



**REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION**

PRIMARY SCHOOL CURRICULUM

CURRICULUM GUIDES

SPANISH

INFANTS 1 – STANDARD 5

**Curriculum Planning and Development Division
2013**

Contents

Infants 1.....	3
Infants 2.....	10
Standard 1.....	15
Standard 2.....	20
Standard 3.....	25
Standard 4.....	31
Standard 5.....	35

Primary School Curriculum

Spanish

Infants 1

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>1.1.1. Say <i>hello</i> and <i>goodbye</i> in Spanish. (<i>hola, adiós</i>)</p> <p>1.1.2. Give examples of different ways of greeting others.</p>	<p>1.2.1. Be willing to socialise with others.</p> <p>1.2.2. Be aware and appreciative of different cultural traditions used in greeting others.</p>	<p>1. Display courtesy, appreciation and enthusiasm as they interact with others of different cultures in varied social settings.</p>	<ul style="list-style-type: none"> • Say hello and goodbye to others in Spanish. [1.1.1] • Demonstrate awareness of different cultural forms of greeting others. [1.1.2]
<p>2.1.1. Introduce themselves to others in Spanish. (<i>Hola, soy ___; Hola, me llamo...</i>)</p> <p>2.1.2. State the origin of their first names and those of others.</p>	<p>2.2.1. Be willing to socialise with others.</p> <p>2.2.2. Be interested in exploration of the origin of names.</p> <p>2.2.3. Appreciate their first names by knowing the origins.</p>	<p>2. Communicate basic biographical information in Spanish when introducing self.</p>	<ul style="list-style-type: none"> • Introduce self by saying 'Hello, I am...' or 'Hello, my name is...' in Spanish followed by their name. [2.1.1] • State the origin of his/her first name and those of three classmates. [2.1.2] • Demonstrate pride in sharing the origin of his/her first name. [2.1.2]
<p>3.1.1. Name family members in Spanish (<i>papá, mamá, hermano, hermana, tío, tía, abuelo, abuela</i>)</p>	<p>3.2.1. Be aware and appreciative of different types of families.</p>	<p>3. Recall the Spanish words for selected English words.</p>	<ul style="list-style-type: none"> • Recite and recall the Spanish word names for 8 family members. (daddy, mummy, brother, sister,

SPANISH: INFANTS 1			
CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
			uncle, aunt, grandfather, grandmother) [3.1.1]
4.1.1. Identify self in Spanish as boy or girl. (<i>Hola, soy niño/ Hola, soy niña</i>)	4.2.1. Be aware of their gender. 4.2.2. Appreciate similarities and differences in others.	4. Demonstrate an awareness and appreciation of gender and gender differences.	<ul style="list-style-type: none"> Identify gender by saying 'I am a boy/ I am a girl' in Spanish. [4.1.1] Appreciate similarities and differences in others through speech and actions. [4.1.1]
5.1.1. Say 'good morning' and 'good afternoon' in Spanish. (<i>Buenos días, Buenas tardes</i>)	5.2.1. Be courteous to others.	5. Display courtesy, appreciation and enthusiasm as they interact with others of different cultures in varied social settings.	<ul style="list-style-type: none"> Say 'good morning' and 'good afternoon' in Spanish. [5.1.1] Socialise courteously with others in and out of school. [5.1.1]
6.1.1. Identify classroom objects in Spanish. <i>¿Qué cosa es?</i> (<i>la mesa, la silla, el lápiz, el libro, la bolsa</i>)	6.2.1. Engage in exploration of language through comparing words of different languages.	6 a. Recall the Spanish words for selected English words. 6.b Demonstrate care and appreciation for	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 5 classroom objects. (<i>table, chair, pencil, book, bag</i>). [6.1.1]

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
		property.	
<p>7.1.1 .Count from 1-10 in Spanish. <i>¿Qué número es?</i> (<i>uno, dos, tres, cuatro, cinco, seis siete, ocho, nueve, diez</i>)</p> <p>7.1.2. Identify selected pets in Spanish. <i>¿Qué animal es?</i> (<i>el perro, el gato, el pájaro, el pez, la tortuga, el conejo</i>)</p>	<p>7.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>7.2.2. Appreciate animals.</p>	<p>7 a. Recall the Spanish words for selected English words.</p> <p>7b . Demonstrate appreciation for all living things.</p>	<ul style="list-style-type: none"> • Recite and recall the Spanish word names for the numbers 1-10. [7.1.1] • Recite and recall the Spanish word names for 6 pets (<i>dog, cat, bird, fish, turtle, rabbit</i>) [7.1.2]
<p>8.1.1 Express basic courtesies (<i>please, thank you</i>) in Spanish (<i>por favor, gracias</i>)</p>	<p>8.2.1. Be courteous to others.</p>	<p>8. Display courtesy as they interact with others of different cultures in varied social settings.</p>	<ul style="list-style-type: none"> • Say ‘please’, and ‘thank you’ in Spanish. [8.1.1]
<p>9.1.1. Say the words ‘yes’ and ‘no’ in Spanish and other selected languages.</p>	<p>9.2.1. Appreciate other languages.</p>	<p>9 a Recall the Spanish words for selected English words.</p> <p>9.b Demonstrate</p>	<ul style="list-style-type: none"> • Recite and recall the Spanish words for ‘yes’ and ‘no’. [9.1.1] • Recognize the words ‘yes’

