



MINISTRY
OF
EDUCATION, YOUTH & INFORMATION
Every Child Can Learn, Every Child Must Learn

NATIONAL STANDARDS CURRICULUM GUIDE ENRICHMENT WINDOW

SPANISH

GRADES 1-6





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I N T R O D U C T I O N

The proximity of our Spanish neighbours has played a major role in the recognition of Spanish as an important language to Jamaicans. In recent times, the concept of how much Spanish is needed by the Jamaican student has changed significantly. The Language Policy (2001 Draft) of the Ministry of Education, Youth and Information, Jamaica, states the following:

- “The Ministry of Education Youth and Culture recognizes...Spanish as the official foreign language, owing to the geographic location of the country.”
(Page 22-23)
- Spanish should be regarded as the official foreign language. Therefore, all children should be exposed to the foreign language.” (Page 23)

These statements indicate the intention of the government to offer support and move in the direction indicated. Spanish must now serve more functional uses than formerly, and the idea of communicative Spanish, is one perspective which must be considered seriously in the development of new curricula at both secondary and primary levels.

RATIONALE FOR SPANISH AT THE PRIMARY LEVEL

There exists in Jamaica a bilingual situation where Standard Jamaican English (SJE) and Jamaican Creole coexist. Most children come to school at the primary level more fluent in Jamaican Creole than in SJE. Nevertheless, their ideal time to study foreign languages is at the early levels of education owing to the fact that:

- Introduction of Spanish as a foreign language at the early level is easily assimilated with very little interference of the mother tongue; children are also more likely to develop native speaker competence.
- Acquisition of Language Arts skills can be taught simultaneously for English and Spanish without confusing the children.
- The learning of a foreign language reinforces the acquisition process of English as the target language being taught in schools.
- When children study languages with music and drama (which are the most effective techniques for language learning and teaching at this stage) they become more aware of language innuendos, like stress and pronunciation patterns, word order.
- With the emphasis of globalization, and the implications for preparing a workforce for a regional and worldwide market, it is imperative that students achieve a far more functional knowledge of Spanish as a foreign language than in former years.

Antecedents:

1. There is a CARICOM Curriculum that was developed with the participation of countries in the region and spearheaded by the University of the West Indies in close collaboration with CARICOM and the University of Chile, that produced a common platform for all countries in the region to use as a common platform and to build their national programs, based on their realities and capabilities.
2. There is a non-edited version of a National Primary Spanish Curriculum, (2004) that served as a foundation for the development of this version.

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The curriculum of any country informs all aspects of operations and helps to shape the intellectual, social, psychological and spiritual dimensions of our society. By its design, the National Standards Curriculum (NSC) clearly conveys the knowledge, skills and attitudes deemed by our society as critical to addressing Jamaica's current realities. It is expected that as teachers and students interact efficiently with the curriculum that a culture of communication, collaboration, creativity and thinking critically will be honed.

Through the implementation of the NSC, education in Jamaica is being reframed and re-positioned as customized, diverse, relevant, equitable, outcomes-based, and inclusive. Significantly, this approach will signal the introduction of the Alternative Pathways to Secondary Education (APSE), Spanish and Resource and Technology at the Primary level, the integration of the Science Technology Engineering and Mathematics (STEM) methodology and a greater utility of Information and Communication Technology (ICT) tools to facilitate improved outcomes. Since there is no one subject that can be relied on to meet all the needs of our children as each child differs in learning style preferences, abilities, background and so on, schools are expected to use the curriculum to schedule learning episodes that allow all children to creatively express themselves through the Creative Art Forms; think critically in the context of the Exploratory Core areas; practice behaviours that lead to spiritual, physical, emotional and social well-being through Enrichment activities and demonstrate productive capabilities by working collaboratively on projects in settings with a Problem Solving/Work-Based focus, using the standards and principles of Resource and Technology.

The Ministry of Education, Youth and Information will continue to support our schools in the implementation process through the provision of continued training opportunities for school leaders and teachers, improved physical infrastructure and the provision of the necessary teaching/ learning resources to support pedagogy. We look forward to the support of all our stakeholders- members of the community, members of school boards, principals and teachers in ensuring a successful implementation of the NSC.

The Honourable, Karl Samuda, CD, MP

Minister of Education, Youth and Information (Acting)



I fully endorse the National Standards Curriculum (NSC) as being pivotal to advancing the education of our Jamaican children. The broad focus on critical thinking, collaboration, creativity and communication is indeed very critical in equipping young Jamaicans with the requisite twenty-first century skills as we seek to advance the achievement of Jamaica's Sustainable Development Goals by 2030. There is no denying that quality education is one of the most powerful and proven tools for the sustainable development of any country, and that through the re-alignment and re-scoping of the national curriculum, Jamaica is well on its way to ensuring that our goals are not just symbolic but are a reality lived by all Jamaicans, particularly our youth.

The NSC is on the cutting edge of curriculum design and represents the shift from a content-based focus to a competency-based one where skills and attitudes are placed at the forefront. This approach should ensure that our youth are fully equipped with a combination of the essential knowledge, skills and attitudes to be successful in every aspect of their lives. Users of the curriculum will be pleased to find the utilization of a Pathway Approach to Education with an emphasis on the integration of the Science, Technology, Engineering and Mathematics (STEM) Methodology, Information and Communication Technology (ICT), the Creative Arts and the Technical and Vocational areas. The provision of alternative pathways for our learners, supported by learning coaches/ special needs educators is a significant achievement for the MoEYI and our ongoing support for this area concretizes our belief that every child can indeed learn.

The production of this curriculum document is not an indication that our journey has ended; rather it is a signal that we have advanced the very dynamic and obligatory process of the transformation of our education system. I anticipate the support of all our stakeholders in ensuring the curriculum implementation process is without major challenges.

The Honourable, Alando Terrelonge, MA, MP

State Minister in the Ministry of Education, Youth & Information



It was the mandate of the Curriculum Units of the Ministry of Education, Youth and Information to spearhead the crafting of a new curriculum for the nation, in keeping with international standards, global trends in the educational landscape and societal goals and aspirations. The mandate had several facets: to establish clear standards for each grade, thereby establishing a smooth line of progression between Grades from 1 to 9; to reduce the width, complexity and amount of content; to build in generic competencies such as critical thinking across the subjects; to ensure that the curriculum is rooted in Jamaica's heritage and culture; to make the primary curriculum more relevant and more focused on skills development, and to ensure articulation between primary and secondary curricula, especially between Grades 6 and 7. To achieve this, the MoEYI embarked on an extensive process of panel evaluations of the existing curricula, consultation with stakeholders, (re)writing where necessary and external reviews of the end products.

Today, we are indeed proud that, the curriculum development teams have succeeded in crafting a curriculum which has met these expectations. Under the National Standards Curriculum (NSC) focus will be given to project-based and problem-solving learning, with an integration of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies across the system. Learners will benefit from more hands-on experiences which should enhance the overall learning experience and cater to the different kinds of learners in our classroom. In addition, they will be exposed to work-based learning opportunities that will help them become productive citizens of Jamaica and the world at large.

It is anticipated that as school administrators and teachers system-wide implement the National Standards Curriculum that improvements will be evident in the general academic performance, attitude and behaviour of our students.

We anticipate the participation of all our stakeholders in this process as we work together to improve the quality of life and prospects for all the children of Jamaica and to realize our mantra that *every child can, and must, learn*.

Dr. Grace McLean

Permanent Secretary , Ministry of Education, Youth & Information

M E S S A G E



Education is the means by which the society can re-create itself in future generations. Cognizant of this fact, the Ministry of Education, Youth and Information (MoEYI) has positioned the National Standards Curriculum (NSC) as an important avenue through which the identity of future generations can be positively impacted. Given its very vibrant and broad-based nature the NSC targets the holistic development of learners with a view to develop successful lifelong learners and confident and productive individuals who are deeply rooted in their culture, identity and citizenship.

In preparing the education system for the implementation of the NSC the MoEYI continues to offer ongoing training/coaching support for all the relevant stakeholders involved in the implementation, including school administrators, teachers, parents and students. We are also committed to provisioning the system with the resources needed to ensure a successful implementation, particularly in the context of the inclusive and differentiated approaches endorsed by the NSC. We will continue to work with our partners in ensuring the resources available to schools are fully aligned to the content and philosophical underpinnings of the NSC.

This is an exciting time for education in Jamaica. As we advance the curriculum implementation process, we aim to provide all our learners with access to the best education possible. However, we recognize that meaningful and sustainable progress can only be realized from the collaborative effort of all our stakeholders. So as we forge ahead with implementation we invite all our stakeholders to keep focused on our shared vision: “Every Child Can Learn; Every Child Must Learn”.

Capt. Kasan Troupe, Ed. D, JP

Chief Education Officer (Acting), Ministry of Education, Youth & Information

M E S S A G E



Fundamental to the Ministry of Education, Youth and Information's (MoEYI) core value is the belief that all learners deserve the opportunity to achieve their full potential in all facets of their lives (spiritual, moral, cultural, intellectual and physical). With its dynamic, inclusive approaches, the National Standards Curriculum (NSC) provides a clear and robust blueprint to provide our young Jamaicans with the opportunities, responsibilities and experiences to make this a reality.

The accomplishment of this curriculum cannot be attributed to the effort of one or two individuals. The MoEYI brought together a wide cross section of our stakeholders who contributed their diverse skills in creating curriculum documents that will facilitate high standards of learning and enhance the quality of instructional delivery. Our main mandates concerning the revision of the Curriculum included better alignment of the curriculum in the lower grades secondary grades with the Caribbean Secondary Examination Certificate (CSEC) examinations syllabus used in the upper secondary grades; developing progressive standards for all subject areas; prioritizing the 21st century skills of collaboration, critical thinking, communication and creativity; integrating STEM, the Creative Arts, the Enrichment Areas and ICT in the curriculum documents. It also promotes the use of learner-centred approaches across the various disciplines and creates a more inclusive learning environment by catering to diversity in our learners.

Additionally, Civics will return to be a discrete discipline, while Technical and Vocational Education and Training (TVET), and Spanish will be formally introduced at the Primary level. The Health and Family Life (HFLE) Curriculum has been reviewed and re-scoped to ensure alignment to the philosophy of the NSC and inclusion of all the relevant life skills needed by the 21st century learner.

It is with a deep sense of gratitude that I pay tribute to all the educators who have contributed to the timely development of this National Standards Curriculum which will invariably help all learners to maximize their potential.

Mrs Winnie Berry

Deputy Chief Education Officer,

Curriculum and Support Services, Ministry of Education, Youth & Information



The National Standards Curriculum (NSC) rests on the belief that all learners are endowed with the capabilities, gifts and talents to fulfil their divine purpose. These attributes are to be further enhanced or improved in a nurturing, inspiring and inclusive environment; one that caters to the whole person (soul, spirit and body - spiritual, emotional, social, physical and mental). As learners assume their roles and responsibilities individually and as communities of learning in such an environment, they become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators.

A curriculum design of this nature, calls for transformative change at the societal level (Elkind, 2004)¹ and not just at the school and classroom levels. This is a call for all stakeholders, as users of the curriculum, to adopt a critical -reflective and reflexive stance and join learners in the quest for meaning, purpose and stability as they help to shape the world. By integrating principles from various disciplines and their related methodologies, learners who interact with the curriculum are provided with enriching experiences, opportunities for creative expressions and authentic exploration of problems from a classical standpoint as well as in the context of workplace learning. This is due to the fact that the NSC recognizes the importance of each discipline in the problem solving process and in development.

Assessment as an element of the curriculum becomes primarily a learning process for charting progress through self-corrective measures that are informed by feedback from peers and teacher-facilitator. By providing assessment criteria statements in the curriculum, teachers are encouraged to facilitate learners functioning as self and peer assessors. This approach should see the learner developing self-direction with

the support of mentors and coaches and forming an intrinsic desire to succeed. These attributes prepare them to face high stakes assessment as problems to be confronted with courage, a sense of readiness, insight and creative prowess.

These features of the NSC have the potential to influence learners' profile as Jamaicans who are gratified by an identity of cultural excellence that embodies moral obligations, intellectual rigour, innovativeness, environmental stewardship and productivity. The curriculum echoes the sentiments of our National Anthem, National Song and Pledge and serves as rich and credible source of the values and virtues that are woven together to convey the Jamaican identity. I wish for our school administrators, teachers, students and other stakeholders much success as they work with the document.

Dr Clover Hamilton Flowers

Assistant Chief Education Officer, Core Curriculum Unit, Ministry of Education, Youth & Information

¹ Elkind, D. (2004). The problem with constructivism. *The Educational Forum*, 68(4), 306–12.

N S C G L O S S A R Y O F T E R M S

TERMS	DEFINITIONS/MEANINGS
Range of Content	Provides an overview of the concepts, knowledge, skills and attitudes that will be developed in a unit of study.
About the Unit	Gives a brief overview of the content, skills that are covered in the unit and the methodologies that are used. As well as the attitudes to be developed.
Standards	Statements that explain what all students are expected to know and be able to do in different content areas by the end of a course of study e.g. by the end of period spanning grades 4 – 9.
Attainment Targets	An attainment target is a desired or expected level of performance at the end of a course of work, within a given/specified teaching- learning period. Attainment targets identify the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each Grade. It is the standard that we expect the majority of children to achieve by the end of the grade.
Benchmarks	Behaviours students are expected to exhibit at different stages of development and age/ grade levels.
Theme/Strands	Unifying idea that recurs throughout a course of study and around which content, concepts and skills are developed.
Prior Learning	It is what students are expected to already know through learning and experience about a topic or a kind of text.
Specific Objectives	Specific objectives state what the student is expected to know or understand as a result of the learning experience. The specific objective is usually framed in the areas of the knowledge, skills and attitudes that the students are expected to achieve. Specific objectives tell us what the children will learn or will be taught.
Suggested Teaching/Learning Activities	A teaching/learning activity is an organised doing of things towards achieving the stated objectives. They are suggested activities that are crafted in a way to be an efficient vehicle which can move the student between what is to be learnt (objective) and what the student is to become (outcome).

TERMS	DEFINITIONS/MEANINGS
Key Skills	Indicate the important skills that students should develop during the course of a unit. Key skills are aligned to the suggested teaching and learning activities in the unit which are intended to develop the skill to which it is aligned. Included in the key skills are the 21st century skills such as critical thinking and problem solving, collaboration, communication and ICT.
Assessment	<p>An assessment is a determination of whether intended results have been achieved. This section of the curriculum speaks to both the product that will be judged as well as the criteria against which it will be judged. It must be noted that this section does not introduce new activities. Instead, it speaks to the judging of the suggested teaching and learning activities.</p> <p>Formal assessment may be conducted with the aid of instruments (e.g. via written test, portfolio) or by requiring students to complete assigned tasks (e.g. performance), and is usually recorded against a predetermined scale of grading. Informal assessment (e.g. via observation or spontaneous student expression) may also reveal important evidence of learning.</p>
Points to Note	This section provides technical information that must be considered in delivering the unit. It may also include information that provides additional explanation of key concepts that may be unfamiliar to the teacher as well as suggestions for infusion within the unit.
Extended Learning	These are opportunities for students to utilise the knowledge and skills they would have acquired in the unit in authentic situations/experiences.
Learning Outcomes	A learning outcome is a demonstration/ behavioural evidence that an intended result has been achieved at the end of a course of study. The learning outcome tells us if pupils have understood and grasped what they have been learning.
Links to other Subjects	Suggests opportunities for integration and transfer of learning across and within different subject areas.
Key Vocabulary	This section consists of a number of words/phrases that addresses the skills, topics and content that must be covered in the unit.

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P H I L O S O P H I C A L S T A T E M E N T

The increasing challenges of globalization have driven nations into accepting the critical role of foreign-language competence in response to the need for effective interaction among countries of different linguistic and cultural backgrounds. Several other factors including technological advancements, national security, socio-cultural, political and economic partnerships, account for the significance of foreign language study in recent times. It is therefore no longer considered an option but a necessity for the adequate preparation of Jamaican students to participate in this dynamic and pluralistic worldwide market. CARICOM Countries, in their response to the demands of this rapidly changing and highly competitive global environment, are engaging in technological transfer, international team-building, trade, tourism, and production optimization schemes. As such, language educational practices in Member States will have to be oriented towards fostering the communicative competence required by the “Ideal Caribbean Person” as defined by CARICOM in the Creative Productive Citizens for the Twenty-First Century.

As a foreign language, Spanish plays a crucial role in the preparation of our citizens to play their part in achieving our national goals within this globalized context. In accordance with the Jamaica’s Vision 2030 mandate, ‘The educated Jamaican will speak an additional language’ (Vision 2030 Jamaica National Development Plan-p.23), this curriculum prepares every student with the opportunity to develop his/her competence in listening and responding, speaking, reading and responding and writing, thus being able to participate in multi-lingual communities in Jamaica and abroad. To achieve this effectively, the Jamaican child ought to be prepared to participate in the foreign language learning at an early stage. It is widely believed that among the benefits are better cognitive skills, higher academic achievement and cultural enrichment.

There are two main considerations that strongly support an early start in foreign language learning. The first relates to the length of time necessary to attain foreign language proficiency. The other relates to the advantages of starting at an age when important optimal conditions exist in the child. This early start takes advantage of the ability of young learners to use their innate skills to motivate and orient new language learning processes. The advantages of an early start for language acquisition in the primary classroom provides a natural context for the assimilation and development of values such as, respect for self and others, mutual trust, caring and sharing / cooperation, tolerance, patience, responsible citizenship, loyalty to country, respect of property, accountability and conflict management. Additionally, the early teaching of a foreign language helps to develop an appreciation of differences and adaptability to new situations including cultural content.

The need for articulation from the primary to the secondary level of foreign language learning warrants the production of this curriculum guide that promotes progression from Grade One to Grade Nine. This progression facilitates continuity and also promotes cross-curricular links. These links serve to develop the students optimally and thus propel them into performing at the highest level when they are exposed to Caribbean Examinations Council's CSEC modern language programme and beyond.

