

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: SOCIAL ISSUES

AREA OF STUDY OUTCOMES

Pupils should:

SL2.a Use speech effectively and appropriately in a variety of situations.

SL1.a Interpret and respond appropriately to messages conveyed through visual images and tone of voice.

SL1.b Interpret body language and gestures.

SL4.a Interpret simple forms, notes, messages, and follow instructions, and directions.

SL4.d Discriminate between fact and fiction.

SL4.c Identify main ideas and supporting details.

Recommended time: 4 weeks

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching/learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
• Short stories • Newspaper articles • Excerpts • Opinion • Children's experiences	<u>Reading</u> – Excerpts from newspapers/books <u>Listening and viewing</u> – Spanish material with illustrations, videocassettes, talk shows, radio/TV. news, guest speakers. e.g. Personnel from NOPCA, POLICE, NDACC. Experiences <u>Writing</u> – Experiences, opinions, write about illustration of social issues. <u>Speaking</u> – Opinion based on Spanish/English literature. • Conversation • Discussion • Report on case studies by groups Role-play real life scenarios.	• Poster contest • Dramatization • Observation • Oral presentation • Report • Interpretation and translation of literature.

AREA OF STUDY: SPANISH LANGUAGE**Upper Division – STD 5****UNIT/THEME: SOCIAL ISSUES**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL1.c Select material for recreational reading based on personal preferences. EL1.d Apply functional reading skills in the selection, reading and interpretation of text. EL2.a Respond sensitively and appropriately to auditory and visual stimuli. EL3.a Produce written work that demonstrates proper mechanics and proficiency in the conventions of writing. EL3.c Demonstrate the ability to write for a full range of purpose. EL4.b Use speech for self-fulfillment and aesthetic satisfaction. EL4.c Use body language to compliment speech. H1.c Cope responsively with the physical and emotional changes of puberty. H1.d The consequences of dangerous situations and unsafe practices, and how to respond to those consequences. H3.a Recognize measures taken and resources employed to control the spread of common diseases including STDs and AIDS. WT1.a Identify a simple problem/need. WT1.c Construct a simple device to meet a need/solve a problem. ST8.b The effects of society on the environment and the need to conserve and protect it.	English/Spanish literature. Resource personnel from NOPCA, NDACC, etc. Videos. Tape-Recorder/cassettes.

AREA OF STUDY: SPANISH LANGUAGE

Upper Division _ STD 5

UNIT/THEME: ENVIRONMENT OUR COMMUNITY

AREA OF STUDY OUTCOMES

Pupils should:

- SL4.b** Demonstrate the ability to read using correct pronunciation, intonation and stress.
- SL1.a** Interpret and respond appropriately to messages conveyed through visual images and tone of voice.
- SL3.a** Demonstrate the ability to punctuate and capitalize written work.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching / learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Time limit: 3 weeks <u>Listening & Viewing</u> - Picture discussion. e.g. Polluted areas, reserves. - Adjectives - Nouns - Phrases - Reports - Vocabulary <u>Reading</u> - Reports - Short passages <u>Speaking</u> - Interviews, dialogues, debate, reports, skits, poems.	<u>Listening and viewing</u> - Pictures, use posters, videotapes. - News report (TV. & radio) - Oral discussions, field trips guest speakers, resource personnel. <u>Reading</u> - Clipping (magazines, newspapers). - Reading short passages. <u>Speaking</u> - Resource personnel, group discussion, reciting poems. <u>Writing</u> - Brainstorming, sentence construction. - Sharing life experiences.	- Writing short paragraphs based on field trips. - Give personal recommendations. - Class presentation. - Dramatization (role play). - Construction of models. - Make logos, flyers. - Poster competitions. - Poetry competitions.

AREA OF STUDY: SPANISH LANGUAGE

Upper Division _ STD 5

UNIT/THEME: ENVIRONMENT OUR COMMUNITY

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Writing</u> • Sentences (punctuation, Capitalization). • Short paragraphs. • Translation, ideas.		