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>(Spanish: <i>sí, no</i>) (French: <i>oui, non</i>) (Hindi: <i>haan, nahin</i>) (Arabic: <i>Na'am, Laa</i>) (Mandarin: <i>yao, bu</i>) (Yoruba: <i>bee ni, bee ko</i>)</p>		<p>appreciation and respect for people, languages and cultures.</p>	<p>and 'no' in 2 out of 5 additional foreign languages. [9.1.1]</p> <ul style="list-style-type: none"> Show appreciation for other peoples, languages and cultures. [9.1.1]
<p>10.1.1. Respond to basic classroom instructions given in Spanish. (<i>Levántense, Siéntense, Atención Vamos a trabajar</i>)</p> <p>10.1.2. Respond to compliments given in Spanish. (<i>Excelente, Perfecto, Bien, Bien hecho</i>)</p>	<p>10.2.1. Show respect for authority.</p> <p>10.2.2. Be sociable</p>	<p>10. Enquire and respond to instructions and compliments given in Spanish.</p>	<ul style="list-style-type: none"> Demonstrate correct physical responses to 4 commands given in Spanish. (<i>Stand up, Sit down, Attention, Let's get to work</i>) [10.1.1] Respond to 4 compliments by saying thank you in Spanish. (<i>Excellent, Perfect, Good, Well done</i>) [10.1.2]
<p>11.1.1. Greet others in Spanish and other selected languages on</p>	<p>11.2.1. Be enthusiastic about celebrating special</p>	<p>11. Display courtesy, appreciation and enthusiasm as they</p>	<ul style="list-style-type: none"> Extend birthday and Christmas greetings in

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>special occasions.</p> <p>1) <i>Happy Birthday</i></p> <p>2) <i>Merry Christmas</i></p> <p>Spanish- 1) <i>Feliz Cumpleaños</i> 2) <i>Feliz Navidad</i></p> <p>Hindi- 1) <i>Janmadina</i> <i>Mubāraka</i></p> <p> 2) <i>Meri Krisamasa</i></p> <p>French- 1) <i>Joyeux anniversaire</i> 2) <i>Joyeux Noël</i>)</p> <p>Yoruba- 1) <i>Ekú Ojòbí</i> 2) <i>E kú Odun</i>)</p> <p>Mandarin- 1) <i>Sheng Ri Kuai Le</i> 2) <i>Sheng Dan Kuai Le</i>)</p>	<p>occasions.</p> <p>11.2.2. Be sociable.</p> <p>11.2.3. Appreciate other languages.</p>	<p>interact with others of different cultures in varied social settings.</p>	<p>Spanish. [11.1.1]</p> <ul style="list-style-type: none"> • Demonstrate awareness of how to extend birthday and Christmas greetings in 2 other foreign languages. [11.1.1]
<p>12.1.1. State their age in Spanish. (¿<i>Cuántos años tienes?</i> <i>Tengo cinco años</i>)</p>	<p>12.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>12. Communicate basic biographical information in Spanish when introducing self.</p>	<ul style="list-style-type: none"> • Respond in Spanish to the question, <i>'How old are you?'</i> [12.1.1]

SPANISH: INFANTS 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>13.1.1. Enquire about the well-being of others in Spanish. <i>How are you? (Qué tal?)</i></p> <p>13.1.2. Respond in Spanish to questions about their well-being. Fine. (<i>Bien</i>) Not so well. (<i>Mal</i>)</p>	<p>13.2.1. Display concern about the well-being of others.</p> <p>13.2.2. Be sociable.</p>	<p>13.a. Enquire and respond to questions and instructions given in Spanish.</p> <p>13.b. Demonstrate courtesy and empathy for others, and respect for authority.</p>	<ul style="list-style-type: none"> • Ask ‘How are you?’ in Spanish. [13.1.1] • Respond ‘Fine’ or ‘Not so well’ in Spanish. [13.1.2]
<p>14.1.1. Identify selected parts of the body in Spanish. <i>¿Qué parte del cuerpo es?</i> <i>(los ojos, ,la nariz, la boca, la mano, el pie)</i></p>	<p>14.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>14. Recall the Spanish words for selected English words.</p>	<ul style="list-style-type: none"> • Recite and recall the Spanish word names for 5 body parts. <i>(eyes, nose, mouth, hand, foot)</i> [14.1.1]