The Spanish Language programme developed for the National Standards Curriculum (NSC) is embedded in the mantra of the Ministry of Education, Youth and Information that "Every Child can Learn and Every Child Must Learn." The curriculum encompasses the integration of teaching and learning that are focused on the learner. The learners' abilities, interests, learning styles, gender and other critical factors were given careful thought in developing the units. The use of information and communication technology is also promoted in the curriculum.

The curriculum promotes the incorporation of twenty first century skills such as communication, collaboration, critical thinking and creativity. These are to be promoted through a number of strategies including the use of methodologies such as simulations, group/peer-work, problem-based tasks and adequate allowance for exploration and innovation. The Spanish programme developed for the National Standards Curriculum (NSC) is underpinned by the general theory of learner-centredness as specified in the National Education Strategic Plan (2011-2020). This plan clearly states as one of its objectives, the intention to develop curricula that are learner-centred and competency-based to be delivered to all levels of students. In corresponding teaching and learning contexts, the learners, who are at the core of all teaching/learning experiences, are expected to create their own meanings and are taught to devise their own learning strategies. In order to facilitate the development of this process, Communicative Language Teaching (CLT) was used as the basis for the development of the Spanish programme from Grades 1-9. This approach provides opportunities for students to negotiate meaning and interact meaningfully with the language, as opposed to participating in activities that demand solely accurate repetition and memorization of sentences and grammatical patterns. Students will study Spanish in a learner-centred environment, engaging in activities that they find interesting and that promote increasing ability to produce the language in oral and written forms. In line with constructivist approaches, this curriculum requires teachers to change their role from disseminator of knowledge to that of facilitator of learning. This means that the traditional text-centred and teacher-centred approaches to the teaching/learning of Spanish are now given far less focus, and learning through authentic real life contexts is being promoted. Teachers are also expected to employ constructivist approaches in their use of the curriculum, using it as a guide to their teaching, and based on their individual/ unique contexts.

PHILOSOPHICAL STATEMENT

The themes that have been selected for all grades are those that are within the experience of the learning and simultaneously fulfill the requirements of the external examination bodies in the later years. The curriculum therefore seeks to make a smooth articulation from the primary to the secondary level and promotes continuity so that students can become proficient and successful in their post-secondary years. An interdisciplinary approach is highlighted throughout the curriculum, presenting links to other subjects at the end of each unit. This will allow the teacher to combine knowledge of other subjects thus engaging students and helping them to realize the connections that exist across different curricular areas. It also provides for more co-operation among teachers. The integration of the four language learning skills - listening, reading, speaking and writing and the target/ Hispanic culture is highlighted. It is believed that with this underpinning philosophy, learners will become more adept at using and understanding the Spanish language and will be better equipped to expand their language resources and take part in meaningful social interactions.

OBJECTIVES

The Spanish programme developed for the National Standards Curriculum (NSC) aims to set the language standards for the learning of Spanish, fully articulated to the present National Primary Curriculum and to articulate content and skills with the National Secondary School Spanish Curriculum. The general objectives of the National Primary Spanish curriculum are to enable students to:

- see the value of speaking a foreign language and provide them with the means to do so
- build basic knowledge of Spanish in the four skill areas of listening, speaking, reading and writing with particular emphasis on the creation of a strong oral base.
- enjoy the experience of learning Spanish through interactive teaching-learning methods and procedures that fulfill the purpose of integration, as one of the most important principles of the NSC
- be prepared for further foreign language study at the Secondary level
- increase their knowledge and appreciation of the culture of Spanish-speaking people
- socialize and co-operate with each other
- develop the confidence to use the foreign language to communicate
- consolidate their knowledge acquisition in school by exposure to the same contents in a foreign language

Four C's in Education

- CRITICAL THINKING..... Pensamiento Crítico
- COMMUNICATION..... Comunicación
- COLLABORATION..... Colaboración
- CREATIVITY..... Creatividad

Five E's in Education

- ENGAGE..... Atraer
Ocupar
Engranar
Abordar
- EXPLORE..... Explorar
- EXPLAIN..... Explicar
- ELABORATE..... Elaborar
- EVALUATE..... Evaluar



TERM	GRADE 1	GRADE 2	GRADE 3
1 - Unit 1	Saludos y presentaciones/Greetings and introductions (9 weeks)	Mi cuerpo II/ My body (6 weeks)	Características personales y físicas I / Personal and physical characteristics I (8 weeks)
	Focus Question 1: ¿Quién soy yo?/ Who am I? (6 weeks)	Focus Question: ¿Cuáles son las partes de mi cuerpo?-/What are the parts of my body?	Focus Question: ¿Cómo soy yo?/ What am I like?
	Students will: <ul style="list-style-type: none"> • Differentiate greetings according to times of the day • Use the informal and formal patterns of greeting • Say Spanish words with correct pronunciation • Say who they are and ask others who they are • Ask and give their age using tener ... años/to be ... years old • Respond to different commands 	Students will: <ul style="list-style-type: none"> • Name the main parts of the body • Ask classmates to touch various parts of the body • Respond to different commands related to body parts • List the singular and plural nouns in Spanish referring to the body 	Students will: <ul style="list-style-type: none"> • Express themselves by asking and responding to the questions ¿Cómo eres? and ¿Cómo es...? • Write short sentences describing themselves and others • Describe themselves and others using the correct form of the verb ser + basic adjectives in Spanish • Use vocabulary with acceptable pronunciation and intonation • Describe themselves and others using the verb tener + parts of the body + colour
	Focus Question 2: Cómo se llama? /What is his/her name? (3 weeks)		
	Students will: <ul style="list-style-type: none"> • Spell their name • Ask someone to spell his/her name • Ask someone the name of someone else • Listen to the sounds of the Spanish alphabet • Repeat the Spanish alphabet with correct pronunciation 		
1 - Unit 2	Mi Cuerpo I /My body (4 weeks)	Mi Cuerpo III/My body (6 weeks)	Características personales y físicas II/ Personal and Physical Characteristics (3 weeks)
	Focus Question: ¿Cómo soy yo?/How am I?	Focus Question: ¿Cómo cuido mi cuerpo?/ How do I take care of my body?	Focus Question : ¿Cómo son los miembros de mi familia?/What are My Family Members Like?
	Students will: <ul style="list-style-type: none"> • Identify the parts of the body belonging to the head • Count independently in Spanish from 1-10 • State in Spanish how many of each part of the body belonging to the head they possess • List the singular and plural nouns in Spanish referring to the head • Describe the parts of the body using colours 	Students will: <ul style="list-style-type: none"> • Identify the different parts of the body • State ways in which they can take care of the body 	Students will: <ul style="list-style-type: none"> • Describe orally and in writing, the physical and personal characteristics of the members of their family • Express themselves by asking and responding to the question ¿Cómo es tu/ su...? in Spanish • Ask someone to describe his/her family members • Compare members of their family

GRADE 4	GRADE 5	GRADE 6
El tiempo/The weather (10 weeks)	Países hispanohablantes/ Spanish-speaking Countries (9 weeks)	Lo que voy a hacer/ What I am going to do – (9 weeks)
Focus Question : ¿Qué tiempo hace? (What is the weather like?)	Focus Question: ¿Cuándo se celebra.....?/ When is... celebrated?	Focus Question : ¿Qué vas a hacer? /What are you going to do?
<p>Students will:</p> <ul style="list-style-type: none"> • State the appropriate clothing for particular weather conditions • State the location of countries in relation to Jamaica using the cardinal points • Ask and respond to questions about the weather. • Identify and use a variety of expressions which describe the weather • Compare and contrast the weather conditions in different places (Caribbean, world) • Compare seasonal activities done in the Hispanic culture with those done in Jamaica at the same time 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify Spanish speaking countries, their capitals, flags and locations on a map • State the dates of common celebrations including: Navidad, Noche Buena, Año Nuevo, Noche Vieja • Explore similarities and differences between celebrations in Hispanic cultures and the Jamaican culture • Ask and tell the dates of Hispanic holidays and celebrations • Respond to and utilize various expressions related to Hispanic celebrations including: Feliz Navidad, Feliz Año Nuevo, Feliz día de las Madres 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify popular places of interest on a map of Jamaica • Ask and answer questions about what people are going to do at different places • Describe places of interest and the pastime activities that take place at those locations • Respond to information read about places of interest • Make comparisons between tourist attractions and places of interest in Jamaica and Spanish- speaking countries • Create models/ drawings/ brochures to depict places in the community, country or abroad

TERM	GRADE 1	GRADE 2	GRADE 3
2 - Unit 1	Mi familia I/My family I (5 weeks)	Mi familia y yo II/My Family and I (II) (6 weeks)	Las ocupaciones y profesiones/ Occupations and Professions (6 weeks)
	Focus Question: ¿Quiénes son los miembros de la familia?/Who are the members of the family?	Focus Question 1:¿Cómo es tu familia?/What is your family like? (3 weeks)	Focus Question : ¿Cuáles son las profesiones en mi familia?/What are the professions in my family?
	<p>Students will:</p> <ul style="list-style-type: none"> • Pronounce correctly the Spanish words for the members of the family • Identify the members of their family • Give the names of the members of their family • State the number of persons in their family • State whether their family is small, medium or large 	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the size of their family • Say how many persons they have in their family and the names of the family members • Group family members as masculine or feminine • State the number of persons with whom they live 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the names of common professions and occupations in Spanish • Use correct pronunciation and intonation with professions • Select appropriately the professions and occupations of individuals after listening to an audio clip • Discuss the professions of persons in their community • Express themselves by asking and responding to questions orally and in writing about their family members' professions, using the verb trabajar • Express what they would like to be in the future, using the correct form of the verb querer
		Focus Question 2: ¿Cómo son los miembros de tu familia?/ How do you describe the members of your family? (3 weeks)	
		<p>Students will:</p> <ul style="list-style-type: none"> • Describe self and different members of the family • Ask classmates to describe their family members • Use adjectives according to gender correctly • Say Spanish words with correct pronunciation and intonation 	

GRADE 4	GRADE 5	GRADE 6
La comida y el recreo / Food & Recreation (9 weeks)	La ropa de moda / Fashionable clothing (9 weeks)	Lo que me gusta hacer en mi tiempo libre/ What I like to do in my spare time (9 weeks)
Focus Question : ¿Qué te gusta? (What do you like?)	Focus Question : ¿Qué ropa llevas? / What do you wear?/ What are you wearing?	
<p>Students will:</p> <ul style="list-style-type: none"> Identify in Spanish at least seven common Jamaican food items List most popular sports and various types of music Provide information about famous sports and entertainment personalities using appropriate structures <p>Express their likes and dislikes for food, sports and music</p> <p>Compare & contrast foods from Hispanic countries with Jamaican foods</p> <ul style="list-style-type: none"> Ask and answer questions about likes and dislikes in complete sentences Distinguish between the form Me gusta -I like it and Me gustan -I like them 	<p>Students will:</p> <ul style="list-style-type: none"> Identify in Spanish the names of common clothes Ask and answer questions about what others wear to different occasions (¿Qué ropa llevas a la escuela/iglesia/playa/fiesta?/What do you wear to school/church/beach/party? /¿De qué color es....? (What is the colour of.....?) Orally compare and contrast what they and others wear to various events using the correct forms of the verb llevar Examine the similarities and differences between local clothing items and popular styles in Spanish- Speaking countries 	<ul style="list-style-type: none"> Identify at least three typical Hispanic celebrations State their likes, dislikes and preferences regarding recreational and pastime activities Ask and answer questions about what they like to do in their spare time using the focus question : ¿Qué te gusta hacer en tu tiempo libre? Write sentences/short paragraphs on what they like to do in their spare time Describe places of interest and the pastime activities that take place at that location Explain some of the cultural similarities and differences between popular hobbies in Spanish-speaking countries and their native country Create a scrapbook/portfolio to show what they like to do in their spare time.

TERM	GRADE 1	GRADE 2	GRADE 3
2 - Unit 2	La casa/ The house (5 weeks)	Ayudo en casa- I help at home (4 weeks)	Países hispanos/Hispanic countries (4 weeks)
	Focus Question 1: ¿Cuáles son las habitaciones en la casa? /What are the rooms in the house? (2 weeks)	Focus Question 2: ¿Cómo ayudo en casa?/ How do I help at home?	Focus Question: ¿De qué país es.....?(Which country is he/ she from?)
	Students will: <ul style="list-style-type: none"> • Identify the various rooms of the house • Say words with correct pronunciation and intonation • Spell the words for the rooms in the house in Spanish • Tell the colours of their rooms • State the size of the rooms in the house • State their favourite room in the house 	Students will: <ul style="list-style-type: none"> • Say the different things they do in the house • Identify their responsibilities at home • Tell which chores they like to do • Talk about the chores they dislike doing 	Students will: <ul style="list-style-type: none"> • Identify the names of Spanish speaking countries • Express themselves by asking and responding to questions about where others are from • Write a short paragraph about Spanish-speaking countries • Compare important facts about other countries in Spanish • Compare aspects of Spanish-speaking countries with Jamaica
	Focus Question 2: ¿Cuáles son los muebles de la casa? /What are the items of furniture in the home? (3 weeks)		
	Students will: <ul style="list-style-type: none"> • Identify the rooms of the house • Tell the different furniture in various parts of the house • Spell the Spanish words for different furniture • Pronounce words correctly 		

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TERM	GRADE 1	GRADE 2	GRADE 3
3 - Unit 1	La escuela/School (7 weeks)	Las mascotas/ Pets (5 weeks)	Mi medio ambiente/ My environment (9 weeks)
	Focus Question 1: ¿Qué hay en la clase?/What is in the classroom? – 4 weeks	Focus Question: ¿Qué mascotas tienes?/ What pets do you have?	Focus Question: ¿ Tienes animales?/ Do you have animals?
	Students will: <ul style="list-style-type: none"> Name ten items in the classroom Tell the number of each item in response to ¿Cuántos/Cuántas _____ hay en la clase?/ How many _____ are there in the class? 	Students will: <ul style="list-style-type: none"> Identify pets in Spanish Pronounce accurately the names of pets in Spanish Tell the sound that each pet makes using expression 'hace' Say the names of their favourite pets Describe their pets 	Students will: <ul style="list-style-type: none"> Express themselves by asking and responding to questions about animals. Use the correct form of the verb tener to indicate which animals they have in the home Describe animals orally and in writing, using common adjectives in Spanish Distinguish between animals using their physical characteristics
	Focus Question 2: ¿Cuáles son las formas?/ What are the shapes? - 3 weeks		
	Students will: <ul style="list-style-type: none"> Name in Spanish at least five shapes that can be found in their environment Ask their classmates to identify the shapes using ¿Cómo se llama esta forma? / What is this shape called? Count the sides on the shapes Tell the colour of at least five shapes found in the classroom 		
3 - Unit 2	Juntos en la escuela/Together at school (4 weeks)	Mi comunidad/My community (4 weeks)	
	Focus Question: ¿Qué hacemos en la escuela?	Focus Question: ¿Cómo es tu comunidad?/What is your community like?	
	Students will: <ul style="list-style-type: none"> Identify familiar foods, especially those typically found in the school environment State their favourite food Express familiar actions done at school Respond to questions related to general expressions of time 	Students will: <ul style="list-style-type: none"> Identify simple landforms Name and describe animals and plants Use simple negative and positive commands to give instructions Discuss natural disasters and environmental protection Express opinions on environmental issues 	

GRADE 4	GRADE 5	GRADE 6
La hora /Time (5 weeks)	Lugares en la comunidad (5 weeks)	Mi rutina diaria / My daily routine (6 weeks)
Focus Question: ¿Qué hora es? (What time is it?)	Focus Question : Lugares en la comunidad/ Places in the community	Focus Question 1 : ¿Qué haces cada día? What do you do on a daily basis? Focus Question 2: ¿Qué haces Durante la semana?/los fines de semana? / What do you do during week?/ What do you do on weekends?
<p>Students will:</p> <ul style="list-style-type: none"> • Ask and answer questions about the time using ¿Qué hora es? /What time is it? • Identify and use a variety of expressions which describe the time. (Son las dos de la tarde. /It 2:00 PM. Es la una de la madrugada. /It is 1:00 AM.) • Clarify the differences in the use of Es la... and Son las... • Correctly use y and menos to express time 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the names of places in the community in Spanish. • Describe places in the community • Identify similarities and differences between Hispanic and Jamaican communities • Direct someone to specific places in the community • Ask and answer questions about where people are going using the correct form of the verb ir/to go. • Ask and answer questions about how people travel to their destinations using the correct form of the verb ir/ to go. (E.g.¿Cómo vas?/ (How do you travel? ;Voy en.... /I go by or I travel by....) 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify vocabulary related to daily routine • State at what time routine activities are done • Ask and answer questions about their daily routine and that of others in oral and written form • Read and listen to materials dealing with daily activities • Respond to questions based on written passages • Write short paragraphs describing their daily routine • Compare and contrast their daily routine for school with that of someone in a Spanish – speaking country



GRADE 1 SPANISH

PRIMER GRADO
UNIDADES DE ESTUDIO



TERM 1**Unit 1****Saludos y presentaciones
Greetings & introductions**

- Greet others
- Say Spanish words with correct pronunciation
- Give and receive information about self and others
- Respond to different commands

Unit 2**Mi cuerpo I
My Body**

- Identify the parts of the body belonging to the head
- Count independently in Spanish from 1-10
- State in Spanish how many of each part of the head they possess e.g. Yo tengo dos ojos – I have two eyes
- List the singular and plural nouns in Spanish referring to parts of the head
- Describe some parts of the body using colours e.g. eyes and hair

TERM 2**Unit 1****Mi familia I
My family I**

- Identify the members of their immediate family in Spanish
- Tell how many persons they have in their family
- Pronounce correctly the Spanish words for the members of the family
- Give the names of the members of their family
- State the number of persons in their family
- State whether their family is small, medium or large

Unit 2**La casa
The house**

- Identify the various rooms of the house
- Say Spanish words with correct pronunciation and intonation
- Spell the words for the rooms in the house in Spanish and tell the colours of their rooms
- Say simple sentences using colours to describe various rooms e.g. Mi dormitorio es azul
- State their favourite room in the house
- Tell the different furniture in various parts of the house
- Spell the Spanish words for different furniture
- Pronounce words correctly

TERM 3**Unit 1****La escuela
School**

- Identify the objects in the classroom
- Give the singular and plural of the names for each object
- Ask each other for different shapes
- Identify shapes that can be found in their environment
- Tell the number of sides on each shape

Unit 2**Juntos en la escuela
Together at school**

- Identify familiar foods
- State their favourite food
- Express familiar actions using the first person of verbs
- Recognise general expressions of time

RANGE OF CONTENT

Students will develop key concepts, skills, knowledge and understanding by learning:

- Greetings
- Introductions
- Personal information: name and age
- The Spanish Alphabet
- Correct pronunciation of Spanish words
- Spelling of names and simple words
- Responding appropriately to commands
- Parts of the body belonging to the head
- Numbers 1 to 10
- Colours: black, white, red, blue, green, blue, brown
- Descriptions
- The family
- The house: rooms and furniture
- School
- Objects in the classroom
- Shapes
- Foods
- General expressions of time (e.g. por la mañana, por la tarde)
- Common action verbs (e.g. jugar, bailar, comer)

There are four Attainment Targets in Spanish which are interconnected, and ICT targets which are to be integrated within the execution of these four (4) targets.