AREA OF STUDY: SPANISH LANGUAGE

Upper Division _ STD 5

UNIT/THEME: ENVIRONMENT OUR COMMUNITY

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
ST8.b The effects of society on the environment and the need to conserve and protect it. M4.b Predict the likely occurrence of an event, through logical reasoning, based on trends. M5.a Collect, analyze and interpret data and predict probable outcomes EA1.a Sing simple harmony. EA1.f Demonstrate the ability to choreograph and/or perform movements to various forms of music. H3.a Recognize measures taken and resources employed to control the spread of common diseases including STDs and AIDS. H4.a Participate in physical activity for sport, leisure and health. WT5.a How industrial sectors contribute to the wealth of the nation.	Magazines Video tapes First hand experiences Television Radio Newspaper Pictures Resource personnel

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: COMMUNICATIONS

AREA OF STUDY OUTCOMES

Pupils should

- SL1.a** Interpret and respond appropriately to messages conveyed through visual images and tone of voice.
- SL2.a** Use speech effectively and appropriately in a variety of situations.
- SL3.b** Demonstrate unity and coherence in their writing.
- SL4.a** Interpret simple forms, notes, messages, and follow instructions and directions.
- SL4.b** Demonstrate the ability to read using correct pronunciation, intonation and stress.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching/learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended time: 2 – 3 weeks <u>Description:</u> • Past and present means of communication. • Discussion. • Dialogues. • Read stories. • Write paragraphs & letters. • Reports on modern technology. • Use of mechanics of language.	<u>Pupils will:</u> <u>Speaking</u> • Translation • Pronunciation • Brainstorm • Vocabulary • Phrases • Sentences • Definition <u>Writing</u> • Write letters. • Share information (pen-friends, notes, memos) (me fui con papá).	• Presentations • Spellings • Pronunciations • Booklets • Posters • Sending E-mail in Spanish.

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: COMMUNICATIONS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Listening/viewing</u> • Photographs • TV. and radio • Program • Telephone • Computer • Dialogue • Appreciation for modern technology (telephone, computer, fax machines etc). • The use of mechanics of the language.	<u>Listening and Viewing</u> • Audio recording • Viewing videos <u>Reading</u> • Magazines • Newspaper • Advertisements	

AREA OF STUDY: SPANISH LANGUAGE**Upper Division – STD 5****UNIT/THEME: COMMUNICATIONS**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL3.a Produce written work that demonstrates proper mechanics and proficiency in the convention of writing. EL4.a Use speech (English) effectively and appropriately in a variety of situations *(for a variety of functional tasks). EL4.b Use speech for self-fulfillment and aesthetic satisfaction. EL1.c Select material for recreational reading based on personal preference. M3.b Use and convert money based on its relative value and its use in financial transactions. M3.c Apply algebraic expression to solve problems. M4.a Make and apply reasonable approximations by observing and/or using factual data based on meaningful references. SS5.b Other cultures of the world in relation to the Belizean culture.	Pictures of old/new types of communications. Apparatus (cars, telephone etc.). Real things (possible). Clipping pictures from magazines, computers, resources (person).

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: INDIVIDUAL RIGHTS, RESPONSIBILITIES, LAW & ORDER.

AREA OF STUDY OUTCOMES

Pupils should

SL4.b Demonstrate the ability to read using correct pronunciation, intonation and stress.

SL3.a Demonstrate the ability to punctuate and capitalize written work.

SL1.a Interpret and respond appropriately to messages conveyed through visual images and tone of voice.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching/learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Time limit: 3 weeks</u> <u>Listening & viewing</u> • Reports • Speeches • Oral presentations • Fill-in strips <u>Speaking/ Reading</u> • Pronunciation • Intonation • Clarity • Fluency • Advertisements • Flyers • Role play	<u>Listening & viewing</u> • Guest (police officer, human rights, human officer, Social Development Officer). • Puppets. • /Brainstorming. <u>Speaking/Reading</u> • Report. • Oral discussion. • Dialogue. • Puppets/dramatization. • Role-play. • Class presentations. • Poems, brainstorming.	• Interview • Dialogues • Dictation • Translation (English to Spanish) • Quizzes • Booklets • Journals • Diaries • Role play • Dramatization • Matching

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: INDIVIDUAL RIGHTS, RESPONSIBILITIES, LAW & ORDER.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Writing</u> • Invitations. • Letters. • Card for special occasions. • Logos. • Posters. • Messages, notes, memos. • Agenda. • Journal.	<u>Writing</u> • Short phrases. • Sentences – meaning. • Vocabulary words. • Completing statements. • Writing, advertisements. • Logos, notes. • Agenda, poems. • Journals, songs, letters • Short summaries.	

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: INDIVIDUAL RIGHTS, RESPONSIBILITIES, LAW & ORDER.