Primary School Curriculum

Spanish

Infants 2

SPANISH: INFANTS 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
1.1.1. State where they live in Spanish. <i>Where do you live? (¿Dónde vives?)</i> <i>I live in _____. (Vivo en ____.)</i>	1.2.1. Display a sense of belonging to their community.	1. Forge respectful, friendly relationships with others.	<ul style="list-style-type: none"> Give appropriate response in Spanish to the question 'Where do you live?' [1.1.1]
2.1.1. Identify modes of transport in Spanish <i>¿Qué transporte es?</i> <i>(el carro, el avión, la bicicleta, el autobús, la motocicleta, el barco, el pie)</i>	2.2.1. Be aware of appropriate travel choices.	2. Recall the Spanish words for selected English words and phrases.	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 7 modes of transport. (<i>car, airplane, bicycle, bus, motorbike, boat, foot</i>) [2.1.1]
3.1.1. Compare modes of transport in Trinidad & Tobago with those of a selected Spanish-speaking country.	3.2.1. Appreciate cultural differences.	3. Compare modes of transport in their country to that of a Spanish-speaking country.	<ul style="list-style-type: none"> Make 3 comparative statements about modes of transport in their country and a selected Spanish-speaking country. [3.1.1]
4.1.1. Identify selected places in their community in Spanish. <i>¿Qué lugar es?</i>	4.2.1. Display a sense of belonging to their community.	4. Develop a sense of belonging to their community.	<ul style="list-style-type: none"> Orally supply the Spanish word names for 5 places in their community

<i>(la tienda, la escuela, el parque, el mercado, el supermercado)</i>			<i>(shop, school, park, market, supermarket) [4.1.1]</i>
5.1.1. State the name of their school in Spanish. <i>(Mi escuela es ____)</i>	5.2.1. Display a sense of belonging to their school.	5. Develop a sense of belonging to their school.	<ul style="list-style-type: none"> Orally state the name of their school in Spanish. [51.1] <i>My school is _____.</i>
6.1.1. Identify selected areas on their school compound in Spanish. <i>¿Qué lugar es?</i> <i>(la clase, la oficina, la cantina, el patio, la biblioteca, el baño)</i>	6.2.1. Engage in exploration of language through comparing words of different languages.	6. Recall the Spanish words for selected English words.	<ul style="list-style-type: none"> Orally supply the Spanish word names for 6 selected places in their school [6.1.1] <i>(classroom, office, canteen, yard, library, toilet)</i>
7.1.1. Identify friends in Spanish. <i>(... (Name)... es mi amigo/ amiga.;</i> <i>Mi amigo es ...</i> <i>/Mi amiga es ...)</i>	7.2.1. Appreciate the value of friendship.	7.a Recall the Spanish words for selected English words/phrases. 7.b. Forge respectful, friendly relationships with others.	<ul style="list-style-type: none"> Identify friends using the Spanish for ‘_____ is my friend. (male)/ _____ is my friend (female).’ [7.1.1]
8.1.1. State in Spanish the key persons in their school. <i>¿Quién es?</i> <i>(el maestro/la maestra, ,el</i>	8.2.1. Show respect for others.	8a. Recall the Spanish words for selected English words.	<ul style="list-style-type: none"> Orally supply the Spanish word names for 7 persons at school. <i>(teacher, secretary, principal, guard, cleaner, student, friend)</i>

<p><i>secretario/la secretaria, el director/la directora, el guardia, el limpiador/la limpiadora, el alumno/la alumna, el amigo/la amiga</i>)</p>		8 b. Forge respectful, friendly relationships with others.	[8.1.1]
<p>9.1.1. Name selected fruits in Spanish. <i>¿Qué fruta es?</i> (<i>el mango, la piña, la naranja, el plátano, la papaya</i>)</p>	9.2.1. Engage in exploration of language through comparing words of different languages.	9.. Recall the Spanish words for selected English words/phrases.	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 5 fruits. (<i>mango, pineapple, orange, banana, paw-paw</i>) [9.1.1]
<p>10.1.1. Identify selected colours in Spanish. <i>¿Qué color es?</i> (<i>rojo, amarillo, azul, verde, negro, blanco, gris, marrón, color de naranja, morado, rosado</i>)</p>	10.2.1. Engage in exploration of language through comparing words of different languages.	10. Recall the Spanish words for selected English words/phrases.	<ul style="list-style-type: none"> Recite and recall the Spanish word names for 6 of 11 colours. (<i>red, yellow, blue, green, black, white, grey, brown, orange, purple, pink</i>) [10.1.1]
<p>11.1.1. Greet others in Spanish and other selected languages on special occasions. Happy Fathers' Day/ Happy Mothers' Day. Spanish (<i>Feliz Día del</i></p>	<p>11.2.1. Be enthusiastic about celebrating special occasions with others. 11.2.2. Be sociable. 11.2.3. Appreciate other languages.</p>	11. Display appreciation and enthusiasm as they interact with others of different cultures on special occasions.	<ul style="list-style-type: none"> Extend Mother's Day and Father's Day greetings orally in 4 languages. [11.1.1] Participate enthusiastically in celebrations. [11.2.1, 11.2.2] Show appreciation for other