AT 1:**Listening and Responding**

Students develop the ability to understand the spoken language in a variety of forms and make an appropriate and accurate response.

Students show that they understand speech spoken clearly in short sentences, face to face or from a good quality recording by accurately extracting and retelling information, following instructions and identifying and distinguishing sounds.

AT 2:**Speaking**

Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of situations.

Students imitate sounds, simple words and short phrases and respond by using a word or short phrase to give simple information while taking part in simple repetitive activities.

AT 3:**Reading and Responding**

Students develop the ability to understand the written language in a variety of forms and provide an appropriate and accurate response.

Students show that they understand by reading aloud individual words in context supported by visual aids and gestures.

AT 4:**Writing**

Students develop the ability to communicate effectively and appropriately in writing in a variety of forms in response to an aural, visual or written stimulus.

Students copy simple expressions or words or symbols and label correctly selected items forming letters consistent with penmanship at that level.

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



DESIGNING AND PRODUCING - Students use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions



DIGITAL CITIZENSHIP - Students recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

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GRADE 1 SPANISH

TERM 1 UNITS OF WORK

ESPAÑOL
PRIMER PERÍODO
UNIDADES DE ESTUDIO



Prior Learning

Check that students can:

- Introduce themselves in their native language

About the Unit:

In this Unit students will learn to greet others according to the time of day, say who they are and ask others who they are, ask and tell age, say Spanish words with the correct pronunciation, respond to different commands, say the alphabet in Spanish and ask someone the name of someone else.

SALUDOS Y PRESENTACIONES/GREETINGS AND INTRODUCTIONS**FOCUS QUESTION 1:**

¿Quién soy yo?/ Who am I? (5 weeks)

OBJECTIVES

Students will:

- Differentiate greetings according to times of the day
- Use the informal and formal patterns of greeting
- Say Spanish words with correct pronunciation
- Say who they are and ask others who they are
- Ask and give their age using tener ... años/to be ... years old
- Respond to different commands

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

Listen to the greeting song Buenos Días on CD or sung by the teacher, then join in singing the song themselves. Repeat the greetings heard in the song: Buenos días/Buenas tardes.

Repeat the greetings heard in the song: Buenos días/Buenas tardes.

Watch a video with Spanish speakers greeting each other verbally as well as with gestures, then comment on similarities and differences between the gestures they see in the video and greeting gestures they are used to seeing and doing in their own culture.

Use puppets to greet classmates(e.g. Hola María, buenos días).

Work in pairs to practise expressions such as ¿Cómo estás?/ ¿Cómo está usted?; ¿Cómo está?/How are you?; Muy bien, gracias./Fine, thanks.¿Cuál es tu nombre?/ ¿Cuál es su nombre? to ask someone his/her name. Response: Mi nombre es.../ My name is...

Given a worksheet, match facial expressions to feelings by completing the face of a clown.

Watch a video clip of children greeting each other, focusing on how they say their name, then practise saying Me llamo/ My name is in response to ¿Cómo te llamas? Eg. Me llamo Christine. /My name is Christine.

- Listening to instructions
- Speaking based on instructions
- Demonstrating understanding by following the commands given
- Working cooperatively in groups

Sing song with appropriate pronunciation and intonation.

Identify culturally appropriate similarities and differences in the greeting gestures.

Greetings expressed with appropriate pronunciation and intonation.

Ask and respond to question with correct pronunciation.

Worksheet completed with facial expressions and feelings vocabulary appropriately matched.

Ask and respond to question with correct pronunciation.

Suggested Teaching and Learning Activities

Pupils will:

Work in small groups to role play giving their names and using polite expressions, incorporating appropriate cultural greeting gestures.

Sing/recite A-E-I-O-U arbolito del Perú

Practise asking for and giving their age using ¿Cuántos años tienes tú?/Tengo siete años./ How old are you?/I am seven years old.

Practise writing the different expressions in their books using the models given.

Listen to basic classroom commands, then obey commands given by the teacher or a classmate.

Play game Simon says/Simon dice.

Introduce themselves to the class, saying their name and age.

Key Skills

Assessment Criteria

Role plays completed with appropriate expressions of greeting and culturally appropriate gestures; questions asked and answered with correct pronunciation and intonation.

Sing/recite with appropriate pronunciation and intonation.

Ask and respond to question with correct pronunciation.

Writing completed following the model correctly.

Demonstrate appropriate actions to respond to commands given.

Introductions done using the appropriate expressions and with correct pronunciation.

Learning Outcomes

Students will be able to:

- ✓ Greet peers and adults formally and informally in Spanish
- ✓ Establish simple dialogues in Spanish with classmates (informal) and adults (formal)
- ✓ Match Spanish words with pictures

Points to Note

- Differentiate formal from informal style.
- Teach logical thinking through observance of the phases of a dialogue.
- Use appropriate vocabulary and register at all times.
- Stuffed toys may be used instead of puppets.
- Have a bilingual vocabulary wall.

Extended Learning

- Find and practise singing and other greeting songs in Spanish.
- Write the phrases they have learned to practise penmanship.

RESOURCES

Songs:

Buenos Días, Adiós

Word cards with commands

Sentence strips with questions

Juegos lingüísticos/games

Video showing greetings

Puppets/stuffed toys

Dora la exploradora /Diego programmes

KEY VOCABULARY AND GRAMMAR

Greetings:

Buenos días/Good morning; Buenas tardes/noches/Good afternoon/evening/ Good night; Hola/hello; ¿Cómo está(n)?/How are you?; Muy bien, gracias./Fine, thank you.; Adiós/Goodbye; Hasta luego/See you soon; Hasta la vista/See you later; Chao/bye.

Commands (TPR):

Levántate/Levántense/Stand up; Siéntate/Siéntense/Sit down; Levanta la mano/Levanten la mano/Raise your hand.; Presta/presten atención / Pay attention; Escucha/Escuchen./Listen; Habla más alto/bajo; /Hablen más alto/bajo. Speak louder/softer.; Abre/Abran los libros./Open your books; Cierra/cierren los libros./Close your books.; Mira/Miren. /Look.; Canta/Canten./Sing. Toca/Toquen./Touch.

Personal Information

¿Cómo te llamas?/ What is your name?; Me llamo.../Soy.../My name is.../I am...; Te llamas/Eres/Your name is.../You are...; ¿Cuántos años tienes tú?/ Tengo siete años./ How old are you?/I am seven years old.

Prior Learning

Check that students:

- Can recognise the greeting appropriate to the time of the day
- Are familiar with the alphabet in their native language

SALUDOS Y PRESENTACIONES/GREETINGS AND INTRODUCTIONS**FOCUS QUESTION 2:**

Cómo se llama/ What is his/her name? – 3 weeks

OBJECTIVES

Students will:

- Spell their name
- Ask someone to spell his/her name
- Ask someone the name of someone else
- Listen to the sounds of the Spanish alphabet

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

Say their names in response to ¿Cómo te llamas?/What is your name? using “Me llamo...” / My name is Eg. Me llamo Carmen./ My name is Carmen.

Listen to the alphabet in Spanish, then repeat the alphabet.

Listen to an audio file of a dialogue in which persons spell their names. Teacher will show them the names they are hearing on word cards.

Spell common names listed on word cards in Spanish in imitation of the teacher/audio file, then choose names from word cards and spell them in small groups.

Spell their name in response to ¿Cómo se escribe?

Ask someone to spell his/her name using ¿Cómo se deletrea?

Spell familiar words in Spanish. Eg. Greetings, polite expressions

Choose Spanish names for themselves from a list provided by the teacher; practise asking and answering about names, using the new names selected; practise spelling and asking to spell the new names.

- Listening to identify specific sounds for the letters
- Pronouncing correctly the letters of the Spanish alphabet

Respond to question appropriately, using correct pronunciation.

Repeat correctly each letter of the Spanish alphabet.

Accurately identify and distinguish the names on the word cards.

Spell names, rendering the correct pronunciation of each letter.

Spell their names correctly.

Ask the question with correct pronunciation and intonation.

Spell words correctly.

Spanish names pronounced and spelt correctly.

Suggested Teaching and Learning Activities

Pupils will:

Practise telling the name of a classmate in response to ¿Cómo se llama él/ella?/What is his/her name? Response, e.g.: Se llama.../ His/Her name is... Se llama Ann./ Her name is Ann.
Ask for someone's name using ¿Quién es él/ella?/ Who is he/she? Response: Es.../It is... Eg. ¿Quién es él?/ Who is he? Response: Es.../It is...

Identify, from pictures displayed by the teacher, famous persons/ celebrities, saying what their name is.

Key Skills

Assessment Criteria

Respond appropriately, using correct pronunciation and intonation.

Correctly identify the person in each picture and speak with correct pronunciation.

Learning Outcomes

Students will be able to:

- ✓ Identify the sounds of familiar words.
- ✓ Spell their names using the Spanish alphabet.
- ✓ Ask someone the names of others.
- ✓ Identify other persons, using "Se llama..."

Points to Note

- Students are to use the information learned at every opportunity.
- Compile a list of Spanish speaking names. These could be presented on a chart or as individual name tags.
- For the pictures of famous persons, posters or pictures that have been taken from a magazine or printed from the internet or pictures displayed via a PowerPoint presentation can be used.

Extended Learning

- Students learn the alphabet in Spanish with the aid of an audio file.
- Make a list of the names of famous Spanish personalities with the help of their family members.

RESOURCES

- RIMA: AEIOU arbolito del Perú
- Alphabet Bingo (Spanish)
- Chart of the Spanish alphabet
- Word cards with the questions and Spanish names.
- Pictures of famous persons/celebrities
- Chart OR nametags with Spanish names

KEY VOCABULARY

The Spanish alphabet

Names found in Spanish speaking countries.

¿Cómo te llamas?/What is your name? ; "Me llamo..." / My name is

¿Cómo se llama él/ella?/What is his/her name? Response: Se llama.../ His/Her name is...; Se llama Ann./ Her name is Ann.

¿Quién es él/ella?/Who is he/she? Es.../It is... ; ¿Quién es él?/Who is he? ; Es.../It is...

¿Cómo se escribe?/How do you spell (in order to write)?

¿Cómo se deletrea?/ How do you spell (orally)?

Prior Learning

Check that students:

- Use greetings appropriately
- Respond to commands

About the Unit

In this Unit students will learn the names of the parts of the body belonging to the head, how to describe relevant parts of the head using colours, and how to count from 1 to 10.

MI CUERPO I/ MY BODY**FOCUS QUESTION:**

¿Cómo soy yo?/How am I? – 4 weeks

OBJECTIVES**Students will:**

- Identify the parts of the body belonging to the head
- Count independently in Spanish from 1-10
- State in Spanish how many of each part of the body belonging to the head they possess
- List the singular and plural nouns in Spanish referring to the head
- Describe the parts of the body using colours

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

Listen to a song about the head which identifies the different parts, then sing the song.

Identify with the aid of a diagram the Spanish labels for the different parts of the head.

Match using word cards the names and the pictures of the different parts of the head.

Draw and label in Spanish a diagram of the head entitled Mi cabeza.

State how many of each parts they possess e.g. I have two ears/ Tengo dos orejas. I have one nose/ Tengo una nariz.

Draw the number of parts of a head on a blank diagram to complete the picture of a monster based on what they hear. Eg. They hear: Tengo tres ojos; they draw three eyes.

Practise the colours by naming the ones they are shown. Teacher shows the students small cards in the different colours.

Give the colour of their eyes, hair and teeth using Tengo + part of the body+ colour. Eg. Tengo el pelo negro. /I have black hair.

Ask and give basic descriptions using ¿Cómo eres? Response, e.g.: Tengo el pelo negro y los dientes blancos.

- Listening to identify specific information
- Using a diagram to identify specific information
- Matching pictures with words
- Counting in Spanish

Sing song with correct pronunciation.

Parts of the head correctly identified

Pictures and words appropriately matched.

Diagram of the head correctly labelled.

State correctly how many of each part of the head they possess, with correct pronunciation.

Draw the correct number of parts of the head based on what they hear.

Say the appropriate colour for each card displayed.

Say, using sentences, the appropriate colour for their eyes, hair and teeth, with correct pronunciation.

Ask and respond appropriately to the question using correct pronunciation and intonation.

Learning Outcomes

Students will be able to:

- ✓ Identify in Spanish the parts of the head
- ✓ State the colours of some parts of their head e.g. hair, teeth and eyes

Points to Note

- The diagram of the head should be given to the students.

Extended Learning

- Label in Spanish pictures of different heads and complete patterned statements noting colours.

RESOURCES

- Song about the the parts of the head
- Word cards with commands
- Sentence strips with questions
- Pictures/ worksheets of the head
- Patterned dialogues
- Cards with the colours and their names
- Cards with numbers 1-10
- Games: Simón dice (Simon says); Veo, veo (I spy)

KEY VOCABULARY AND GRAMMAR

Commands:

Levántate/Levántense; Siéntate/Siéntense; Levanta/Levanten la mano; Presta/Presten atención; Escucha/Escuchen; Habla/Hablen más alto/bajo; Abre/Abren los libros; Cierra/Cierren los libros; Mira/Miren; Canta/Canten/Toca/Toquen

Parts of the body:

la cabeza/head; la cara/face; la(s) oreja(s)/ear(s); el (los) ojo(s)/eye(s); la boca/mouth; la nariz/nose; los dientes/teeth; los labios/lips; Tengo/I have; ¿Cuántos/Cuántas?/How many?

Colours

negro; blanco; rojo; verde; azul; café/marrón

Numbers 0 to 10

cero/zero; uno/one; dos/two; tres/three; cuatro/four; cinco/five; seis/six; siete/seven; ocho/eight; nueve/nine; diez/ten.

GRADE 1 SPANISH

TERM 2 UNITS OF WORK

ESPAÑOL
SEGUNDO PERÍODO
UNIDADES DE ESTUDIO

Prior Learning

Check that students:

- Respond to commands
- Count and manipulate numbers 1 - 10

About the Unit

In this Unit students will learn to ask others about their family and give basic information about their own family.

MI FAMILIA I/MY FAMILY**FOCUS QUESTION:**

¿Quiénes son los miembros de la familia?/Who are the members of the family? – 5 weeks

OBJECTIVES

Students will:

- Pronounce correctly the Spanish words for the members of the family
- Identify the members of their family
- Give the names of the members of their family
- State the number of persons in their family
- State whether their family is small, medium or large

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

Watch a video of children singing, dancing and playing with family members, as well as listen to the words of the song in the video. Sing along with teacher, the song heard. Repeat the words of the song in imitation of the teacher.

Place pictures of the different family members on the board as teacher says each word

Listen to the teacher talk about the members of his/her family using the target language while displaying pictures of each member. Respond in the native language to questions posed by the teacher based on the information shared about his/her family members.

Say words for the different members of the family when shown pictures of each member.

Draw and label a picture of their family.

While showing their picture, tell in Spanish the members of their family using *Esta/Este es mi + el miembro de la familia./ This is my + name of Family member. Eg. Esta es mi mamá./This is my mother.*

Tell the names of their family members in response to *¿Cómo se llama tu + el miembro de la familia?/ What is your + name of Family member? Eg. ¿Cómo se llama tu mamá?/ What is your mother's name? Response: Mi + el miembro de la familia + se llama + el nombre./My + family member + is called +name. Eg. Mi mamá se llama Carmen./My mother is called Carmen.*

Listen to an audio file of a song about los números/numbers, then sing the number song.

- Listening to identify specific information
- Repeating and using vocabulary with acceptable pronunciation
- Demonstrating understanding of what is heard through appropriate responses
- Matching items
- Underlining words, that correspond with images
- Giving specific information based on observations of pictures and drawings

Sing song/ repeat words with correct pronunciation

Pictures and words for family members appropriately matched.

Respond correctly to the questions posed.

Appropriately identify each member of the family, using correct pronunciation.

Picture of their family drawn and labelled correctly.

Oral sentences structured correctly and uttered with correct pronunciation.

Respond appropriately to question with appropriate pronunciation.

Sing song with correct pronunciation

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

Say the Spanish word for numbers 1-10, in imitation of the teacher.

Count from number chart from 1-10.

Match numerals with the correct Spanish word.

Observe a drawing of a family tree and tell how many persons are there in the family.

Draw their family tree, then write how many persons there are in the family.

Tell how many persons they have in their family using tengo which means I have. Example (tengo tres personas en mi familia) I have three persons in my family.

State the number of persons in their family in response to ¿Cuántas personas hay en tu familia?/How many persons are there in your family?. Response: En mi familia hay + el número + personas. / In my family there are + number + persons. Eg. En mi familia hay cinco (5) personas./ In my family there are five persons.