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL4.a Use speech (English) effectively and appropriately in a variety of situations *(for a variety of functional tasks).	Leaflets
EL4.b Use speech for self-fulfillment and aesthetic satisfaction.	Posters
H1.d The consequences of dangerous situations and unsafe practices, and how to respond to those consequences. (Make responsible choices).	Magazines
SS1.c Understand the transformation of Belize from a colony to an independent nation.	Speakers
SS3.a The major features of central and local government in Belize.	Videos
	News papers
	Pictures
	Charts
	Flip charts
	Activity cards

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: CULTURE (ETHNIC GROUPS).

AREA OF STUDY OUTCOMES

Pupils should:

- SL1.a** Interpret and respond appropriately to messages through visual images and tone of voice.
- SL1.b** Interpret body language and gestures.
- SL2.a** Use speech effectively and appropriately in a Variety of situations.
- SL3.b** Demonstrate unity and coherence in writing.
- SL4.b** Demonstrate the ability to read using correct Pronunciation, intonation and stress.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching /learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Time limit: 3 weeks Topic: Picture discussion. <u>Skill:</u> • Speaking • Tools • Food • Clothing • Fruits • Means of transportation. Picture descriptions • Adjectives • Group activities	Speaking: naming tools, food, fruits, clothing, means of transportation. e.g. la llave. el maíz. la blusa. • Describing pictures/objects. La llave nueva. el maíze verde. La blusa azul. La carreta vieja. Relate folkloric stories e.g. Anansi, Xtabai Recite poems Sing songs e.g. La cucaracha	• Pronunciation of words. • Naming objects. • Use of sentences. • Matching. • Recitations. • Singing (Humming). • Rhyming words. • Writing words, sentences stories. • Use of gestures. • Comprehension (oral written).

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: CULTURE (ETHNIC GROUPS).

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Express feelings and opinions. Stories -Folklore Poems – Identify feeling Song Children's questions and participation. <u>Listening & Viewing</u> • Stories • Poems • Songs • Puppet shows <u>Reading</u> • Pictures/words • Short sentences • Recipes • Poems • Songs • Stories	<u>Listening & viewing</u> • Listening to stories (tape recorder). • Recite poems using gestures. • Imitate words in songs. • Puppet shows using different characters. <u>Reading:</u> • Read pictures; names of objects. • Read short sentences. • Follow recipes • Recite poem. • Read stories. • Sing songs from booklets.	

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: CULTURE (ETHNIC GROUPS).

AREA OF STUDY OUTCOMES

Pupils should:

- SL4.b** Demonstrate the ability to read using correct pronunciation, intonation and stress.
- SL4.c** Identify main ideas and supporting details.
- SL4.d** Discriminate between fact and fiction.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching / learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Writing</u> • Names of pictures/objects. • Sentences • Poems • Stories • Recipes	<u>Writing</u> : writing names of pictures/objects Matching words to pictures. *** Writing short poems, riddles, rhyming words, sentences. Writing short stories (booklets). e.g. El Negrito, La Sucia, Tataduende. Make a collection of recipes from different Ethnic groups.	Booklets

AREA OF STUDY: SPANISH LANGUAGE**Upper Division – STD 5****UNIT/THEME: CULTURE (ETHNIC GROUPS).**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
SS1.a How the social-economic-political conditions existing in pre-European times influenced later developments in Belize.	Pictures Objects Stories Poems Songs Riddles Cassettes Flash cards Tape recorder Resource personnel. Puppets Costumes
SS1.b The social-political-economic transformation of Belize from a slave society to a “free” society.	
SS5.a How the different ethnic groups interact with one another and the culture changes that have occurred over time.	
SS5.b Other culture of the world in relation to the Belizean culture.	
M4.b Predict the likely occurrence of an event through logical reasoning, based on trends.	
M5.a Collect, analyze and interpret data and predict probable outcomes.	
M5.b Apply the concept of “sets” to practical situations.	
ST8.b The effects of social on the environment and the need to conserve and protect it.	
EA1.a Sing simple harmony.	
EA1.b Identify and produce rhythmic patterns, including syncopation.	
EA1.c Identify and produce different style of music.	
EA1.e Explore and experiment with styles, methods and techniques that has been used to create artistic representations.	
EA1.f Demonstrate the ability to choreograph and/or perform movements to various forms of music.	