<p><i>Padre/ Feliz Día de la Madre)</i></p> <p>French (<i>Bonne fête des pères/ Bonne fête des mères)</i></p> <p>Hindi (<i>Khuśa pitā kē dina/ Khuśa māñ kā dina)</i></p> <p>Chinese Mandarin (<i>Fuu cheen jee-eh kwie luh / Mǔ qīn jié kuài lè)</i></p>			languages. [11.2.3]
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Primary School Curriculum

Spanish

Standard 1

SPANISH: STANDARD 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>1. 1.1. State how events of the past have influenced the diversity of Trinidad & Tobago.</p> <p>1.1.2. Outline evidence of Spanish influence in Trinidad & Tobago.</p>	<p>1.2.1. Appreciate the cultural diversity present in Trinidad and Tobago.</p> <p>1.2.2. Have a sense of identity.</p> <p>1.2.3. Appreciate the Spanish influence in Trinidad and Tobago.</p>	<p>1. Give simple explanations for Trinidad and Tobago cultural diversity and outline evidence of Spanish culture existent in Trinidad and Tobago.</p>	<ul style="list-style-type: none"> • Retell main events in Trinidad’s history. [1.1.1] • Give a reason for the cultural diversity existent in Trinidad and Tobago. [1.1.1] • Identify evidence of 3 aspects of Spanish cultural influence (music, dance, food) existent in their country. [1.1.2]
<p>2.1.1. State the origins of surnames of people in Trinidad and Tobago.</p> <p>2.1.2. Use appropriate Spanish</p>	<p>2.2.1. Be aware of the origin of surnames.</p> <p>2.2.2. Appreciate and respect each other.</p> <p>2.2.3. Develop a sense of</p>	<p>.2. Recall the Spanish words for selected English words/phrases.</p>	

SPANISH: STANDARD 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>titles to address adults.</p> <p style="text-align: center;"><i>(Señorita, Señor, Señora)</i></p>	<p>identity.</p> <p>2.2.4. Show respect for adults.</p>		
<p>3.1.1. Say what day of the week it is in Spanish.</p> <p style="text-align: center;"><i>¿Qué día es?</i></p> <p style="text-align: center;"><i>(lunes, martes miércoles, jueves, viernes, sábado, domingo)</i></p> <p>3.1.2. State selected leisure and work activities in Spanish.</p> <p style="text-align: center;"><i>(juego, veo la tele, canto, bailo, leo, escribo)</i></p> <p>3.1.3. Identify selected sports in Spanish.</p> <p style="text-align: center;"><i>¿Qué deporte es ?</i></p> <p style="text-align: center;"><i>(el fútbol, el críquet, la natación, el tenis, el</i></p>	<p>3.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>3.2.2. Engage in exploration of language through comparing words of different languages.</p> <p>3.2.3. Engage in exploration of language through comparing words of different languages.</p>	<p>3.a Recall the Spanish words for selected English words/phrase.</p> <p>3.b. Demonstrate appreciation and respect for other persons and their cultures.</p>	<ul style="list-style-type: none"> • Recite and recall the Spanish word names for: <ul style="list-style-type: none"> - 7 days of the week <p>[3.1.1]</p> <p style="text-align: center;"><i>(Monday Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday)</i></p> - 5 leisure activities <p style="text-align: center;"><i>(I play, I watch T.V., I sing, I dance, I read)</i></p> <p>[3.1.2]</p> <ul style="list-style-type: none"> - selected sports <p style="text-align: center;"><i>(football, cricket,</i></p>

SPANISH: STANDARD 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p><i>baloncesto</i>)</p> <p>3.1.4. Say which sport they practise. <i>(Practico)</i></p> <p>3.1.5. Describe the tradition of the siesta.</p>	<p>3.2.4. Engage in exploration of language through comparing words of different languages.</p> <p>3.2.5. Develop an appreciation of Spanish culture.</p>		<p><i>swimming, tennis, basketball</i>) [3.1.3]</p> <ul style="list-style-type: none"> • State orally one practised sport in Spanish. <i>I practise</i> [3.1.4] • Display appreciation and respect for the culture of others. [3.1.5]
<p>4.1.1. Identify common occupations in Spanish. <i>¿Qué profesión es?</i> <i>(el maestro/ la maestra, el director/ la directora, el médico/ la médica, el pescador/ la pescadera, el/la policía)</i></p> <p>4.1.2. State in Spanish if an</p>	<p>4.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>4.2.2. Engage in exploration of language through</p>	<p>4.. Recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> • Recite and recall the Spanish word names for: <ul style="list-style-type: none"> - 5 occupations <i>(teacher, doctor, principal, fisherman, policeman/ policewoman)</i> [4.1.1] - ‘Open’ and ‘Closed’ [4.1.2]