Ask each other ¿Tienes + el nombre (en plural) del miembro de la familia?/ Do you have any + the name (plural form) of family member. Eg. ¿Tienes hermanos?/ Do you have any brothers/and sisters? Response: Sí/Yes. OR No/no.

State who are the members of their family in response to ¿Quiénes son?/Who are they? Response Son mi + los nombres de la familia./ They are my + members of the family. Eg. Son mi padre, mi madre, mi hermano, mi hermana y yo.

State the size of their family using pequeño/small, mediana/medium and grande/large. Eg. Mi familia es pequeña./My family is small; Mi familia es mediano./My family is medium sized; Mi familia es grande./ My family is large.

Count from 1 – 10 in Spanish, rendering the correct pronunciation for each number.

Words and numerals correctly matched.

State correctly in the target language how many persons are in the family.

Draw family tree and label appropriately the members in the family.

Say how many persons are in their family, using correct pronunciation.

Respond appropriately to question, with correct pronunciation.

Ask and respond to question appropriately.

Respond to question appropriately with correct pronunciation.

Appropriately state the size of their family.

Suggested Teaching and Learning Activities

Pupils will:

Count and label the members of the family in various children stories on the worksheet provided. Teacher gives students a worksheet of pictures of children stories showing family members. Eg. Little Red Riding Hood, Three Little Pigs, Goldilocks and the three bears.

Do a short oral presentation in which they describe their family stating the size of the family, the number of persons in the family and the names of each member of the family; using pictures to accompany their presentation.

Key Skills

Assessment Criteria

Label correctly on the worksheets the members of the family from children stories and state in the target language the number of persons in each family.

Presentation completed with the relevant information required and with correct pronunciation and intonation.

Learning Outcomes

Students will be able to:

- ✓ Count from 1-10 correctly
- ✓ Write the Spanish word for each member of the family
- ✓ Draw a family tree
- ✓ Use simple Spanish to speak about their family members

Points to Note

- Students will be selected at random to identify a member of their family.

Extended Learning

Encourage students to:

- Make an album displaying pictures of the different members of their family.
- Make models of various family members from dough or cut outs from card boards.
- Use vocabulary at home to address members of their family.

RESOURCES

- Story about members of a family
- Song
- Internet/Videos showing family and the Spanish name for each member
- Number cards
- Picture cards
- Word cards
- Family tree
- Number chart
- Bingo
- Worksheet

KEY VOCABULARY AND GRAMMAR

la familia / The family

los miembros/members

las personas/persons

la mamá / mother

el papá / father

el abuelo / grandfather

la abuela / grandmother

el hermano / brother

la hermana / sister

el tío / uncle

la tía / aunt

el hijo / son

la hija / daughter

Tengo / I have

Tengo tres personas en mi familia / I have three persons in my family.

los números / numbers

uno / one

dos / two

tres / three

cuatro / four

cinco / five

seis / six

siete / seven

ocho / eight

nueve / nine

diez / ten

Prior Learning

Check that students can:

- Count from 1-10
- Identify the colours in Spanish

ABOUT THE UNIT

In this Unit students will learn to talk about their house, saying what rooms and furniture there are and describing the rooms in their house.

LA CASA/THE HOUSE**FOCUS QUESTION 1:**

¿Cuáles son las habitaciones en la casa?/What are the rooms in the house? - 2 weeks

OBJECTIVES**Students will:**

- Identify the various rooms of the house
- Say words with correct pronunciation and intonation
- Spell the words for the rooms in the house in Spanish
- Tell the colours of their rooms
- State the size of the rooms in the house
- Describe their favourite room in the house

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

View pictures of various rooms of the house(el dormitorio/bed room; el baño/bathroom; la sala de estar/living room; la cocina/kitchen)

Using word cards, label the rooms of the house in Spanish.

Spell in Spanish the names of each of the four rooms.

Using work sheet, circle the names of the rooms heard while listening to a dialogue.

Write simple sentences using colours to describe various rooms example; Mi sala es azul./ My living room is blue.)

State the sizes of various rooms using big or small e.g.: Mi cuarto es grande/ My room is big.

Compare two rooms in the house using más grande que/bigger than; más pequeño que/smaller than. Eg. La cocina es más grande que mi dormitorio./ The kitchen is bigger than my bedroom.

Say which room is their favourite in the house using Mi cuarto favorito es.../ my favourite room is...

Draw and colour a picture of their house and label the different rooms.

Draw a picture of their house showing their favourite room and write three sentences about the picture.

Using photo/photos of their home, give a short oral description of the house and their room.

• Listening to identify specific information

• Responding and using vocabulary with acceptable pronunciation

• Demonstrating understanding of what is heard through appropriate responses

• Writing simple sentences

Say names of the rooms with correct pronunciation.

Label correctly the rooms of the house.

Spell correctly the Spanish words for the rooms in the house.

Appropriate rooms selected on worksheet.

Sentences written with appropriate sentence structure and grammar.

Descriptions stated with correct pronunciation and appropriate structures

Comparisons made using appropriate sentence structure and with correct pronunciation.

Talk about their favourite room, using correct pronunciation and grammar.

Picture of house drawn and each room appropriately labelled, with words spelt correctly.

Sentences correctly structured.

Description completed with correct pronunciation and appropriate structures.

Learning Outcomes

Students will be able to:

- ✓ Describe their house as well as rooms in the house stating colour and size
- ✓ Compare two rooms in the house

Points to Note

- Every class will be given the greetings, day and the date. (Buenos dias, hoy es lunes/ good morning today is Monday).
- The Bilingual word wall should be maintained to support students in their learning.

Extended Learning

Encourage students to;

- Write the words on strips of paper and label the different rooms at home
- Practise saying words at home with family members

RESOURCES

- Pictures of the different rooms in the house
- Word cards
- Labels with the rooms of the house
- Worksheet
- Dialogue

KEY VOCABULARY AND GRAMMAR

las habitaciones de la casa / The rooms of the house

el cuarto / el dormitorio / bed room

la cocina / kitchen

el baño / bath room

la sala / living room

grande / big

pequeño/a / small

más grande que / bigger than...

más pequeño/ que / smaller than...

Prior Learning

Check that students can:

- Identify the alphabet
- Say the Spanish word for the different rooms of the house

ABOUT THE UNIT

In this Unit students will learn to talk about their house, saying what rooms and furniture there are and describing the rooms in their house.

LA CASA/THE HOUSE**FOCUS QUESTION 2:**

¿Cuáles son los muebles de la casa?/What are the items of furniture in the home? – 3 weeks

OBJECTIVES

Students will:

- Identify the rooms of the house
- Tell the different furniture in various parts of the house
- Spell the Spanish words for different furniture
- Pronounce words correctly

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to the names of the furniture in each room while viewing a picture/ set of pictures.

Name the furniture in the room using en+ name of room+ hay+ name of the furniture. Example En mi dormitorio hay una cama./ In my bedroom there is a bed.

Play the game veo veo/ I spy to guess the room in the house; name a piece of furniture and ask ¿Dónde estoy?/ Where am I? Spell and pronounce in Spanish the name of the room and the name of the furniture.

Draw their favourite room and put in their favourite piece of furniture, then write two simple sentences to go with their drawing using the pattern e.g. Mi cuarto favorito es mi dormitorio./ My favourite room is my bedroom. En mi dormitorio, hay una cama.

Listen to an audio file, write down the names of the rooms and the furniture heard on a worksheet.

Listen to the teacher saying simple sentences containing items of furniture and choose from 4 pictures in each case the one that matches the furniture named by the teacher.

In pairs students will spell the names of rooms to each other, using the following format: Student A will have two room labels and he/she will spell the name of those two rooms for student B to write on his/her sheet and student B will do the same for student A to write on his/her sheet.

- Listening to identify specific information
- Pronouncing correctly the words in Spanish
- Spelling words using the Spanish alphabet

Correct pronunciation and identification of furniture items

Talk about the furniture in their rooms using correct structures.

Guess the appropriate room in each case based on the item of furniture named, with correct pronunciation. Spell and pronounce correctly the names of the room and items of furniture.

Sentences written with the information required and with correct spelling

Write the rooms they hear, with words spelt correctly.

Choose the correct picture in each case that matches the sentence read by the teacher.

Correct spelling and writing of furniture items

Learning Outcomes

Students will be able to:

- ✓ Identify the different furniture belonging to various rooms
- ✓ Spell the words for the rooms and items of furniture

Points to Note

- Puzzle will be created by the teacher
- The Bilingual word wall should be maintained to support students in their learning.

Extended Learning

- Complete a find the word puzzle focusing on furniture.
- Create a house out of cardboard and label it.

RESOURCES

- Pictures showing bed room, bath room, kitchen and living room
- Alphabet chart
- Audio file for extended learning activities
- Answer sheet
- Sentence strip with the model sentences
- Find a word puzzle
- Handout with pictures of furniture laid out in multiple choice format (4 pictures for each question)

KEY VOCABULARY AND GRAMMAR.

las habitaciones de la casa / the rooms of the house
el dormitorio / bed room
la cama/bed la silla / chair la cómoda / chest of drawers
la cocina/ kitchen la estufa/ stove la mesa / table la silla / chair
el baño / bathroom la ducha /shower el grifo/ tap
la bañera/bath tub
la sala / living room la televisión / television el sofá / sofa
el reloj / clock
los muebles / furniture

GRADE 1 SPANISH

TERM 3 UNITS OF WORK

ESPAÑOL
TERCER PERÍODO
UNIDADES DE ESTUDIO

Prior Learning

Check that students can:

- Count from 1-10 in Spanish
- Say the five basic colours (rojo/red; azul/blue; verde/green; blanco/white; negro/black)

ABOUT THE UNIT

In this Unit students will learn to identify classroom objects and to say how many of each object is in the classroom. They will also be able to identify shapes and state the colour of the shapes.

LA ESCUELA/SCHOOL**FOCUS QUESTION 1:**

¿Qué hay en la clase?/What is in the classroom? – 4 weeks

OBJECTIVES

Students will:

- Name ten items in the classroom
- Tell the number of each item are there in the class

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

Listen to an audio file of a song that names the objects in the classroom, then sing the song about the classroom objects.

Label in Spanish objects in the classroom.

Using word cards match the names in Spanish to the pictures of classroom items.

Play Veo, Veo/I Spy to identify objects around the classroom. State how many of each object is in the classroom. e.g. There are two books/Hay dos libros. I have one ruler. /Tengo una regla.

Make a scrapbook with the pictures and names of ten items of their choice that are found in the classroom.

- Listening to identify information.
- Matching items
- Creating dialogues based on classroom objects.

Sing song with correct pronunciation.

Label correctly the classroom objects.

Pictures and words appropriately matched.

Use of the appropriate words for the objects seen. Statements made with correct pronunciation.

Pictures of classroom objects correctly labelled, with words spelt correctly.

Learning Outcomes

Students will be able to:

- ✓ Identify classroom objects
- ✓ State the quantity of each object that can be found in the classroom

Points to Note

- Pictures of classroom objects may be given to the students. Students could also be asked to take their own pictures of classroom items, specifically for use in the scrapbook activity.

Extended Learning

- Make up a song or a poem about classroom objects and perform the song or poem in a subsequent class.

RESOURCES

- Classroom objects
- Cards with numbers 1-10
- Word cards with the names of the classroom objects
- Pictures of classroom objects

KEY VOCABULARY AND GRAMMAR.

El bolígrafo/pen; el lápiz/pencil; el sacapuntas/sharpener; el libro/book; el cuaderno/notebook/exercise book; la silla/chair; la regla/ruler; la pizarra/blackboard; la tiza/chalk; el diccionario/dictionary; la mochila/knapsack

Prior Learning

Check that students can:

- Count from 1-10 in Spanish
- Name ten items in the classroom
- Respond to the question ¿Cuántos/Cuántas _____ hay en la clase?/How many _____ are there in the class?

LA ESCUELA/SCHOOL**FOCUS QUESTION 2:**

¿Cuáles son las formas?/What are the shapes? - 3 weeks

OBJECTIVES

Students will:

- Name in Spanish at least five shapes that can be found in their environment
- Ask their classmates to identify the shapes using ¿Cómo se llama esta forma? / What is this shape called?
- Count the sides on the shapes
- Tell the colour of at least five shapes found in the classroom

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

Listen to a song in order to identify in Spanish the names of the following seven shapes: el círculo/circle; el cuadrado/square; el triángulo/triangle; el rectángulo/rectangle; la estrella/star; el diamante/diamond; el óvalo.

Using models, practise the name of the shapes using the question ¿Cómo se llama esta forma? / What is this shape called? They will respond with: Se llama + el nombre de la forma? / It is called _____. Eg. Se llama un círculo./ It is a circle.

Match the Spanish label on a worksheet with the correct shape.

Play the game Veo, Veo/ I Spy in teams using the items in the classroom.

Count in Spanish the sides of the shapes in response to the question ¿Cuántos lados tiene + el nombre de la forma? /How many sides does a + name of shape? They will respond with: el nombre de la forma + tiene ____ lados / The name of shape +has ____ sides. Eg. El Triángulo tiene tres lados./ The triangle has three sides.

Tell the colours of the various shapes shown in response to ¿De qué color es + el nombre de la forma?/ What is the colour of + name of the shape? They will answer: El triángulo es verde./ The triangle is green.

Using the items in the classroom identify various shapes, say what the colour is and tell how many sides it has. Eg. El libro es un rectángulo. Es rojo y tiene cuatro lados.

In pairs, using examples of the shapes given, ask and answer the following questions: ¿Cómo se llama esta forma? / What is this shape called?; ¿Cuántos lados tiene + el nombre de la forma?/How many sides does a + name of shape? ; ¿De qué color es + el nombre de la forma?/ What is the colour of + name of the shape?

- Listening to identify specific information
- Pronouncing the names of the shapes
- Identifying by name using specific examples.
- Matching colour to shapes.
- Asking and answering the questions.
- Collaborating to identify shapes.

Identify each shape by the appropriate Spanish name.

Labels for shapes accurately matched

Classroom items correctly identified

State the appropriate number of sides each shape has.

State correctly in Spanish the colour of the shapes.

State correctly in Spanish the shape of the classroom items and how many sides they have.

Paired dialogue completed with each answer being appropriate to the question asked and with correct pronunciation and appropriate sentence structure

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

In groups examine a number of objects distributed by the teacher and/or taken to class by the students, deciding what shape each object represents and stating the shape in Spanish.

Work in teams to play the game ¡Tócala! In this game they will race to touch manipulatives representing the shapes stated by the teacher; these shapes will be already located at specific areas. E.g. The teacher says “el cuadrado” and one student representing each team will run to touch the items representing a square. The first to touch the stated shape gets a point for his/her team.

Shapes stated appropriately represent objects and are pronounced correctly.

Appropriate shape touched in each case.

Learning Outcomes

Students will be able to:

- ✓ Identify shapes and their colours in Spanish
- ✓ state the number of sides each shape has

Points to Note

- You may provide them with shapes with the names of different colours and ask them to colour the shapes.

Extended Learning

Write sentences in classroom diary about the shapes in the classroom.

RESOURCES

- Manipulatives of the common figures/ Los manipulativos de las formas.
- Songs/Canciones
- Worksheets/ las hojas de trabajo
- Classroom Diary/El diario de la clase

KEY VOCABULARY AND

GRAMMAR

la forma/shape
el lado/side
las formas/ shapes
el círculo/circle
el cuadrado/square
el triángulo/triangle
el rectángulo/rectangle
la estrella/star
el diamante/diamond
el óvalo/oval

Prior Learning

Check that students:

- Respond to commands
- Count 1-10 independently in Spanish

About the Unit

In this unit students will learn to talk about actions that they do at school, identify familiar foods using the target language and say what their favourite food is.

JUNTOS EN LA ESCUELA/TOGETHER AT SCHOOL**FOCUS QUESTION :**

¿Qué hacemos en la escuela? – 4 weeks

OBJECTIVES

Students will:

- Identify familiar foods, especially those typically found in the school environment
- State their favourite food
- Express familiar actions done at school
- Respond to questions related to general expressions of time

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

View a chart of foods and drink that are familiar to them while listening to the names of the foods and drink. (las galletas/biscuits/crackers; el pollo frito/fried chicken; las patatas fritas/potato chips; la hamburguesa /hamburger; el perrito caliente/hot dog; la pizza/pizza; el queso/cheese; el jugo de naranja/orange juice; la naranjada/orangeade; la limonada/lemonade; el helado/ice cream). Students will repeat the names of the foods heard.

Ask their classmates for different food items based on word cards using Necesito + el nombre de la comida./ I need + the name of the food. Necesito un perrito caliente. / I need a hot dog.

Say which is their favourite food in response to ¿Cuál es tu comida favorita?/What is your favourite food? Response: Mi comida favorita es + el nombre de la comida./My favourite food is + name of food. Eg. Mi comida favorita es las patatas fritas./My favourite food is potato chips.

Watch a short video twice which illustrates the first person of the following verbs: leer/to read; bailar/to dance; beber/to drink; comer/to eat; caminar/to walk; cantar/to sing; escribir/to write; estudiar/to study; jugar/to play; dibujar/to draw; dormir/to sleep; correr/to run. Then, students will act out the action represented by each verb while using the first person singular form.

Do/pretend to do an action and respond to the question ¿Qué haces?, posed by their classmates, using the first person of the verb to say what they are doing e.g. if a student is running/pretending to run, he/she would respond "Yo corro."

Listen to a story being read by the teacher while being shown the corresponding pictures that make up the story, which will serve to introduce students to the following general expressions of time: Por la mañana/In the morning; por la tarde/ in the afternoon; durante el recreo/during break; después de mis clases/ after school. Respond to questions in English on the story posed by the teacher.

- Listening to identify specific information.
- Repeating and using vocabulary with acceptable pronunciation.
- Demonstrating understanding of what is heard through appropriate responses.
- Matching items
- Observing drawing to identify actions.
- Circling words, that correspond with images

Students repeat names of foods with correct pronunciation.

Appropriately express the food items they need, using appropriate sentence structure and correct pronunciation.

