such as guessing words, repeating, learning things by heart, and working out rules

3. s*ocial* strategies, such as working with others, asking for help, and so on

Native Language/Culture
The language and accompanying culture of the learner, as compared to the target language/culture.

Outcome
A goal statement specifying desired knowledge, skills/processes, and attitudes to be developed as a result of a learning experience.

Performance Assessment
Tasks that require direct observation of student performance or work, and professional judgement of the quality of that performance according to performance criteria that are pre-established.

Performance Criteria
A description of the characteristics that will be judged as students perform a particular task. These are expressed as a rubric or scoring guide.

Productive Skills
The *speaking* and *writing* capabilities of a student to use language that has been learnt. (Production of language occurs as a response to the demands of "real-life" situations.)

Realia
Actual real articles/items incorporated in a lesson, for example, a shirt instead of a picture of a shirt.

Receptive Skills
The *listening* and *reading* (for comprehension) capabilities of a student, through which language is assimilated and processed for learning or use.

Rubric
An established set of criteria for scoring or rating students on performance tasks.

Structure
A phrase featuring a grammatical point or a pattern of words to be presented for learning through meaningful repetition, leading to independent use.

Target Language/Culture
The language being learnt and its accompanying culture.

Task
A goal-directed assessment activity or project which requires that the student use knowledge acquired and/or skill developed in the learning process.

Weighting

The amount of consideration given to different scores according to lesser or greater importance. These are then applied to allot percentages of total possible marks to different skills/components of an assessment activity.

Appendix C
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