SPANISH: STANDARD 1

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>establishment is ‘Open’ or ‘Closed’.</p> <p style="text-align: center;"><i>(ABIERTO, CERRADO)</i></p> <p>4.1.3. Count from 11-20 in Spanish. <i>¿Qué número es?</i> <i>(once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte)</i></p>	<p>comparing words of different languages.</p> <p>4.2.3. Engage in exploration of language through comparing words of different languages.</p>		<p>- Numbers 11-20 [4.1.1]</p>
<p>5.1.1. Describe the tradition of ‘parang’.</p>	<p>5.2.1. Show awareness and appreciation of cultural traditions.</p>	<p>5.. Demonstrate appreciation and respect for others and their cultures.</p>	<ul style="list-style-type: none"> • Identify 4 aspects of the parang tradition (music, musical instruments, singing, dance) in their country. [5.1.1]

Primary School Curriculum

Spanish

Standard 2

SPANISH: STANDARD 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>1.1.1. Identify the language of origin of place names in Trinidad and Tobago. (<i>Amerindian, Spanish, African, French, Dutch, English, Hindi, Arabic</i>)</p> <p>1.1.2. Recognize signs written in Spanish.</p> <p>1.1.3. State the four cardinal points in Spanish. (<i>norte, sur, este, oeste</i>)</p>	<p>1.2.1. Be aware that different languages were spoken in their country.</p> <p>1.2.2. Be positive in their attitudes towards cultural differences in the country.</p> <p>1.2.3. Appreciate that Spanish language is important to contemporary Trinidad and Tobago.</p> <p>1.2.4. Engage in exploration of language through comparing words of different languages.</p>	<p>1. Recognize and appreciate the existence of other languages and cultures in their country.</p>	<ul style="list-style-type: none"> • Identify Spanish and other languages that were brought to their country by the people of the past. [1.1.1] • Identify and categorize names of places in their country according to their language of origin. [1.1.1] • Recognize Spanish language when seen on public signs. (road/street signs, signs on buildings) [1.1.2] • Point to and say the word names for <i>east, west, north and south</i>. [1.1.3]

SPANISH: STANDARD 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>2.1.1. Identify in Spanish elements of a simplified water cycle. <i>(el sol, el agua, el océano, el río, la nube, la lluvia, la tierra)</i></p> <p>2.1.2. State the months of the year in Spanish. <i>¿Qué mes es?</i> <i>(enero, febrero, marzo, abril, mayo, junio, julio, agosto, setiembre, octubre, noviembre, diciembre)</i></p> <p>2.1.3. State the month of their birthday in Spanish. <i>¿En qué mes es tu cumpleaños ?</i></p>	<p>2.2.1. Appreciate the importance of water to life.</p> <p>2.2.2. Engage in exploration of language through comparing words of different languages.</p> <p>2.2.3. Engage in exploration of language through comparing words of different languages.</p>	<p>2. Read and recall the Spanish words for selected English words/phrases</p>	<ul style="list-style-type: none"> • Recite the Spanish word names for basic elements of the water cycle. <i>(sun, water, ocean, river, cloud, rain, earth)</i> [2.1.1] • Give three (3) reasons why water is important to life. [2.1.1] • Sequentially recite the Spanish names for the months of the year. [2.1.2] <i>January, February, March, April, May, June, July, August, September, October, November, December.</i>

SPANISH: STANDARD 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p><i>(Mi cumpleaños es en ____.)</i></p>			<ul style="list-style-type: none"> Identify the month of their birthday in Spanish. [2.1.3] <i>My birthday is in ____.</i>
<p>3.1.1. Recognize the Spanish word names for the numbers 1 to 10. <i>(uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez)</i></p> <p>3.1.2. Recognize that different languages are used on product labels.</p> <p>3.1.3. Distinguish between the currency of Trinidad and Tobago and those of selected Spanish-</p>	<p>3.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>3.2.2. Acknowledge that Spanish language is part of contemporary Trinidad and Tobago.</p> <p>3.2.3. Be aware that different countries use different currencies.</p>	<p>3. Make comparisons between the currency of their country and other countries.</p>	<ul style="list-style-type: none"> Orally read the word names for the numbers 1-10 in Spanish. [3.1.1] Recognize the wording on some product labels as being in Spanish or another foreign language. [3.1.2] Display appreciation for other languages as means of communication. [3.1.2] Make 3-4 comparative statements about the coins and bills of their country