Respond to the question using appropriate sentence structure and with correct pronunciation.

Correct use and illustration of the structure

Verbs and actions match. First person forms of verbs appropriately stated.

Responses to questions demonstrate understanding of the picture story and in particular regarding the times of day.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Pupils will:

Talk about what they do at particular times of day, using the verbs and other expressions learnt. Eg. Por la mañana como un perrito caliente./ In the morning, I eat a hot dog.; Por la tarde escribo mi nombre./In the afternoon I write my name.; Durante el recreo juego con mis amigos. / During break I play with my friends.; Después de mis clases canto./ After school, I sing.

Using a worksheet circle the pictures of actions depicting the first person of the verbs based on what they hear.

Do a multiple choice listening comprehension activity where they choose from 4 pictures in each case the one which matches a statement made by the teacher. Pictures of food items and actions will be included.

Express the actions they do at various times of day using appropriate sentence structure and with correct pronunciation and intonation.

Select appropriate pictures based on oral descriptions of actions done by the teacher.

Select appropriate picture to match with statements as read by the teacher.

Learning Outcomes

Students will be able to:

- ✓ List their favourite foods
- ✓ State actions they perform in school

Points to Note

- Students should have word cards with the vocabulary and the expressions so class time can be used for practice.
- Ask the students to take their favourite food item for the lesson where they will be asked to say what their favourite food is, so they can show and tell at the same time.
- Create the answer sheet for the multiple choice listening comprehension activity, using pictures of foods and actions (4 choices for each item) and create the teacher's script that will have a sentence describing one of the pictures in each case.

Extended Learning

Encourage students to:

- Make a book showing and stating in writing the actions they perform in school.
- Practise new vocabulary and expressions with family members when they go home/when they are at home.

RESOURCES

- Internet/Videos showing familiar verbs in the first person (Youtube videos)
- Word cards showing the pictures and the names of the food in Spanish
- Food Bingo
- Worksheet
- Multiple choice activity with pictures of foods and actions (4 choices for each item)
- Food items
- Picture story featuring symbols that represent different times of the day and actions taking place at various times

KEY VOCABULARY AND GRAMMAR

Food

las galletas/biscuits/crackers; el pollo frito/fried chicken; las patatas fritas/potato chips; la hamburguesa /hamburger; el perrito caliente/hot dog; la pizza/pizza; el queso/cheese; el jugo de naranja/orange juice; la naranjada/orangeade; la limonada/lemonade; el helado/ice cream

Verbs/Verbal expressions

Necesito/ I need; leer/to read; bailar/to dance; beber/to drink; comer/to eat; caminar/to walk; cantar/to sing; escribir/to write; estudiar/to study; jugar/to play; dibujar/to draw; dormir/to sleep; correr/to run
¿Qué haces?/What are you doing?

Time expressions

por la mañana/in the morning; por la tarde/ in the afternoon; durante el recreo/ during break; después de mis clases/ after school



GRADE 2 SPANISH

SEGUNDO GRADO
UNIDADES DE ESTUDIO



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TERM 1

Unit 1
Mi cuerpo II
My Body

Name the main parts of the body. (La cabeza, los brazos, los hombros, las manos, las piernas, las rodillas, los pies.)

Ask their classmates to touch various parts of the body. (Tócate la cabeza- touch your head)

List the singular and plural nouns in Spanish referring to the body.

(La mano- las manos, el brazo-los brazos).

Unit 2
Mi cuerpo III
My Body

Identify ways in which they can take care of their bodies.

(Me baño-I bathe myself, me lavo las manos-I wash my hands, me lavo los pies-I wash my feet, etc.)

Recognize the different parts of the body.

Say Spanish verbs used for taking care of the body. (Me lavo..., me baño).

TERM 2

Unit 1
Mi familia y yo II
My Family and I

Describe the size of their family. (Mi familia es grande/My family is big, Mi familia es mediana/My family is medium/ Mi familia es pequeña- My family is small.)

Express how many persons they have in their family

Say the names of family members.

Group family members according to gender (masculine or feminine).

Describe self and different members of the family using adjectives according to gender correctly.

Ask classmates to describe their family members. (¿Cómo es tu mamá?- describe your mother... Mi mamá es bonita, mi papá es alto).

Unit 2
Ayudo en la casa
I help at home

Say the different chores they like and dislike doing in the house. Me gusta lavar los platos/I like to wash dishes. No me gusta arreglar mi habitación/I don't like to fix my room.)

Ask peers what they like/dislike doing at home. (¿Qué te gusta hacer en casa?-What do you like to do at home?)

(¿Qué no te gusta hacer en casa?- What don't you like to do at home?).

TERM 3

Unit 1
Las mascotas
Pets

Identify different pets in Spanish.(el gato/cat)

Pronounce the names of pets in Spanish.

Tell the sound that each animal makes using the expression. (El gato hace miau/The cat meows).

Tell the name of their favourite pet.(Mi mascota favorita es el gato/My favourite pet is the cat.)

Describe their pets.
(Mi gato se llama Kiki. Es blanco y bonito./

My cat's name is Kiki./

It is white and pretty.)

Unit 2
Mi comunidad/
My community

State the name of their community (Mi comunidad se llama.../ My community is called...).

Describe their community e.g. Mi comunidad es grande/pequeña/ My community is big/small.

Listen to a song about the places in the community e.g. el mercado, la iglesia, el hospital.

Draw a picture showcasing places in the community.

RANGE OF CONTENT

Students will develop key concepts, skills, knowledge and understanding by learning:

- Parts of the body
- Commands
- The family
- Numbers 1-10 in Spanish
- Descriptions
- Household chores
- Pets
- The community

There are four Attainment Targets in Spanish which are interconnected, and ICT targets which are to be integrated within the execution of these four (4) targets.

AT 1:**Listening and Responding**

Students develop the ability to understand the spoken language in a variety of forms and make an appropriate and accurate response.

Students show that they understand speech spoken clearly in short sentences, face to face or from a good quality recording with gestures and repetition, by responding appropriately and accurately.

AT 2:**Speaking**

Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of situations.

Students ask and respond to simple factual information and take part in repetitive activities.

AT 3:**Reading and Responding**

Students develop the ability to understand the written language in a variety of forms and provide an appropriate and accurate response.

Students show that they understand familiar written phrases, match sound to print and interpret meaning from visual or non-verbal clues.

AT 4:**Writing**

Students develop the ability to communicate effectively and appropriately in writing in a variety of forms in response to an aural, visual or written stimulus.

Students copy simple phrases, compile a list and write from memory a limited number of familiar words and phrases with at least 75% accuracy in spelling.

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



DESIGNING AND PRODUCING - Students use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions



DIGITAL CITIZENSHIP - Students recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

GRADE 2

SPANISH

TERM 1 UNITS OF WORK

ESPAÑOL
PRIMER PERÍODO
UNIDADES DE ESTUDIO

Prior Learning

Check that students:

- Respond to commands
- Identify parts of the head

About the Unit

In this Unit students will engage in a series of activities which will enable them to identify various parts of the body, describe the parts of the body and ask their classmates to touch various parts of the body.

MI CUERPO II/ MY BODY**FOCUS QUESTION:**

¿Cuáles son las partes de mi cuerpo?-/What are the parts of my body?

OBJECTIVES

Students will:

- Name the main parts of the body
- Ask classmates to touch various parts of the body
- Respond to different commands related to body parts
- List the singular and plural nouns in Spanish referring to the body

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Sing in Spanish 'Cabeza, hombros, rodillas, pies'/My head, my shoulders, my knees, my toes'/ as a warm up activity.

Sing the song a second time while touching the various parts of the body.

Say Spanish words for the different parts of the body, while moving each part.

Listen to and sing the song Hokey Pokey in Spanish.

Complete a worksheet in which they label the parts of the body.

Working in teams, match the body parts written on strips of paper with their respective images, then say the word for each body part aloud.

Play a game of Bingo, using pictures of various parts of the body in each square. Replace the word 'Bingo' with 'Cuerpo'. From cards, call out body parts while students cover the appropriate pictures. The first student to cover the body parts in a straight or diagonal line will say 'Cuerpo'. He/she will get a prize.

Game: La cadena/The Chain. Students form a line and each student will say a body part in Spanish. The second student must first call the body part mentioned by the previous student before they can add their body part. Eg Student 1 says ojos/eyes, Student 2 says 'ojos, nariz'/ 'eyes, nose'. The chain will continue until a student is not able to remember the previously mentioned body parts.

Play a game of Simón dice/ Simon Says, where they respond to commands to touch the various parts of the body. Students will take turns playing the role of 'Simón'.

Practise commands while working in groups. One student from a different group will ask another student to touch a part of the body (Tócate la mano/ Touch your hand). The group with the most students that correctly touch the commanded body parts will be dubbed 'Los ganadores'/ 'The winners' and they will be given a prize.

- Listening to identify specific information.
- Repeating and using vocabulary with correct pronunciation.
- Demonstrating understanding by identifying the parts of the body.
- Recognizing images of the various parts of the body.
- Speaking about their body parts and giving instructions.
- Writing vocabulary related to the theme.
- Working cooperatively with peers.

Listen to the song and sing along with accurate pronunciation and intonation.

Touch the respective parts of the body while singing.

Say names of the body parts with accurate pronunciation and intonation.

Sing song with appropriate pronunciation and intonation while doing the corresponding actions.

Worksheet completed with body parts labelled accurately and with correct spelling of body parts.

Match the correct picture with the appropriate word. Say aloud each word with proper pronunciation and intonation.

Students cover relevant body parts based on the words being called.

Reproduce all the names of the body parts in the order in which they have been said and pronounce each correctly.

Touch the correct body parts when commanded; give accurate commands

Students touch appropriate body parts as commanded.

Learning Outcomes

Students will be able to:

- ✓ Name the parts of the body
- ✓ Follow command involving their body parts
- ✓ Label various parts of the body
- ✓ Match Spanish words to the corresponding parts of the body
- ✓ Play bingo, using the different parts of the body

Points to Note

- Students will sing the Spanish version of the song My head, my shoulders, my knees, my toes/ Cabeza, hombros, rodillas, pies.
- Create PowerPoint with the main parts of the body (head, shoulders, knees and toes) in Spanish to support video (La cabeza, hombros, rodillas, pies-Head, Shoulders, Knees and Toes song)
- The work sheet will have a blank diagram of the body, and word bank to choose from.
- Use the common Spanish vocabulary for body parts.
- Songs and videos may be sourced online and downloaded.

RESOURCES

- Song Cabeza, hombros, rodillas, pies
- Song Hokey Pokey in Spanish
- Strips of paper with body parts
- Bingo book, with pictures of the various parts of the body
- Word cards with the main parts of the body (La cabeza, los hombros, las rodillas, los pies).
- Pictures/ worksheets of the body
- PowerPoint presentation with parts of the body.
- Games: Simón dice (Simon says); Veo, veo (I spy)
- Picture cards
- Internet (video showing children identifying various parts of the body)

Extended Learning

Encourage students to:

- Play games at home and with relatives/friends to enhance their understanding of the concepts taught.
- Practise saying the words that they have learnt aloud with family members and friends.
- Explore online for new songs in Spanish related to body parts. (Guided by parents/teachers)
- Download apps to their phones/tablets where they can learn/reinforce the new vocabulary by means of games. (Guided by parents/teachers).
- In a scrap book, trace the drawing of each part of the body, as well as the words.
- Make a body parts booklet in which they paste pictures and label each picture in Spanish.

KEY VOCABULARY AND GRAMMAR

Greetings:

Greetings: Buenos días/Good morning; buenas tardes/Good afternoon/evening; Buenas noches/ Good night; hola/hello; ¿cómo está(n)?/How are you?; muy bien/ Very well; gracias/Thank you; adiós/ Goodbye.

Commands (TPR):

Levanten la mano/Raise your hand; Presta/presten atención/Pay attention; Escucha/escuchen/Listen; Habla/hablen más alto/bajo/Speak louder or softer; Abre/abran los libros/Open your books; Cierra/Cierren los libros/Close your books; Mira/miren/ Look; Canta/canten/Sing; /Toca/toquen; Touch

Body parts (Las partes del cuerpo)- including the revision of parts of the head (Grade 1):

La cabeza/head, la cara/face, la oreja/las orejas/ear/ears, el ojo/los ojos/eye/eyes, la boca/mouth, la nariz/nose, el hombro/shoulder, la pierna/leg, el pie/foot, etc.

Prior Learning

Check that students:

- Respond to commands
- Identify main parts of the body

About the Unit

In this Unit students will engage in a series of activities which will enable them to describe how they can take care of their body.

MI CUERPO III**FOCUS QUESTION :**

¿Cómo cuido mi cuerpo?/ How do I take care of my body ?

OBJECTIVES

Students will:

- Identify the different parts of the body
- State ways in which they can take care of the body

Suggested Teaching and Learning Activities

Students will:

Play a game of “Do as I Say” to review the parts of the body for example; Tócate la cabeza/ touch the head.

Watch a video of children showing some of the things they do to take care of themselves. Repeat the expressions used to describe how to take care of the body.

Identify each shape by the appropriate Spanish name.

Work in pairs to complete a word puzzle by finding key words related to body parts and taking care of the body.

Work in teams to dramatize an action depicting what is done to take care of the body. The team members will guess in Spanish the action being demonstrated. e.g. (Me baño, me lavo las manos). The team with the most points will win.

Observe projected pictures of children doing various activities. Working in pairs, write in notebooks sentences about each picture.

Working in small groups, create a poster showing two activities they like to do at home to take care of their body. Assign a role to each group member.

In groups, make up a song/rhyme about how they take care of their body. Students will perform their songs/rhymes in class, with accompanying actions.

Key Skills

- Listening to identify specific information.
- Using vocabulary with acceptable pronunciation.
- Demonstrating understanding of what is heard through appropriate responses.
- Speaking about how they care for their body parts
- Writing vocabulary related to the theme.
- Working cooperatively with peers.

Assessment Criteria

Touch relevant body parts based on what they hear.

Repeat expressions with appropriate pronunciation and intonation.

Say daily activities with correct pronunciation and intonation.

Work cooperatively to complete puzzle accurately.

Work cooperatively and guess the correct action being depicted, exercising correct pronunciation and intonation.

Students work cooperatively to create sentences that accurately describe what they see in each picture, using appropriate sentence structure and spelling.

Posters are neatly presented with appropriate pictures/drawings and labels in Spanish.

Songs/rhymes performed with appropriate accompanying actions and correct pronunciation of words.

Learning Outcomes

Students will be able to:

- ✓ Complete word puzzle by finding the key words
- ✓ Say in Spanish ways in which they take care of their body
- ✓ Create posters showing which activity they like to do at home to take care of their body

Points to Note

- Where technology is not available, print and display pictures in the classroom.
- Teacher will review parts of the head (From Grade 1).
- Teacher will give specific information telling students how to complete the picture exercise.
- Teacher will use commands to instruct students how to take care of their bodies; the students will do the actions using body language.

RESOURCES

- Internet/Videos showing children showing different ways to take care of the body
- Picture cards
- Word puzzle
- Computer
- Projector
- Cartridge paper
- Crayons

Extended Learning

Encourage students to:

- Make captions in Spanish of the different ways to take care of the body and stick it all over the house.
- Create a word puzzle with actions related to taking care of the body.
- Create a photo collage of actions done to the body at home. Write sentences about any three actions seen in the collage.

KEY VOCABULARY

Actions related to the body:

Me lavo las manos/ I wash my hands; Me cepillo los dientes/I brush my teeth; Me lavo la cara/I wash my face; Me peino el pelo/I comb my hair; Me baño/I bathe; Me corto las uñas/I cut my nails; Me pongo la ropa/I put on my clothes.

GRADE 2 SPANISH

TERM 2 UNITS OF WORK

ESPAÑOL
SEGUNDO PERÍODO
UNIDADES DE ESTUDIO

Prior Learning

Check that students can:

- Identify the members of the family
- Count from 1-10

About the Unit

In this Unit students will engage in a series of activities which will enable them to describe the size of their family; say how many persons they have in their family; group family members as masculine or feminine; write sentences telling how many persons are in their family and their names; describe family members by using simple adjectives and give basic information about their family.

MI FAMILIA Y YO II/MY FAMILY AND I**FOCUS QUESTION 1:**

¿Cómo es tu familia?/What is your family like? (3 weeks)

OBJECTIVES-Students will:

- Describe the size of their family
- Say how many persons they have in their family and the names of the family members
- Group family members as masculine or feminine
- State the number of persons with whom they live

Suggested Teaching and Learning Activities

Students will:

Sing the song 'La familia'/'The Family' and identify family members in the song.

Work with a partner to name the main members of the family.

Project pictures of families of varying sizes. The students will express orally the sizes of the families seen. For example (La familia es pequeña/The family is small. La familia es grande/The family is big. Then students will say the size of their own family.

From the same pictures projected, count in Spanish how many persons are in each family and respond to the question: ¿Cuántos miembros hay en esta familia?/ How many persons are in this family? They will then take turns asking and answering the question.

Draw a table of two columns masculine/ feminine and from a given list group each family member according to their gender.

Work in pairs to practice asking/ answering, ¿Con quién vives? / With whom do you live?
Possible response: Yo vivo con mi mamá- I live with my mother.

Write sentence telling how many persons are in their family and list the members.

Draw a family tree (El árbol genealógico), depicting their own family and label it.

Say how many persons are in the family of an important figure from your country. (Jamaica's Prime Minister, Usain Bolt, Bob Marley, etc.)

Key Skills

- Listening to identify specific information.
- Repeating and using vocabulary with acceptable pronunciation.
- Demonstrating understanding of what is heard through appropriate responses.
- Writing simple sentences.
- Working cooperatively with peers.

Assessment Criteria

Sing Spanish song with accurate pronunciation and intonation; family members correctly identified

Say the members of the family with correct pronunciation and intonation.

Describe families appropriately according to sizes as displayed, with correct pronunciation and intonation and appropriate sentence structure.

Count aloud in Spanish using correct pronunciation and intonation. State the appropriate number of persons in each family.