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: GOVERNMENT: CONSTITUTION LEADERSHIP (LOCAL GOVERNMENT)

AREA OF STUDY OUTCOMES

Pupils should:

- SL1.b** Interpret body language and gestures.
- SL2.a** Use speech effectively and appropriately in a Variety of situations.
- SL3.b** Demonstrate Unity & Coherence.
- SL4.3** Identify main ideas supporting details.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching / learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Constitution (Speaking) oral discussions. • Dialogue (conversation, questioning). • Introduction; -Greeting. • Group activities (team work, peer teaching). <u>Listening & viewing:</u> Real life experiences. • Nationalities. • Court Hearing at magistrate court Role playing (Rights and responsibilities Speeches).	• Discuss different kinds of citizenship. • Self-introductions. e.g. Mi nombre es ... Vivo en ... Soy ... • Interviews. • Visits: magistrate court session. • Listen to talk or speeches. Role playing- Rights of children. Dramatizing court sessions.	• Pronunciation. • Usage of vocabulary, words and phrases.

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: GOVERNMENT: CONSTITUTION LEADERSHIP (LOCAL GOVERNMENT)

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Writing</u> • Interviews • Journal entries • Job application forms (vacancies). • Sentence completion. Leadership: <u>Speaking</u> • Oral discussions • Responsibilities • Interviews • Dialogues • Directions <u>Reading</u> • Vocabulary words • Sentences • Comprehension	Fill in documents/forms. • Writing on personal experiences. • Complete sentences. • Match simple sentences. • Speak about responsibilities of local government. • Interview personnel. • Role play (duties). • Give directions orally. • Reading sight word/sentences. • Read from poster, booklets, and signs.	• Completion of form (Spanish). • Complete sentences. • Writing sentences. Oral questions • Pronunciations/intonation. • Oral answering of questions.

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: GOVERNMENT: CONSTITUTION LEADERSHIP (LOCAL GOVERNMENT)

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Listening/viewing</u> • Speeches • Field trips/visits	• Listen to talks and speeches, presentations.	• Summarizing • Reporting

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: GOVERNMENT: CONSTITUTION LEADERSHIP (LOCAL GOVERNMENT)

AREA OF STUDY OUTCOMES

Pupils should:

SL4.a Interpret simple forms, notes messages and follow Instructions and directions.

SL4.b Demonstrate the ability to read using correct pronunciation, intonation and stress.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching / learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
<u>Reading</u> • Vocabulary words. • Personal data. • Posters <u>Writing</u> • Documents • Vocabulary words • Sentences (basic rights in simple languages).	Reading sight words • Read forms • Read from posters Fill in forms • Write sight words. • Spell sight words. • Write sentences.	

AREA OF STUDY: SPANISH LANGUAGE**Upper Division – STD 5****UNIT/THEME: GOVERNMENT: CONSTITUTION LEADERSHIP (LOCAL GOVERNMENT)**

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
H2.a Way to effectively maintain and improve the environment, and how the state of the environment affects human well being. SS1.c Understand the transformation of Belize from a colony to an independent nation. SS3.a The major features of central and local government in Belize. SS3.b Understand the process used by the government of Belize in conducting the business of the people. WT3.a The elements which contribute to the effectiveness of the work people do. M3.b Use and convert money based on its relative value and its use in financial transactions. M5.a Collect, analyze and interpret data and predict probable outcomes. M5.b Apply the concept of “sets” to practical situations. ST8.b The effects of society on the environment and the need to conserve and protect it.	Students Booklets (Human Rights) Constitution booklets (Cartoon form) Resource personnel

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: MAYA RUINS

AREA OF STUDY OUTCOMES

Pupils should:

- SL1.a** Interpret and respond appropriately to messages conveyed through visual images and tone of voice.
- SL1.b** Interpret body language and gestures.
- SL4.b** Demonstrate the ability to read using correct pronunciations, intonations and stress.
- SL4.c** Identify main ideas and supporting details.
- SL4.d** Discriminate between facts and fiction.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching/learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Time: - 4 weeks Advertisements Vocabulary Translation Documental Dialogues Picture discussion Conversation Vocabulary Comprehension Poetry	<u>Listening and viewing</u> - Playing recordings. - Reading clippings. - Listening vocab, translations, associating. words, repeated recording to select vocabulary, field. trips <u>Speaking</u> - Role-playing, explaining pictures. - Verbal invitations. - Conversations. <u>Reading and writing</u> - Reading vocabulary words. - Reading poems, articles. - Answering short questions.	- Oral recall of vocabulary. - Oral translation of words. - Group presentations. - Individual presentations. Proper use of vocabulary. Proper pronunciation. - Writing one-word answers. - Multiple choices. - Oral answers.