SPANISH: STANDARD 2

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
speaking countries. <i>(Venezuela, Cuba, Puerto Rico, Panama, Mexico, Spain)</i>			and those of a Spanish-speaking country e.g. Venezuela. [3.1.3] <ul style="list-style-type: none"> • Identify the currency of 1 selected Spanish-speaking country. [3.1.3] • State that different countries use different currencies. [3.1.3]

Primary School Curriculum

Spanish

Standard 3

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>1.1.1. Name in Spanish the bodies of water that surround Trinidad and Tobago. <i>(El Mar Caribe, El Golfo de Paria, El Océano Atlántico, El Canal de Colón)</i></p>	<p>1.2.1. Engage in exploration of language through comparing words of different languages.</p>	<p>1. Read and recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> Read and recall the Spanish names for the bodies of water that surround Trinidad and Tobago/Caribbean. <i>(Caribbean Sea, Gulf of Paria, Atlantic Ocean, Columbus Channel)</i> [1.1.1]
<p>1.1.2. Name in Spanish the bodies of water in the Caribbean. <i>(El Mar Caribe, El Océano Atlántico, El Golfo de Méjico)</i></p>	<p>1.2.2. Engage in exploration of language through comparing words of different languages.</p>		<ul style="list-style-type: none"> <i>Caribbean Sea, Atlantic Ocean, Gulf of Mexico</i> [1.1.2]
<p>1.1.3. Identify Spanish vocabulary related to oceans/seas. <i>(el mar, el pez, el barco, el pescador)</i></p>	<p>1.2.3. Engage in exploration of language through comparing words of different languages.</p>		<ul style="list-style-type: none"> Read and recall the Spanish words for: <i>sea, water, fish, boat, sailor, fisherman.</i> [1.1.3]

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>2.1.1. Recognise that English words are derived from other languages. <i>(Spanish, French, Anglo-Saxon, Latin)</i></p>	<p>2.2.1. Appreciate the similarities among languages.</p>	<p>2. Demonstrate an awareness of the nature and interaction of languages by comparing their native language to other languages.</p>	<ul style="list-style-type: none"> Identify 4 languages from which many English words have been derived. [2.1.1]
<p>3.1.1. Compare and contrast selected celebrations in Trinidad and Tobago with a named Spanish-speaking country. <i>(Venezuela)</i></p>	<p>3.2.1. Be aware of and appreciate cultural similarities and differences.</p>	<p>3. Compare and contrast cultural practices between their country and another.</p>	<ul style="list-style-type: none"> Research and present information on 3 celebrations in their country and 3 in a Spanish-speaking country. [3.1.1] List similarities and differences between 3 celebrations in their country and 3 in a Spanish-speaking country. [3.1.1]
<p>4.1.1. Describe in Spanish, simple weather conditions related to tropical climate. <i>¿Qué tiempo hace?</i></p>	<p>4.2.1. Engage in exploration of language through comparing words of different</p>	<p>4. Read and recall the Spanish words for selected English words/phrases.</p>	<ul style="list-style-type: none"> Orally describe the day-to-day tropical weather conditions. <i>(It's sunny, It's hot, It's raining, It is windy, It's</i>

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<i>(Hace sol, Hace calor, Está lloviendo, Hace viento, Está nublado)</i>	languages.		<i>cloudy</i>) [4.1.1]
<p>5.1.1. Name and locate selected Spanish-speaking countries and their capitals in the Caribbean. <i>(Venezuela, Cuba, Puerto Rico, Panamá, México, Colombia)</i></p> <p>5.1.2. Identify official languages spoken in the Caribbean. <i>(English, Spanish, French, Dutch)</i></p>	<p>5.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>5.2.2. Be aware of language differences in the Caribbean.</p>	5. Provide information on countries of the Caribbean.	<ul style="list-style-type: none"> • Name and locate on a map of the Caribbean, 6 Spanish-speaking countries and their capitals. <i>(Venezuela, Cuba, Puerto Rico, Panama, Mexico, Colombia.)</i> [5.1.1] • List the official languages spoken in the Caribbean. [5.1.2] • Make a broad statement pertaining to language differences in the Caribbean. [5.1.2]
6.1.1. Know how to welcome others	6.2.1. Be aware and	6.Demonstrate hospitality and	<ul style="list-style-type: none"> • Use appropriate welcome