Place each family member from the list under the appropriate gender.

Say with whom they live, using appropriate sentence structure, pronunciation and intonation.

Sentences written with appropriate structure and with the number of family members in the list corresponding with the number stated for persons in the family.

Family tree designed with members of the family named and accurately labelled

State accurately (showing evidence of research) the number of persons in the families of the famous persons, and with appropriate pronunciation and sentence structure.

Learning Outcomes

Students will be able to:

- ✓ Make scrapbook with drawings, showing different size of families
- ✓ Write sentences telling how many persons are in their family
- ✓ Talk about the size of their family
- ✓ Group family members as masculine or feminine

Points to Note

- Every class will be given the greetings, day and the date. (Buenos días, hoy es lunes/ Good morning, today is Monday).
- Word cards will have names of the different members of the family.
- Songs and videos may be sourced online and downloaded.

Extended Learning

Encourage students to:

- Sing songs learnt in class at home.
- Practise calling family members in Spanish at home.
- Greet their family members by using the appropriate Spanish word in each case e.g Buenos días, mamá/papá
- Watch a video about the Hispanic family.

RESOURCES

- Song: Mi familia
- Pictures of the different members of the family
- Computer
- Projector
- Pictures of families of varying sizes
- Photographs of the members of students' families
- word card labels with the members of the family
- chart
- scrap book

KEY VOCABULARY AND GRAMMAR

Family members:

la familia/the family; la mamá/the mother; el papá/the father; la abuela/the grandmother; el abuelo/the grandfather; la hermana/the sister; el hermano/the brother; el tío/the uncle; la tía/the aunt; el primo/ male cousin; la prima/ female cousin

Sizes:

pequeña/small;
mediana/medium;
grande/big

Structures:

Mi familia es/My family is; ¿Cuántos miembros hay en tu familia/How many persons are there in your family?; Hay 4 personas en mi familia/There are 4 persons in my family; ¿Con quién vives?/ With whom do you live?; Yo vivo con mi mamá/papá/I live with my mother/father.

Prior Learning

Check that students:

- Say the Spanish word for the different members of the family
- Say how many persons are in their family

MI FAMILIA Y YO II/MY FAMILY AND I (II)**FOCUS QUESTION 2:**

¿Cómo son los miembros de tu familia?/

How do you describe the members of your family? (3 weeks)

OBJECTIVES

Students will:

- Describe self and different members of the family
- Ask classmates to describe their family members
- Use adjectives according to gender correctly

Suggested Teaching and Learning Activities

Students will:

Repeat, in imitation of the teacher, simple Spanish sentences used to describe pictures of family members displayed on the chart.

Look at the projected picture and identify an adjective (taking into account the gender) that describes the person in response to the question (¿Cómo es?/ How is he/she?)

*Response: Él es alto- he is tall/ Ella es baja- she is short.

Choose from a basket strips of paper with the Spanish word for different family members. They will describe the selected family member, based on their own family.

Practise a dialogue in pairs,
Person A: ¿Cómo es tu mamá?
Person B: Mi mamá es_____.

Listen to teacher describing herself, then describe themselves (in random order) using Yo soy... example (Yo soy bonita- I am pretty).

Listen to a short passage read by the teacher about a family with the description of each member and respond to questions based on the passage.

Students will be given a worksheet that comprises of questions asking them to describe different members of the family in Spanish for example:
¿Cómo es tu mamá/papá/abuelo/abuela? _____

Key Skills

- Listening to identify specific information.
- Pronouncing correctly the words in Spanish.
- Writing sentences to describe self and others.
- Listening for and presenting essential information relating to the family, through dialogue, etc.
- Writing vocabulary related to the theme.
- Working cooperatively with peers.

Assessment Criteria

Repeat descriptive sentences with correct pronunciation and intonation.

Describe persons being displayed, using correct adjectives according to their gender.

Describe family members accurately with appropriate sentences, making the adjectives agree as is necessary.

Dialogues completed using correct adjectives according to gender and the correct pronunciation and intonation.

Give descriptions using the correct gender of the adjectives while using correct pronunciation and intonation.

Respond correctly to questions about family members mentioned in the comprehension.

Write appropriate descriptions of family members.

Suggested Teaching and Learning Activities

Students will:

Draw/ use a picture of themselves and write three sentences to describe the picture.

Work in small groups to complete a word puzzle featuring vocabulary for family members and common adjectives.

Make individual photo albums showing the members of their family and write simple sentences in Spanish to describe each member. (e.g. Esta es mi mamá, ella es bonita/ Este es mi papá, él es alto.)

Key Skills

Assessment Criteria

Picture drawn neatly and labelled with three appropriate Spanish words.

Complete word puzzle accurately. Work cooperatively with group members.

Photo albums presented with pictures and descriptions of family members, making use of appropriate adjectives.

Learning Outcomes

Students will be able to:

- ✓ Ask classmates to describe family members
- ✓ Describe members of their family
- ✓ Say Spanish words with correct pronunciation, intonation

Points to Note

- Every class will be given the greetings, day and the date. (Buenos días, hoy es lunes/ Good morning today is Monday).
- The comprehension passage is to be about a particular family, for example (The Lopez family).
- Use common set of adjectives and emphasize on the use of the gender in the language.

Extended Learning

Encourage students to:

- Download a picture of any family from a cartoon of your choice. Paste picture in your scrap book and write simple sentences describing each family member.
- Practise pronouncing the words learnt in class at home.
- Practise with family members and friends what they have learnt in class.

RESOURCES

- Pictures showing family members
- Computer
- Projector
- Chart
- Worksheets
- Strips of paper with Spanish words for different family members
- Basket (to put strips of papers)
- Find a word puzzle.
- Pictures
- Computer
- Projector
- Crayons
- Scrap Book
- Album

KEY VOCABULARY AND GRAMMAR

Descriptions:

alto/a ... tall; bajo/a... short; gordo/a ...fat; delgado/a ... slim
guapo... handsome; bonita...pretty; feo/a ... ugly; viejo/a... old
joven... young; elegante...elegant; cariñoso/a ... caring

Structures:

¿Cómo es tu mamá? / What is your mother like? ...Describe your mother; Mi mamá es... My mother is...

Agreement of nouns and adjectives

Prior Learning

Check that students:

- Identify and name different rooms in the house

About the Unit

In this Unit students will learn to give clear information and appropriate responses to questions related to house chores, use context clues such as pictures and concrete objects for comprehension and write short sentences telling favourite house chores.

AYUDO EN CASA- I HELP AT HOME**FOCUS QUESTION :**

¿Cómo ayudo en casa?/ How do I help at home?

OBJECTIVES-Students will:

- Say the different things they do in the house
- Identify their responsibilities at home
- Talk about the chores they like/ dislike doing

Suggested Teaching and Learning Activities

Students will:

Look at the teacher and imitate him/her miming/ using hand gestures and body language to demonstrate different household activities, then say the Spanish word for the different activities

Watch video of children doing different tasks in the house and say the chores seen in the video aloud.

Choose from a basket a flashcard (written on index cards (and including pictures of the chores)-- example: washing the dishes/ lavar los platos, ironing the clothes/ planchar la ropa) and act out the task they receive. The teacher will model the first flashcard.

Working in small groups, randomly role play different chores that they do in their house. Group members will guess the chores being enacted. They will take turns doing this until every member gets a chance to enact three chores.

Make a list of the chores that they do at home.

Play the game Simon Says/ Simón dice for students to perform various actions. (Allow students to take turns in playing the role of Simon.)

Identify a chore that they like to do at home and one that they don't like to do, then take turns saying what chore they like/ do not like to do at home (by answering the question ¿Qué te gusta/no te gusta hacer en la casa? / What do you like/do not like to do in the house?). They will also write their responses in their books, with an accompanying drawing representing the chore in each case.

Key Skills

- Listening to identify specific information.
- Repeating and using vocabulary with acceptable pronunciation, intonation.
- Recognizing visual images of words.
- Conversing using vocabulary learnt in a natural and easy manner.
- Writing simple sentences about the house chore they like.

Assessment Criteria

Say Spanish words with correct pronunciation and intonation.

Observe video and say the name of each chore done with correct pronunciation and intonation.

Classmates guess correctly the chore selected on the flashcard.

Group members will guess correctly each chore.

List written in notebooks with correct spelling for each chore.

Correctly give commands and do appropriate actions.

Respond appropriately to the question rendering correct pronunciation. Written responses have the correct spelling and appropriate accompanying drawings.

Suggested Teaching and Learning Activities

Students will:

Working in pairs, complete an unscramble activity on a worksheet featuring the vocabulary for various chores.

Draw a picture of self, doing the chore that they like to do and write a sentence beneath the picture telling what chore is being performed in the picture.

Participate in a competition where one team draws an object related to a house chore and the other team has to tell the phrase related to the object.

Working in small groups, draw a chart to create a schedule that reflects who in their family does each chore and the day of the week each chore is done.

Key Skills

- Listening to identify specific information.
- Repeating and using vocabulary with acceptable pronunciation, intonation.
- Recognizing visual images of words.
- Conversing using vocabulary learnt in a natural and easy manner.
- Writing simple sentences about the house chore they like.

Assessment Criteria

Words unscrambled successfully with letters in the correct order in each case.

Neatly draw picture and write correctly a sentence to describe the action being performed.

Teams guess correctly the chore based on the drawing of the object in each case. The team with the most correct answers wins.

Schedule created depicting the chores done by each family member for the week and the day(s) on which the chores are done, with appropriate spelling.

Learning Outcomes

Students will be able to:

- ✓ Tell chores that are done at home
- ✓ Use Spanish words to talk about the chores they like and dislike doing
- ✓ Describe activities/chores done by each family member

Points to Note

- Use the target language in a correct and simple way in Spanish
- Use positive reinforcement with students to encourage production of the target language.

Extended Learning

Encourage students to:

- Make a mini book, comprising of pictures of children performing different house chores and their labels.
- Make a duty roster at home, with the names and the duty each household member has to carry out.
- Make a chores chart with pictures depicting various chores along with their labels.

RESOURCES

- Video of children doing different tasks in the house
- Basket
- Flash cards
- Worksheet with unscramble activity
- Picture chart
- Sheets of cartridge paper (on which to create charts)
- Crayon
- Video clip
- Speaker
- Computer
- Projector
- Interactive games

KEY VOCABULARY AND GRAMMAR

Structure

Me gusta- I like; No me gusta- I don't like

Chores

lavar los platos- to wash the dishes; planchar la ropa- to iron clothes; lavar la ropa- to wash clothes; limpiar la casa- to clean the house; hacer la cama- to make the bed; poner la mesa- to set the table; botar la basura- to take out the garbage

GRADE 2 SPANISH

TERM 3 UNITS OF WORK

ESPAÑOL
TERCER PERÍODO
UNIDADES DE ESTUDIO

Prior Learning

Check that students can:

- Identify pets in their community

About the Unit

In this Unit students will engage in a series of activities which will enable them to talk about pets, listen to conversation and songs to foster understanding, use dramatization to demonstrate understanding and develop creativity, repeat and use vocabulary with acceptable pronunciation and intonation, and learn songs to become familiar with words.

LAS MASCOTAS/ PETS**FOCUS QUESTION :**

¿Qué mascotas tienes?/ What pets do you have?

OBJECTIVES-Students will:

- Identify pets in Spanish
- Pronounce accurately the names of pets in Spanish
- Tell the sound that each pet makes using expression 'hace'
- Say the names of their favourite pets
- Describe their pets

Suggested Teaching and Learning Activities

Students will:

Listen to a song about pets and identify the pets mentioned in the song. Respond to the question ¿Cuál es el tema de hoy?- What is the topic for today? Students will come up with possible topics based on the song heard.

Watch a video which shows different pets as well as states their names in Spanish. Have students watch the video twice then ask them to state the names that they remember from the video.

Identify various pets in Spanish based on the pictures projected. They will call the names of the pets aloud. E.g. Es un gato – It is a cat.

Working with a partner on a given worksheet, match the pictures of pets with its correct name in Spanish.

Working in pairs, ask and respond to the question ¿Qué mascota es? Example (Es un gato- It is a cat). Take turns asking and answering for each picture projected.

Listen to teacher as he/she makes the sounds of various animals while stating how each animal sound is expressed in Spanish. Then, working in small groups, students will take turns making the sounds of their favourite animals. Their classmates will identify the animal eg, El gato hace miao (meow).

Draw and colour a picture of their favourite pet. The teacher will model by showing a picture of a cat and saying ‘Mi mascota favorita es el gato’. Students will show their picture to the class and say in Spanish what their favourite pet is.

Key Skills

- Listening to identify specific information.
- Repeating and using vocabulary with acceptable pronunciation.
- Demonstrating understanding of what is heard through appropriate responses.
- Matching items.
- Observing pictures/ videos of various pets.

Assessment Criteria

Sing song with correct pronunciation and intonation; accurately identify the topic.

Say words mentioned in the video correctly.

Identify correctly the pets as seen on the pictures.

Pictures and words correctly matched.

Respond appropriately to the question in each instance. Question and answers rendered with correct pronunciation and intonation.

State correctly which animal makes the sounds, rendering the correct pronunciation of the animal sound in Spanish.

Say what their favourite pet is with appropriate pronunciation.

Suggested Teaching and Learning Activities

Students will:

Describe their favourite pet. (E.g. Mi mascota favorita es un gato que se llama Kiki./ My favourite pet is a cat, its name is Kiki) Kiki es grande/ Kiki is big. Students will write these sentences and then read aloud their sentences to their classmates.

Key Skills

Assessment Criteria

Descriptions written with correct spelling. Sentences read aloud with appropriate pronunciation and intonation.

Learning Outcomes

Students will be able to:

- ✓ Identify various pets in Spanish.
- ✓ Tell the sound that each pet makes using expression 'hace'.
- ✓ Tell the name of and describe their favourite pet.

Points to Note

- Select a suitable song about pets for students to listen to
- Encourage students to use the target language at home and with peers.

Extended Learning

Encourage students to:

- Make a scrap book with pictures of various pets and include their names in Spanish.
- Make an animal book, with the pictures, the names and the sounds each animal makes.
- Watch videos on the internet which have animals in their natural habitats. Say the names of at least 2 animals in Spanish.

RESOURCES

Song about pets

Matching worksheet
Pictures of pets
Computer
Projector
Speakers
Word cards
Sentence strips
Video
Scrapbook
Book
Notebook
Chart
Crayons

KEY VOCABULARY AND GRAMMAR

Structures

las mascotas /pets
¿Qué mascota tienes? / What pet do you have?
¿Qué mascota es? / What pet is this?
Es el perro / It is the dog
Hace / makes
¿Qué hace el gato? / What sound does the cat make?
El gato hace miau/The cat says miau (meow).
la mascota /pet
No tengo mascotas./ I don't have pets.

Mascotas/ Pets

el perro / dog
el gato /cat
el hámster / hámster
la tortuga / turtle
el pájaro / bird
el conejo /rabbit
el pez-fish / los peces-fish

Prior Learning

Check that students can:

- Express likes and dislikes
- Name the places in the community in their native language

About the Unit

In this Unit students will engage in a series of activities which will enable them to describe the size of their community, identify places of interest in their community by means of their cultural knowledge and give clear information and appropriate responses to simple questions about their community in the the target language.

MI COMUNIDAD/MY COMMUNITY**FOCUS QUESTION:**

¿Cómo es tu comunidad?/What is your community like?

OBJECTIVES-Students will:

- State the name of their community (Mi comunidad se llama... - My community is called...)
- Describe the size of their community
- Identify different places in their community in Spanish
- Say if they like or do not like their community. (Me gusta/No me gusta mi comunidad.)

Suggested Teaching and Learning Activities

Students will:

State the name of their community using the structure 'Mi comunidad se llama'/ My community is called....

Listen to a song about the places in the community e.g. el mercado, la iglesia, el hospital, then sing the song.

Watch a video in Spanish about the different places in the community and respond to questions in English based on the video.

Draw a picture showcasing places in the community; label the places in Spanish. Describe the size of their community, while displaying their picture. e.g. Mi comunidad es grande/pequeña-My community is big/small.

Ask at least five classmates if they like their community. Classmates will respond in Spanish stating whether or not they like their community. Eg. Me gusta mi comunidad/ I like my community; No me gusta mi comunidad/I do not like my community.

Match the Spanish word with pictures depicting important places in a community.
Using pictures to depict each place, say aloud what important places are in their community e.g. En mi comunidad hay un parque, un supermercado, una escuela y una iglesia./In my community there is a park, a supermarket, a school and a church.

Key Skills

- Listening to identify specific information.
- Repeating and using vocabulary with acceptable pronunciation.
- Demonstrating understanding of what is heard through appropriate responses.
- Speaking about their community.

Assessment Criteria

Say using a complete sentence the name of their community, rendering correct pronunciation and intonation.

Sing song with correct pronunciation.

Respond appropriately in English to questions on the video.

Pictures completed with places appropriately labelled, using correct spelling; stated size of the community reflects what is seen on the picture

Students ask and respond using appropriate pronunciation, intonation and sentence structure.

Match pictures of places with the appropriate Spanish word in each case.
Say what important places are in their community with appropriate pronunciation, intonation and sentence structure and displaying a suitable picture representing each place.

Learning Outcomes

Students will be able to:

- ✓ Say the name of their community
- ✓ Identify the main important places in their community
- ✓ Say whether they like /dislike their community
- ✓ Create an E-postcard/Brochure/Scrapbook about the places in their community in Spanish

Points to Note

- Every class will be given the greetings, day and the date. (Buenos dias, hoy es lunes/ good morning today is Monday).
- Emphasize the difference between el and la relating to places in the community
- Teachers should solicit the assistance of parents/guardians to help students collect data on the community in the form of pictures.

RESOURCES

- Song about places in the community
- Internet/Video: showing important places in the community
- Pictures of the different places
- Word cards
- Laptop
- Speakers

Extended Learning

Encourage students to:

- Create e-postcards/brochures to send to their friends showcasing their communities.
- Collect pictures of the important places in the community and make a scrapbook.