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: MAYA RUINS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
SS5.b Other culture of the world in relation to the Belizean culture. SS5.a How the different ethnics groups interact with one another and the culture changes that have occurred over time.	Television Video tape Radio Brochures Pictures Newspapers Pamphlets Resource personnel Recording Relic & Artifacts

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: TOURISM

AREA OF STUDY OUTCOMES

Pupils should:

- SL1.a Interpret and respond appropriately to messages conveyed through visual images conveyed through visual Images and tone of voice.**
- SL1.b Interpret body language and gestures.**
- SL2.a Use speech effectively and appropriately in a variety of situations.**
- SL3.a Demonstrate the ability to punctuate and capitalize written work.**
- SL3.b Demonstrate unity and coherence in their writing.**
- SL4.a Interpret simple forms, notes, messages, and follow instructions and directions.**
- SL4.b Demonstrate the ability to read using correct pronunciation, intonation and stress.**
- SL4.c Identify main ideas and supporting details.**
- SL4.d Discriminate between facts and fiction.**

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching /learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Time limit: 4 weeks • Picture discussion • Dialogue • Field trips • Tenses – present, past, future	<u>Listening & Viewing</u> • Video presentation followed by q & a. • Listening to recorded dialogues, role play conversations/use puppets • Visit place of interest • Report on trips (using tenses) • Interview tourists	• Observation of children's participation (recorded) • Questions based on recorded dialogues • Presentation (group or individual) • Dramatization • Checklist • Role play • Matching • Unscrambling words & sentences

AREA OF STUDY: SPANISH LANGUAGE**Upper Division – STD 5****UNIT/THEME: TOURISM**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
• Debates • Interviewing • Dramatization & role playing • Introduction • Conversation • Reporting • Type of sentences (4 main types – use) • Capitalization of sentences • Personal experiences • Short descriptions • Stories and poetry	<u>Speaking</u> • Debate the pros and cons of tourism • Create a checklist & use to interview person related/involved with tourism. e.g. Tourist quite, hoteliers, etc. • Dramatize divergent role. e.g. Tourists, hoteliers, waiter, etc. • Introduce people to tourists or vice versa. • Pick topics of interest for class conversation & reporting <u>Writing</u> • Write reports from topics of interest • Identify kinds of sentences from reports written in class • Choose excerpts from reading material on Tourism to deduce punctuation rule for the different type of sentences • Write short description on touristic sites. e.g. barrier reef, Maya ruins, etc. • Create poems based on theme.	• Writing & punctuate sentences (according to their use) • Labeling • Descriptive paragraph writing & poems • Oral & written translation exercises

AREA OF STUDY: SPANISH LANGUAGE**Upper Division – STD 5****UNIT/THEME: TOURISM**

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
• Picture reading/vocab deo. • Simple notes & short ads. • Short stories • Cardinal directions • Excerpts from reading materials • Comprehension	<u>Reading</u> • collection of pictures depicting attractive touristic sites for children to interpret. • Real advertisement & notes prepared by peers. And from magazines, newspapers, etc. • Real short stories from selected reading materials & answer questions based on materials. • Give cardinal directions of different tourist sites in relation to their school or community. • Translation of basic vocabulary word related to theme. e.g. Centro turístico – tourist center Tourist attraction – atracción turística etc.	

AREA OF STUDY: SPANISH LANGUAGE

Upper Division – STD 5

UNIT/THEME: TOURISM

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
	Video tapes & players Puppets Question cards Pictures, postcards Resource persons Sentence strips Checklists Touristic charts & packages Magazines, newspapers Spanish/English dictionary Recorded radio program or news on area of interest of radio & TV. advertisements Atlases, compasses, field trips.