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>in Spanish and explore in other languages as may be known to students.</p> <p><i>(Spanish, French, Yoruba, Hindi, Arabic, Mandarin)</i></p> <p><i>(Bienvenido, Bienvenue, Eku abo, Swaagam, Af'wan, Huānyíng)</i></p>	<p>appreciative of other languages and customs.</p> <p>6.2.2. Be hospitable to visitors.</p>	<p>appreciation for others of different cultures.</p>	<p>phrases to welcome visitors (in 6 different languages displaying gestures as necessary). [6.1.1]</p> <ul style="list-style-type: none"> • Demonstrate awareness and appreciation of other languages and customs through speech and actions. [6.1.1; 6.2.2]
<p>7.1.1. Greet others in Spanish and in other languages as may be known to students.</p> <p><i>(Hola, Salut, Pranaam, Assalamou alykoum , Bawo-ni , Nǐ Hǎo)</i></p>	<p>7.2.1. Be aware and appreciative of other languages and customs.</p> <p>7.2.2. Be hospitable to visitors.</p>	<p>7. Demonstrate hospitality and appreciation for others of different cultures.</p>	<ul style="list-style-type: none"> • Greet others in 3 of 6 different languages. [7.1.1] <i>(Spanish, French, Hindi, Arabic, Yoruba, Mandarin)</i> • Demonstrate awareness and appreciation of other languages and customs through speech and actions. [7.1.1]

SPANISH: STANDARD 3

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>8.1.1. Recognise that selected phrases commonly used in Trinidad and Tobago are derived from the Spanish language.</p> <p>8.1.2. Recognize that some words used in the English language are adopted from other languages. <i>(Spanish, French, Latin)</i></p>	<p>8.2.1. Appreciate the Spanish influence in Trinidad and Tobago.</p> <p>8.2.1. Be aware of the relationship among languages.</p>	<p>8. Demonstrate an awareness of the nature and interaction of languages by comparing their native language to other languages.</p>	<ul style="list-style-type: none"> • List/recite 5 commonly used phrases which originate from Spanish. [8.1.1] • List/recite 10 words from foreign languages that have been adopted by the English language e.g. fiesta, debris. [8.1.2] • Demonstrate a greater awareness and appreciation of similarities among languages. [8.1.2; 8.2.1]

Primary School Curriculum

Spanish

Standard 4

SPANISH: STANDARD 4

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>1.1.1. Outline ways in which Hispanic culture is being infused in contemporary Trinidad and Tobago.</p>	<p>1.2.1. Appreciate cultural diversity within Trinidad and Tobago.</p> <p>1.2.2. Have a sense of identity.</p> <p>1.2.3. Be open- minded to the culture of others.</p>	<p>1.. Demonstrate an awareness and appreciation of the infusion of Hispanic culture into contemporary local culture.</p>	<ul style="list-style-type: none"> • Identify aspects of Hispanic culture that are being infused into the contemporary culture of Trinidad & Tobago. (<i>music, dance, food, sport (football), fashion, mannerisms</i>) [1.1.1] • Display appreciation for other cultures. [1.1.1]
<p>2.1.1. Express, in Spanish, likes and dislikes of selected aspects of the Hispanic culture.</p> <p><i>((No)Me gusta ...</i></p> <p><i>la comida latina</i></p> <p><i>la ropa latina</i></p> <p><i>la música latina</i></p> <p><i>la lengua española</i></p> <p><i>el fútbol</i></p> <p><i>el baile latino</i></p>	<p>2.2.1. Appreciate Hispanic culture.</p>	<p>2. Engage in conversations using simple Spanish structures.</p>	<ul style="list-style-type: none"> • Use the Spanish structure ‘<i>Me gusta ...</i>’ and ‘<i>No me gusta ...</i>’ to express likes and dislikes related to Hispanic culture. [2.1.1] <i>-I like (I don’t like)</i> <i>Hispanic food, Hispanic clothes, Latin music, Spanish, football, Latin dance</i>

SPANISH: STANDARD 4

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>3.1.1. Name basic forms of media in Spanish.</p> <p><i>¿Qué media es?</i> (<i>la computadora, el internet, el sitio de web, la televisión, la televisión por cable, la radio, los diarios</i>)</p> <p>3.1.2..State in Spanish how they use different forms of media. (<i>Uso la computadora, Navego el internet, Veo la televisión, Escucho la radio, Leo los diarios</i>)</p>	<p>3.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>3.2.2. Be responsible when interacting with media.</p>	<p>3. Engage in conversations using simple Spanish structures.</p>	<ul style="list-style-type: none"> Recite and recall the Spanish words for media forms. <i>(computer, internet, website, television, cable television, radio, newspaper)</i> [3.1.1] Use the first person Spanish verb forms + media-related nouns to say how they interact with different forms of media [3.1.2] <i>(I use the computer, I surf the net, I watch television, I listen to the radio, I read newspapers)</i>
<p>4.1.1. Use ‘There is more...’(<i>Hay más...</i>), ‘There is less ...’ (<i>Hay menos...</i>) to describe various changes to our world.</p>	<p>4.2.1. Be aware of and appreciative of global changes.</p> <p>4.2.2. Become a more caring</p>	<p>4. Engage in conversations using simple Spanish structures.</p>	<ul style="list-style-type: none"> Describe, in Spanish, major changes taking place in the world. [4.1.1] <i>....more people, pollution, cars, traffic, buildings,</i>