KEY VOCABULARY AND GRAMMAR

Mi comunidad.... My community

grande / big

pequeña / small

Me gusta / I like

No me gusta / I don't like

¿Cómo se llama tu comunidad? / what is the name of your community?

Mi comunidad se llama Mount Pleasant /My community is called Mount Pleasant

¿Cómo es la comunidad?/ how is your community?

Mi comunidad es grande/pequeña / my community is big/small

¿Qué lugares hay en tu comunidad? /what places are there in your community?

Hay/there is/there are

el hospital / hospital

la escuela / school

el parque / park

el supermercado / supermarket

la iglesia / church

el cine / movie theatre

la biblioteca / library

es.



GRADE 3 SPANISH

TERCER GRADO
UNIDADES DE ESTUDIO

TERM 1**Unit 1****Características personales y físicas I/ Personal and Physical Characteristics I**

Respond to questions ¿Cómo eres? and ¿Cómo es...? In Spanish.

Describe themselves and other classmates using the correct form of the verb ser+ simple adjectives in Spanish.

Describe themselves and others using the verb tener + parts of the body + colour.

Use correctly the singular and plural form of the adjectives.

Unit 2**Características personales y físicas II/ Personal and Physical Characteristics II**

Describe physical characteristics of the members of their family physically using the verb ser + form of the correct adjective.

Respond to question ¿Cómo es tu/ su...? in Spanish.

Describe the member of their family using the verb tener + parts of the body + colour.

Compare each member of their family./ Compare family members.

Use correctly the singular and plural form of the adjectives.

TERM 2**Unit 1****Las ocupaciones y profesiones/ Occupations and Professions**

Say the names of common professions and occupations in Spanish.

Ask and answer questions about their family members professions, using the verb trabajar

Talk about professions in their community.

Talk about what they will like to be in the future, using the correct form of the verb querer

Unit 2**Los países hispanos/ Hispanic Countries**

Ask and answer questions about where others are from.

Read important facts about other countries in Spanish.

Write a short paragraph about others' origin

TERM 3**Unit 1****Mi medio ambiente/ My Environment**

Say the names of common animals in Spanish.

Ask and answer questions about animals.

Use the correct form of the verb tener

Describe animals using common adjectives in Spanish.

Unscramble animals' names and sentences.

Form the plural of animals' names.

RANGE OF CONTENT

Students will develop key concepts, skills, knowledge and understanding by learning:

- Parts of the body
- Descriptions (physical and personal characteristics)
- Description of self and others
- Comparing and contrasting using pero
- The family (description/ comparison)
- Professions and occupations
- Spanish- speaking countries
- Common animals
- Descriptions of animals

There are four Attainment Targets in Spanish which are interconnected, and ICT targets which are to be integrated within the execution of these four (4) targets.

★ ★ ★ ★

AT 1:

Listening and Responding

Students develop the ability to understand the spoken language in a variety of forms and make an appropriate and accurate response.

★ ★ ★ ★

Students show that they understand (the main points from short oral passages of atleast two sentences made up of familiar language aided by repetition and gestures, by responding appropriately and accurately.

★ ★ ★ ★

AT 2:

Speaking

Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of situations.

★ ★ ★ ★

Students express orally descriptions of themselves, peers and family members using fairly accurate pronunciation and intonation readily understood by teachers, pupils and others.

★ ★ ★ ★

AT 3:

Reading and Responding

Students develop the ability to understand the written language in a variety of forms and provide an appropriate and accurate response.

★ ★ ★ ★

Students show that they understand short passages/ dialogues with simple descriptions by responding to questions accurately.

★ ★ ★ ★

AT 4:

Writing

Students develop the ability to communicate effectively and appropriately in writing in a variety of forms in response to an aural, visual or written stimulus.

★ ★ ★ ★

Students write a short simple sentence with support from the teacher, using familiar expressions in a recognizable form with at least 50% accuracy.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



DESIGNING AND PRODUCING - Students use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions



DIGITAL CITIZENSHIP - Students recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

CONTENT OUTLINE BY WEEKS GRADE 3
TERM ONE- CARACTERÍSTICAS PERSONALES Y FÍSICAS

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic week and Review	Listening, speaking, reading, writing	Instruments prepared by teachers
2	Review	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web surfing, computers, projectors, speakers, audio/video clips, etc.
3	UNIT 1- Características personales y físicas/ Personal and Physical Characteristics I Focus Question 1: ¿Cómo soy yo?/ What am I Like?	Speaking, listening	Pre-recorded dialogue, songs, computer, speakers, etc.
4	UNIT 1- Características personales y físicas/ Personal and Physical Characteristics I Focus Question 1: ¿Cómo soy yo?/ What am I Like?	Reading, writing	Print out of dialogue, scrapbook, crayons, pencils, etc.
5	UNIT 1- Características personales y físicas/ Personal and Physical Characteristics I Focus Question 1: ¿Cómo soy yo?/ What am I Like?	Speaking, listening, reading, writing	Pictures, representational images, computer, projector, images of cartoon characters, internet access, magazines, comic books, Grab Bag, sentence strips, etc.
6	UNIT 1- Características personales y físicas/ Personal and Physical Characteristics I Focus Question 1: ¿Cómo soy yo?/ What am I Like? (Emphasis on national heroes/heroes in the community)	Speaking, listening, reading, writing	Worksheets, flags, pictures of Jamaica's national heroes, etc.
7	Heroes Weekend		
8	UNIT 2- Características personales y físicas/ Personal and Physical Characteristics II Focus Question 2: ¿Cómo son los miembros de mi familia?/What are My Family Members Like?	Speaking, listening,	Computers, speakers songs, projectors, audio/video clips, etc.
9	UNIT 2- Características personales y físicas/ Personal and Physical Characteristics II Focus Question 2: ¿Cómo son los miembros de mi familia?/What are My Family Members Like?	Reading , writing	Dictionaries, textbooks for primary level, web- surfing, worksheets, etc.
10	UNIT 2- Características personales y físicas/ Personal and Physical Characteristics II Focus Question 2: ¿Cómo son los miembros de mi familia?/What are My Family Members Like?	Speaking, listening	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web- surfing, Computers, projectors, speakers, audio/video clips,etc.

CONTENT OUTLINE BY WEEKS GRADE 3 TERM ONE

WEEKS	CONTENT	COMPETENCIES	RESOURCES
11	UNIT 2- Características personales y físicas/ Personal and Physical Characteristics II Focus Question 2: ¿Cómo son los miembros de mi familia?/What are My Family Members Like?	Speaking, listening, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web-surfing, Computers, projectors, speakers, audio/video clips, etc.
12	Assessment and evaluation	Speaking, listening, reading, Writing	Assessment instruments prepared by the teachers,etc.
13	Assessment and evaluation	Listening, speaking, reading, writing	Assessment instruments prepared by the teachers

CONTENT OUTLINE BY WEEKS GRADE 3 TERM TWO- LAS OCUPACIONES Y PROFESIONES LOS PAÍSES HISPÁNICOS

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic week and Review	Listening, speaking, reading, writing	Instruments prepared by teachers, audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web surfing, computers, projectors, speakers, audio/video clips, etc
2	Unit 1- Las ocupaciones y profesiones/ Occupations and Professions Focus Question 1: ¿Cuáles son las profesiones en mi familia?/What are the professions in my family?	Speaking, listening	Audio clips, videos, game-based learning applications, songs, photographs, dictionaries, textbooks for primary level, web-surfing, cartridge paper, computers, projectors, speakers, audio/video clips, etc.
3	Unit 1- Las ocupaciones y profesiones/ Occupations and Professions Focus Question 1: ¿Cuáles son las profesiones en mi familia?/What are the professions in my family?	Speaking, listening	Audio clips, videos, game-based learning applications, songs, photographs, dictionaries, textbooks for primary level, web-surfing, cartridge paper, computers, projectors, speakers, audio/video clips, etc.
4	Unit 1- Las ocupaciones y profesiones/ Occupations and Professions Focus Question 1: ¿Cuáles son las profesiones en mi familia?/What are the professions in my family?	Reading, writing	Worksheets, puzzles, collaborative didactic games,game-based learning applications, etc.

CONTENT OUTLINE BY WEEKS GRADE 3 TERM TWO

WEEKS	CONTENT	COMPETENCIES	RESOURCES
5	Unit 1- Las ocupaciones y profesiones/ Occupations and Professions Focus Question 1: ¿Cuáles son las profesiones en mi familia?/What are the professions in my family?	Listening, speaking, reading, writing	Worksheets, puzzles, collaborative didactic games appropriate Recordings of native speakers, songs, poems, short stories, speakers, laptop, etc.
6	Unit 1- Las ocupaciones y profesiones/ Occupations and Professions Focus Question 2: ¿Qué quieres ser en el futuro?/ What do you want to be in the future?	Listening, speaking, reading, writing	Appropriate recordings of native speakers, songs, poems, short stories, speakers, laptop, Audio-visual clips, crayons, cartridge paper, scrapbook, pictures, paper strips, Grab Bag, worksheets, video, speakers, interactive games
7	Unit 1- Las ocupaciones y profesiones/ Occupations and Professions Focus Question 2: ¿Qué quieres ser en el futuro?/ What do you want to be in the future?	Reading, writing	Appropriate recordings of native speakers, songs, poems, short stories, speakers, laptop, Audio-visual clips, crayons, cartridge paper, scrapbook, pictures, paper strips, Grab Bag, worksheets, video, speakers, interactive games, etc.
8	Unit 2- Los países hispanos/ Hispanic Countries Focus Question: ¿De qué país es...? (Which country is he/ she from?)	Listening, speaking, reading, writing	Worksheets, pictures of Hispanic countries, crayons, scissors, glue, cartridge paper, worksheets, puzzles, collaborative didactic games, etc.
9	Mid-Term Break- Ash Wednesday		
10	Unit 2- Los países hispanos/ Hispanic countries Focus Question: ¿De qué país es...? (Which country is he/ she from?)	Reading, writing Listening, speaking, reading, writing	Worksheets, pictures of Hispanic countries, crayons, scissors, glue, cartridge paper, worksheets, puzzles, collaborative didactic games, etc. Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web-surfing, etc.
11	Unit 2- Los países hispanos/ Hispanic Countries Focus Question: ¿De qué país es...? (Which country is he/ she from?)	Listening, speaking, reading, writing	Magazines of hispanic countries, computers, projectors, speakers, audio/video clips, etc.
12	Unit 2- Los países hispanos/ Hispanic Countries Focus Question: ¿De qué país es...? (Which country is he/ she from?)	Listening, speaking, reading, writing	Appropriate recordings of native speakers, songs, poems, short stories, speakers, laptop, etc
13	Assessment and Evaluation		Assessment instruments prepared by the teachers
11	Assessment and Evaluation		Assessment instruments prepared by the teachers

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic week and Review	Listening, speaking, reading, writing	Instruments prepared by teachers
2	Unit 1-Mi medio ambiente/ My Environment	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web-surfing, cartridge +paper, computers, projectors, speakers, audio/video clips
3	Unit 1- Mi medio ambiente/ My Environment Focus Question: ¿Tienes animales?/ Do you have animals?	Speaking, listening	Audio dialogue, picture worksheets, internet
4	Midterm break labour day		
5	Unit 1- Mi medio ambiente/ My Environment Focus Question: ¿Tienes animales?/ Do you have animals?	Reading, writing	Worksheets with animals to colour, puzzles, collaborative didactic games, representational images, pictures of animals and pet animals , game-based learning applications, dictionaries, textbooks for primary level
6	Unit 1- Mi medio ambiente/ My Environment Focus Question: ¿Tienes animales?/ Do you have animals?	Listening, speaking, reading,writing	Pre-recorded dialogue, computers, audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web-surfing, computers, projectors, speakers, audio/video clips
7	Unit 1- Mi medio ambiente/ My Environment Focus Question: ¿Tienes animales?/ Do you have animals?	Listening, speaking, reading,writing	Pre-recorded dialogue, computers, audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web-surfing, cartridge paper,computers, projectors,speakers,audio/video clips
8	Assessment and evaluation	Listening, speaking, reading, writing	Assessment instruments prepared by teachers
9	Assessment and evaluation	Listening, speaking, reading, writing	Assessment instruments prepared by teachers

GRADE 3 SPANISH

TERM 1 UNITS OF WORK

ESPAÑOL
PRIMER PERÍODO
UNIDADES DE ESTUDIO

Prior Learning

Check that students can do the following in Spanish:

- Say their names and age
- Say the colours
- Identify some parts of the body

About the Unit

In this Unit students will engage in a series of activities which will enable them to describe themselves and their friends using common adjectives, make comparisons between the different members of their family, and compose short sentences and paragraphs in Spanish.

CARACTERÍSTICAS PERSONALES Y FÍSICAS I/ PERSONAL AND PHYSICAL CHARACTERISTICS**FOCUS QUESTION:**

¿Cómo soy yo?/ What am I Like?

OBJECTIVES

Students will:

- Express themselves by asking and responding to the questions ¿Cómo eres? and ¿Cómo es...?
- Write short sentences describing themselves and others
- Describe themselves and others using the correct form of the verb ser + basic adjectives in Spanish
- Use vocabulary with acceptable pronunciation and intonation
- Describe themselves and others using the verb tener + parts of the body + colour

Suggested Teaching and Learning Activities

Students will:

Listen to a dialogue about personal descriptions and identify adjectives heard. Use the adjectives identified to describe themselves and others orally in Spanish.

In pairs, ask and respond to the question ¿Cómo eres? using common adjectives in Spanish.

Draw a picture of themselves and then write three related descriptive sentences.

Write short sentences about themselves using common adjectives and the verb tener. (E.g. Soy simpático y divertido. / I am friendly and fun. Tengo el pelo rizado y negro./ I have curly and black hair. Read aloud their personal descriptions

Write an e-mail to a classmate describing themselves.

In pairs, look at pictures and respond to the question: ¿Cómo es....? using simple sentences in Spanish.

With the guidance of the teacher, use the computer to find a picture of their favourite cartoon character. (Image may also be cut out from a comic strip/ magazine.) Project the image and then read aloud the sentences typed describing the character.

In groups, talk about the members using adjectives to describe their qualities. (Eg; José es tranquilo; tiene los ojos marrones./ José is quiet; he has brown eyes.)

Listen to descriptive sentences and select appropriate pictures that match the descriptions given. (Eg. Tengo ocho años. Soy delgado y alto; tengo el pelo negro. / I am eight years old. I am slim and tall; my hair is black.)

Key Skills

- Listening to a dialogue.
- Speaking about themselves and the qualities of others.
- Reading and responding
- Writing about themselves
- Using ICT to communicate in writing.
- Working cooperatively with peers.

Assessment Criteria

Students will listen attentively and identify the adjectives in the dialogue; descriptions are appropriate.

Accurate questions and responses using appropriate adjectives and correct pronunciation and intonation

Sentences are well-structured and written and appropriate descriptions given; reading executed with correct pronunciation and intonation

Emails written using appropriate descriptions and accurate expressions.

Accurate use of adjectives to describe pictures; correct pronunciation and intonation in responses

Pictures are located by students and sentences typed are accurate; appropriate ICT tools are employed

At least 2 adjectives in Spanish are appropriately used per description.

Correctly match sentences with pictures.

Suggested Teaching and Learning Activities

Students will:

Select sentences from a Grab Bag and read each aloud. Classmates who believe that they suit the descriptions will stand. E.g. Son altos y delgados./They are tall and slim. (All tall, slim students will stand).

Photos of persons with similar characteristics will be projected and the students will write sentences describing the individuals. (E.g. Son gordos y bajos./They are fat and short.

Key Skills

Assessment Criteria

Respond appropriately based on descriptions.

Descriptions written using correct grammar and appropriate vocabulary

Learning Outcomes

Students will be able to:

- ✓ Describe themselves and others in Spanish orally and in writing
- ✓ Use adjectives appropriately
- ✓ Write e-mails in Spanish

Points to Note

- Use appropriate vocabulary and register at all times.
- Apply activities that will encourage logical thinking and communication.
- Accurate pronunciation and intonation must be encouraged.
- Students must be sensitized to the importance of being kind to others and refrain from using words to hurt others when describing their peers.

Extended Learning

Make a photo album using photographs at various stages of their lives, with descriptive captions.

Make a magazine with photographs of their favourite cartoon characters.

Respond to the emails of their pen pals asking for descriptions of their classmates.

Play games and do quizzes online.

RESOURCES

- Audio visual clips
- Pencils
- Crayons
- Cartridge Paper
- Scrap book
- Notebook
- Pictures
- Computer
- Projector
- Internet
- Photographs
- YouTube Videos
- Sentence strips for Grab Bag
- Grab Bag
- Worksheets
- Pre-recorded dialogues
- Songs

KEY VOCABULARY AND GRAMMAR

Vocabulary

¿Cómo eres?/What are you like?; ¿Quién es?/Who is it?; Soy/I am; Tengo/I have; Tiene/She/he has;

bajo (a) /short; simpático(a)/nice/friendly;

antipático (a)/unfriendly; tranquilo(a)/quiet/calm; nervioso(a)/nervous;

tímido(a)/shy; trabajador(a)/hard-working; perezoso(a)/lazy; aburrido(a)

boring; divertido(a)/fun; bonito(a)/pretty; inteligente/intelligent; gordo(a)/fat;

delgado(a)/slim; largo (a)/long; corto (a)/short;

rizado/curlly; liso/straight; negro-black; castaño/dark brown; rubio/blonde;

azul/ blue

el pelo/ hair

los ojos/ eyes

Grammar-

- Concept of Number and Gender agreement Adjective- Noun: Agreement in gender (masculine/ feminine) and number (singular/ plural);
- Position of adjective in relation to noun
- Appropriate present tense forms of verb: ser (soy; eres; es) and tener (tengo; tienes; tiene)

Prior Learning

Check that students can:

- Understand short listening passages about descriptions of individuals.
- Say the members of their family in Spanish.
- Use common adjectives in sentences in Spanish.
- Write short sentences describing persons in Spanish.