AREA OF STUDY: SPANISH LANGUAGE

UNIT/THEME: OCCUPATION

AREA OF STUDY OUTCOMES

Pupils should:

- SL1.a Interpret and respond appropriately to messages conveyed through visual images and tone of voice.
- SL1.b Interpret body language and gestures
- SL2.a Use speech effectively and appropriately in a variety of situations.
- SL3.a Demonstrate the ability to punctuate in their writing
- SL4.a Interpret simple forms, note, messages, and follow instructions and directions.
- SL4.b Demonstrate the ability to read using correct pronunciation, intonation and stress.
- SL4.b Identify main ideas and supporting details.
- SL4.d Discriminate between facts and fiction.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching/learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended time: 3 – 4 weeks • Conversation • Short messages/notes • Picture discussion • Jumbled sentences and pictures (matching) • Advertisements/vacancies • Real life situations • Personal data/name, age, date of birth • Biographies • Introductions of people • Interviews	<u>Reading</u> Short messages notes • Picture reading/discussion • Vacancies in the news paper • Job application forms • Filling in personal data biographies <u>Listening/viewing</u> • Songs • Buying and selling e.g. at the market • Visual to a work place e.g. factory • Skits/role-play/miming • Advertisements	• Translation • Matching • Retelling • Summarizing • Comprehension • Presentation of completed form • Observation • Reporting

AREA OF STUDY: SPANISH LANGUAGE

UNIT/THEME: OCCUPATION

CONTENT ORGANIZED INTO MANAGEABLE SETS	<u>SUGGESTED TEACHING/LEARNING STRATEGIES</u>	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<u>Writing</u> • Filling in application form. • Focus on filling in personal data, punctuation spelling. • Describing different occupations. <u>Speaking</u> • Dialogue. • Interviewing. • Introducing people.	

AREA OF STUDY: SPANISH LANGUAGE

UNIT/THEME: OCCUPATION

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
EL1.d Apply functional reading skills (including comprehension skills) in the selection, reading and interpretation of texts. EL2.a Respond sensitively and appropriately to auditory and visual stimuli EL4.c Use body language to compliment speech. WT3.a The element that contribute to the effectiveness of the work some people do.	Personnel (carpenter, farmer) Pictures Recorder music Video tapes News paper

AREA OF STUDY: SPANISH LANGUAGE

UNIT/THEME: BELIZE RED CROSS

AREA OF STUDY OUTCOMES

Pupils should:

- SL1.a Interpret and respond appropriately to messages conveyed through visual images and tone of voice.
- SL1.b Interpret body language and gestures
- SL2.a Use speech effectively and appropriately in a variety of situations.
- SL3.a Demonstrate the ability to punctuate in their writing
- SL4.a Interpret simple forms, note, messages, and follow instructions and directions.
- SL4.b Demonstrate the ability to read using correct pronunciation, intonation and stress.
- SL4.c Identify main ideas and supporting details.
- SL4.d Discriminate between facts and fiction.

CROSS-CURRICULAR OUTCOMES

The Cross-Curricular Outcomes that would apply will be determined by the resources and strategies/activities used by the teacher during the teaching/learning process.

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
Recommended time: 3 – 4 weeks - Talk reports (news items, announcement messages). - Letters - Debates - Biographies - Simple instructions & commands. - Dramatizations/Role play. - Vocal deo - Creative writing.	<u>Listening and viewing</u> - Red Cross volunteers to address class. - Collect news, announcements & messages & report to class. - Oral discussion. - Follow instructions & commands. <u>Speaking</u> - Participate in debates. - Dramatize/Role-play. - Read creative items aloud. - Use vocabulary words in oral sentences.	- Questions and answers. - Presentation. - Participation on oral discussions. - Dramatize & role-play. - Observation of children's input in debate. - Checklist. - Sentence construction orally & written. - Matching. - Write letters, stories & sentences.

AREA OF STUDY: SPANISH LANGUAGE

UNIT/THEME: BELIZE RED CROSS

CONTENT ORGANIZED INTO MANAGEABLE SETS	SUGGESTED TEACHING/LEARNING STRATEGIES	SUGGESTED STRATEGIES/ACTIVITIES FOR ASSESSMENT
	<u>Reading</u> • Newspaper or magazine articles • Biographies • Real life stories • Vocabulary words • Pronounce vocab words correctly <u>Writing</u> • Letters • Biographies • Stories • Sentences using vocab words	

AREA OF STUDY: SPANISH LANGUAGE

UNIT/THEME: BELIZE RED CROSS

LINKAGES/CONNECTIONS	RECOMMENDED RESOURCES: TEACHER/STUDENT
	Guest speakers Newspapers, magazines, etc. Radio & TV. programs Costumes Checklist