SPANISH: STANDARD 4

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p><i>(Hay más gente, polución, carros, tráfico, edificios, casas, calles, crímenes)</i></p> <p><i>(Hay menos agua potable, ríos limpios, árboles, bosques, comida sana)</i></p>	<p>and responsible citizen.</p>		<p><i>houses, streets, crime</i></p> <p><i>... less drinking water, clean rivers, trees, forests, healthy food</i></p>
<p>5.1.1. Evaluate the importance of learning foreign languages.</p>	<p>5.2.1. Appreciate the importance of other world languages.</p>	<p>5.. Understand and appreciate the importance of world languages within our global community.</p>	<ul style="list-style-type: none"> • State the usefulness of foreign language learning. [5.1.1] • Recognize the importance of world languages. [5.1.1]

Primary School Curriculum

Spanish

Standard 5

SPANISH: STANDARD 5

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>1.1.1. State their nationality and that of others in Spanish.</p> <p><i>¿Cuál es tu nacionalidad?</i> (<i>Soy trinitario/Soy trinitaria, Soy tobaguense</i>)</p> <p><i>¿Cuál es su nacionalidad?</i> <i>Es trinitario/Es trinitaria, tobaguense,</i> <i>americano/americana,</i> <i>jamaicano/jamaicana,</i> <i>español/</i> <i>española, venezolano/ venezolana)</i></p>	<p>1.2.1. Feel a sense of belonging to their country.</p> <p>1.2.2. Develop a sense of identity.</p>	<p>1.. Demonstrate a growing sense of patriotism to their nation, and respect for other nations.</p>	<ul style="list-style-type: none"> • State their nationality and those of four other countries. [1.1.1] <i>- I'm Trinidadian, Tobagonian</i> <i>- He/ She is Trinidadian/Tobagonian/ American/Jamaican/Spanish/Venezuelan.</i> • Identify the flag of their country and those of selected Spanish-speaking countries in the Caribbean. (<i>Venezuela, Cuba, Puerto Rico, Colombia, Panama,</i>
<p>1.1.2. Recognize flags of selected Spanish-speaking countries. (<i>Venezuela, Cuba, Puerto</i></p>	<p>1.2.3 Be respectful of other nations of the world.</p>		

SPANISH: STANDARD 5

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p><i>Rico, Colombia, Panamá, México)</i></p>			<p><i>Mexico) [1.1.2]</i></p> <ul style="list-style-type: none"> • Display behaviour that is consistent with patriotism and respect for other countries. [1.1.1;1.1.2]
<p>2.1.1. State in Spanish selected items of clothing that they wear. <i>¿Qué llevas?</i> (<i>Llevo uniforme, pantalones, camiseta, camisa, falda, vestido.</i>)</p> <p>2.1.2. Recognize typical Hispanic wear <i>¿Qué traje típico es?</i> (<i>el bolero, la mantilla, el poncho, el sombrero</i>)</p>	<p>2.2.1. Engage in exploration of language through comparing words of different languages.</p> <p>2.2.2. Be aware and appreciative of Hispanic culture.</p>	<p>2.. Engage in conversations using simple Spanish structures.</p>	<ul style="list-style-type: none"> • State in Spanish selected items of clothing that they wear. [2.1.1] <i>I wear a uniform, pants, t-shirt, shirt, skirt, dress.</i> • Read and recite the Spanish words for selected Hispanic wear. [2.1.2] <i>(bolero, mantilla, poncho, sombrero)</i> • Recognize selected Hispanic wear (as above). [2.1.2] • Make descriptive statements about their height and size, in Spanish. [2.1.3] <i>I'm tall, short, slim, fat, medium sized</i>

SPANISH: STANDARD 5

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
<p>2.1.3. Describe their physical appearance (height, size) in Spanish. <i>¿Cómo eres?</i> (<i>Soy alto/alta, Soy bajo/baja, Soy delgado/delgada, Soy gordo/gorda, Soy mediano/mediana</i>)</p>	<p>2.2.3. Develop a sense of identity.</p>		<ul style="list-style-type: none"> Engage in exploration of Spanish and Hispanic culture. [2.1.2; 2.1.3]
<p>3.1.1. Communicate in Spanish using various media.</p>	<p>3.2.1. Be respectful as they communicate with others.</p> <p>3.2.2. Be safe and responsible as they interact with others</p>	<p>3. Use their knowledge of Spanish to engage in safe, responsible and respectful communication with others, both within and outside of their country.</p>	<ul style="list-style-type: none"> Communicate with others in their country who are learners of Spanish via hand-written letters, email, phone, text, video chat. [3.1.1] Open lines of oral communication with students from Spanish-speaking countries. [3.1.1] Display safe, responsible and respectful

SPANISH: STANDARD 5

CONTENT/SKILLS	DISPOSITIONS	OUTCOMES	ELABORATION
	using various media. 3.2.3. Be enthusiastic about forming links with others.		practices as they interact with others. [3.2.2]

INTERIM