About the Unit

In this Unit students will engage in a series of activities which will enable them to describe family members using common adjectives.

CARACTERÍSTICAS PERSONALES Y FÍSICAS II/ PERSONAL AND PHYSICAL CHARACTERISTICS**FOCUS QUESTION :**

¿Cómo son los miembros de mi familia?/What are my family members like?

OBJECTIVES

Students will:

- Describe orally and in writing, the physical and personal characteristics of the members of their family
- Express themselves by asking and responding to the question ¿Cómo es tu/ su....? in Spanish
- Ask someone to describe his/her family members
- Compare members of their family

Suggested Teaching and Learning Activities

Students will:

Watch a video which describes family members in the target language. Select a question about the video from a Grab Bag and respond in a complete sentence.

Complete worksheet with the correct form of the verb *ser/estar* and *tener*. e.g. Claudia _____ bonita/ Claudia..... pretty. Yo muy simpatico./ I am very friendly. Mi abuela muy simpática/ My grandmother is very kind.

In small groups, ask and respond to the questions such as *¿Cómo es tu mamá/papá/ hermano...?/ What is your mother/father/brother like?* E.g. *Mi mamá es alta y delgada./ My mother is tall and slim.*

Still working in small groups, write short sentences comparing their family members with that of their classmates. E.g. *Mi mamá es alta pero tu mamá es baja./ My mother is tall but your mother is short.* Present orally at least two of these written sentences to the class.

Write comparisons about family members using common adjectives in Spanish. E.g. *Mi hermano es aburrido pero mi hermana es divertida.*

Using pictures of family members, write a short paragraph describing family members. Project pictures and read aloud each paragraph that was written.

Email pictures of family members to a classmate who will then write a short paragraph describing family members. Project pictures and have students read aloud each paragraph that was written.

Based on the oral presentations done, students will answer question such as *Es baja y bonita; tiene el pelo largo y rizado. ¿Quién es?/ She is short and pretty; she has long and curly hair. Who is it?*

Key Skills

- Listening to descriptions in Spanish and identifying who is being described.
- Speaking about their family members and the family members of their classmates.
- Writing about each member in their family and the family members of their classmates.
- Reading a paragraph about their family and describing each member.
- Comparing their family members and the family members of their classmates.
- Using ICT to share images and communicate in writing.
- Working cooperatively with peers.

Assessment Criteria

Correctly describe family members in the video; construct sentences accurately in the target language.

Correct verb forms selected to complete worksheet

Ask and respond to questions by using the correct form of the verb *ser+* adjective and other structures learnt, with proper pronunciation and intonation.

Comparisons made using the conjunction *pero*; sentences read with proper pronunciation and intonation.

Accurate use of adjectives and comparisons to describe family members; observe healthy ICT tools.

Send and respond accurately and appropriately to emails within the stipulated time and observe healthy use of ICT tools.

Accurate use of structures and vocabulary in responses to questions

Points to Note

- Make classes student-centered.
- Seek consent from parents/guardians for students to upload and email family photos.
- If cellular phones will be used in lessons, seek permission from the school administration.
- Encourage students to express themselves openly in Spanish.
- Students are to use information learnt at every opportunity.
- Pictures may be taken from magazines or displayed via Power-Point presentations.
- Encourage students to be good digital citizens.

RESOURCES

- Photographs
- Videos
- Scrapbook
- Pictures of famous persons/celebrities
- Grab Bag
- Worksheets
- Computer
- Internet
- Projector
- Notebook

Extended Learning

Encourage students to:

From the internet find a photograph of a famous family (cartoon, TV show or celebrity). Paste pictures in your scrapbook and describe each member.

With the help of parents/guardian use the internet to find additional adjectives in Spanish and make an adjective booklet. Draw pictures that depict each adjective.

Play online games and quizzes.

KEY VOCABULARY AND GRAMMAR

Vocabulary

- ¿Cómo es tu mamá?- What is your mother like?
- Mi mamá es.../My mother is...
- Es/ He/She is; Tiene/He/She has ...
- ¿Quién es?/
- Who is it?
- pero- but

Adverbs:

muy- very; poco/little

la mamá; la madre/mother/mom; el papá; el padre/father/ dad; el hermano; la hermana/ brother/ sister

el abuelo; la abuela /grandfather/grandmother;

el tío; la tía/ uncle/ aunt; el primo; la prima/cousin

Grammar

Describe the members of their family using:

-the appropriate form of the verb ser

-the appropriate form of the verb tener + parts of the body + colour.

GRADE 3 SPANISH

TERM 2 UNITS OF WORK

ESPAÑOL
SEGUNDO PERÍODO
UNIDADES DE ESTUDIO

Prior Learning

Check that students can:

- Say the names of family members in Spanish

About the Unit

In this Unit students will engage in a series of activities which will enable them to talk about different occupations and professions in Spanish, talk and write names of occupations found in their community and express what they would like to be in the future.

LAS OCUPACIONES Y PROFESIONES/ OCCUPATIONS AND PROFESSIONS**FOCUS QUESTION :**

¿Cuáles son las profesiones en mi familia?/What are the professions in my family?

OBJECTIVES

Students will:

- Identify the names of common professions and occupations in Spanish
- Use correct pronunciation and intonation with professions
- Discuss the professions of persons in their community
- Express themselves by asking and responding to questions orally and in writing about their family members' professions
- Express what they would like to be in the future, using the correct form of the verb querer

Suggested Teaching and Learning Activities

Students will:

Sing a song about the family members in order to recall the family members.

Listen and repeat the professions while watching a video. Make a list of these common occupations in their notebooks.

Working in small groups, create a song or poem from the list of professions and share their creation with the rest of the class.

In pairs, match pictures with the names of professions on a worksheet.

Watch a video of persons doing various activities to depict different professions. Selected students will pick a profession from a Grab Bag. They will mime the actions that depict various professions. Classmates will then guess and say which profession is being depicted.

Watch a video in which persons talk about their professions and what they do. In pairs, complete a worksheet in which they are required to match the professions with their related activities.

In pairs, ask and respond orally to the question ¿Dónde trabaja tu...? (They will complete the question with various family members). Eg. ¿Dónde trabaja tu madre?/Where does your mother work? Mi mamá trabaja en un hospital./ My mother works in a hospital.

Collect pictures that depict the professions of their relatives. While showing the pictures to the rest of the class, state the profession of the respective family member as well as where he/ she works. E.g Mi papá es médico; trabaja en el hospital. /My father is a Doctor; he works in the hospital.

Key Skills

- Listening and responding
- Reading for specific information related common professions
- Interpreting graphic representations (pictures) appropriately.
- Using capital and common letters appropriately.
- Writing simple sentences relevant to professions.

Assessment Criteria

Students sing the song accurately, observing correct pronunciation and intonation.

Watch video attentively and repeat the names of the professions with correct pronunciation and intonation; correct spelling of all professions stated in the video

Students compose creative songs or poems, observing rules of pronunciation and intonation.

Students correctly match the pictures with their respective professions.

Students guess correctly which profession is being depicted in each case, using correct pronunciation.

Students work collaboratively and correctly match professions with related activities.

Students use correct pronunciation and intonation and respond appropriately to the questions.

Share about their family members with correct intonation and pronunciation. Listen to peers share about their family members.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Write their family members' professions and where they work in complete sentences.

In pairs, complete a worksheet about professionals and where they work. E.g. La secretaria trabaja en.....(una oficina)/ The secretary Works at(an office). El cocinero trabaja en(una cocina)/ The chef works in.....(a kitchen).

Work in groups to discuss orally the different occupations and professions found in their community. E.g. En mi comunidad hay policías, médicos, maestros y carpinteros./ In my community there are police officers, doctors, teachers and carpenters.

In groups, create a chart on which they draw at least two professions or occupations found in their community.

Create and act out mini dialogues in which they respond to the question: ¿Qué quieres ser en el futuro? E.g. Yo quiero ser cantante./ I want to be a singer.

In their scrapbooks, draw, colour and label a picture of their desired profession.

Do a survey within the class to see how many persons have the same professional aspirations as theirs. Record the names of these students in notebooks. Share findings orally with the rest of the class.

Students will write accurate and appropriate sentences in Spanish.

Worksheet completed accurately.

Students work cooperatively with peers and share opinions and ideas in the Spanish language, while remaining on-task at all times.

Chart presented with pictures neatly drawn and labelled in Spanish

Students share their future profession(s) using the correct form of the verb querer.

Pictures in scrapbooks neatly drawn and coloured and labelled accurately in Spanish.

Accurate use of focus question survey completed with the list of names of students with similar aspirations.

Learning Outcomes

Students will be able to:

- ✓ Engage in conversation (oral and written) about professions and occupations
- ✓ Match professions with places of work
- ✓ Express what they want to be in the future
- ✓ Engage in conversation about the professions within their communities

Points to Note

- Make connections with material learned with other subject areas.
- Ensure that technology is integrated in lessons.
- Make classes student-centered.
- Encourage students to express themselves openly in Spanish.
- Students are to use information learnt at every opportunity.
- Encourage collaboration and teamwork among students.
- Have students make connections with real-life issues.
- Select appropriate videos that reflect the relevant content.

RESOURCES

- Native speakers in the communities
- Internet
- Audio-visual clips
- Crayons
- Cartridge paper
- Notebook
- Scrapbook
- Pictures
- Paper strips
- Grab Bag
- Worksheets
- Videos
- Speakers
- Interactive games

Extended Learning

- Encourage students to:
- Do a survey in their communities in order to see the professions and occupations of the residents. At the end of the survey, identify the most popular and least popular professions. Compare findings with that of their classmates.

KEY VOCABULARY AND GRAMMAR

Professions:

el/ la policía/policeman/ policewoman
el / la cantante/singer
el profesor; la profesora el maestro; la maestra / teacher
el médico; la médica/doctor
el escultor; la escultora /sculptor
el carpintero; la carpintera /carpenter
el bailarín; la bailarina/ballerina
el/ la secretaria/ secretary
el cocinero/ la cocinera /chef
el pintor; la pintora/artist
el abogado; la abogada/lawyer
el jardinero; la jardinera/gardener
el piloto; la pilota/ pilot

KEY VOCABULARY AND GRAMMAR

Professions:

el enfermero; la enfermera/nurse
el mecánico; la mecánica/mechanic
el peluquero; la peluquera(o)/barber/ hair dresser
el barbero/barber
el bombero; la bombera/firefighter
el vendedor; la vendedora/vendor

Places of employment:

la comisaría/police station; la discoteca/club
la escuela/school; el hospital/hospital; el taller/workshop (garage); el museo/
museum; la oficina/office; la cocina/kitchen; el jardín/garden; el avión/aero-
plane;
el aeropuerto/airport; la tienda/shop; el mercado/market.

Structures and Grammar

- ¿Dónde trabaja tu....?/where does yourwork?
 - Mi papá es médico/My father is a doctor
 - ¿Qué quieres ser en el futuro?/ What do you want to be in the future?• El/ Ella trabaja- He/ She works
 - No trabaja./He/She does not work
 - Mi abuela no trabaja./My grandma does not work.
 - Mi mamá trabaja en la casa./My mother works at home.
 - Quiero/I want
 - En mi comunidad hay.../In my community there are

 - Agreement: adjective and noun; subject and verb
 - Quiero ser (I want to be) + professions
 - The present tense of the verb trabajar to talk about the professions of family members
 - Treatment of the article el/la with reference to professions/ occupations
-

Prior Learning

Check that students can:

- say common professions in Spanish
- identify some Spanish-speaking countries

About the Unit

In this Unit students will engage in a series of activities which will enable them to talk about Spanish-speaking countries, identify them on a map and make comparisons with the Hispanic countries and Jamaica

PAÍSES HISPANOS/HISPANIC COUNTRIES**Focus Question:**

¿De qué país es.....?(Which country is he/ she from?)

OBJECTIVES**Students will:**

- Identify the names of Spanish speaking countries
- Express themselves by asking and responding to questions about where others are from
- Write a short paragraph about Spanish-speaking countries
- Compare important facts about other countries in Spanish
- Compare aspects of Spanish-speaking countries with Jamaica

Suggested Teaching and Learning Activities

Students will:

Listen to an audio file which gives the names of several Spanish speaking countries while looking at a world map. Repeat names of the countries and identify them on the map.

With the guidance of your teacher, use the internet to find the pictures of three flags of any of the Hispanic countries identified on the map.

Draw and colour the flags of any of the three countries and say what countries they represent. (E.g. Esta es la bandera de.../ This is the flag of...)

Working in small groups, label blank maps of the Hispanic countries mentioned, paying keen attention to the spelling of these countries.

The teacher will present a list with the names of persons that are from each Hispanic country and flags representing each country. In pairs, students will ask the question ¿De qué país es ...? Partners will use the corresponding flags to respond. (E.g. ¿De qué país es Rosa?/Where is Rosa from? ... Rosa es de Perú./Rosa is from Perú. ¿De qué país es Pedro?/ Where is Pedro from? Pedro es de Colombia./Pedro is from Colombia.

Play a memory game to list the professions. Eg. Student 1: Soy maestra. Student 2: Soy maestra y bailarina. Student 3: Soy maestra, bailarina y abogada. The idea is that each student will have to remember what the previous classmates said before adding his/her profession to the list.

Write about where others work and are from E.g. La señora Carmen Martínez es de Cuba. Trabaja en mi escuela./Mrs. Carmen Martínez is from Cuba. She works at my school. Es mi maestra de español./ Mrs. Carmen Martínez is from Cuba. She works at my school. She is my Spanish teacher.

Key Skills

- Listening to identify specific information related to Hispanic countries.
- Reading for specific information related where others are from.
- Interpreting graphic representations (pictures, maps of South America, Central America and the Caribbean)
- Using capital and common letters appropriately.
- Writing simple sentences relevant to professions.
- Working collaboratively with peers.

Assessment Criteria

Listen to the audio while attempting to decipher which country is being mentioned. Say the country names with accurate intonation and pronunciation.

Locate three pictures of the Hispanic flags using appropriate ICT tools.

Flags drawn and coloured accurately; students speak with correct pronunciation and intonation.

Blank map is labelled accurately and countries' names are spelled correctly.

State accurately the country of origin of Hispanic persons.

Use correct pronunciation and intonation. Show respect for peers and wait their turn.

Information written with correct sentence structure, grammar and vocabulary

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Working with a partner, ask and answer questions about what they wrote about their friends or teachers E.g. ¿Dónde trabaja la señora Carmen Martinez? /Where does Mrs. Carmen Martinez work? La señora Carmen trabaja en mi escuela/ Mrs. Carmen Martinez works at my school. ¿De dónde es la señora Carmen Martinez?/ Where Mrs. Carmen Martinez is from? La señora Martinez es de Cuba. Mrs. Carmen is from Cuba

Work in small groups to match persons with their respective countries. Students will listen to the class representative calling the name of the country and paste the picture of each person in the correct country. E.g Carlos es de Ecuador. (The students will find Ecuador on the map and paste the picture of Carlos beside/ on the country).

Work in pairs to complete a project about an assigned Spanish-speaking country. They will include photos of the flag, national dish, national dress and at least two places of interest. With the guidance of the teacher, photos may be presented in a PowerPoint format.

Classmates will compare aspects of the Hispanic country with Jamaica to see the similarities and differences.

Work cooperatively and respond accurately and appropriately to the questions asked.

Collaborate to paste pictures in their appropriate locations.

Projects include accurate and appropriate information; ICT tools used effectively

Comparisons are accurate and logical.

Learning Outcomes

Students will be able to:

- ✓ Engage in conversation about where others are from
- ✓ Make meaningful comparisons about Jamaica and Hispanic countries
- ✓ Identify professions of persons of various nationalities

Points to Note

- Make connections between material learned and other subject areas.
- Ensure that technology is integrated in lessons.
- Make classes student-centered.
- Encourage students to express themselves openly in Spanish.
- Students are to use information learnt at every opportunity.
- Encourage collaboration and teamwork among students.
- Have students make connections with real-life issues.

Extended Learning

Encourage students to:

- visit web links to engage in activities such as games to enhance their understanding of the concepts taught.
- practice with family members and friends what they have learnt.

Students can:

- Complete a blank world map by labeling the names of at least five Spanish speaking countries. Colour each country with a distinct colour. With the help of a parent/guardian, find on the internet any two facts about each country that was labeled. Paste the map in your scrapbook and write two facts about each country. Compare these facts with your own country, Jamaica.
- Make a list of the capitals for each country on a chart. Project this list in their home.
- Make miniature flags of any two Hispanic countries that are located in the Caribbean.

RESOURCES

- World map
- Blank map
- Pictures
- Crayons
- Pencils
- Scrap Book
- Worksheets
- Games
- Computer
- Projector
- PowerPoint Presentation
- Speakers
- Internet
- Flags of Hispanic countries

KEY VOCABULARY AND GRAMMAR

Countries:

Cuba/Cuba; Puerto Rico/Puerto Rico; Venezuela; Venezuela; Perú/Peru; La república dominicana/Dominican Republic; Panamá/Panama; Colombia/Colombia; Argentina/Argentina; Ecuador/Ecuador; El salvador

Structures:

¿De qué país es.....?- Where is she/he from?; Es de.../
He/She is from.....; Carlos es de Ecuador./Carlos is from Ecuador.

GRADE 3 SPANISH

TERM 3 UNITS OF WORK

ESPAÑOL
TERCER PERÍODO
UNIDADES DE ESTUDIO

Prior Learning

Check that students can:

- Say common animals' names in Spanish
- State colours in Spanish
- Identify common adjectives in Spanish
- Say numbers from 1- 10 correctly
- Some body parts of human beings
- Describe persons

About the Unit

In this Unit students will engage in a series of activities which will enable them to talk about animals around us in Spanish; ask and respond to questions referring to animals; know body parts of animals, the different types of food that animals eat and describe animals in Spanish.

MI MEDIO AMBIENTE/ MY ENVIRONMENT**Focus Question:**

¿ Tienes animales?/ Do you have animals?

OBJECTIVES-Students will:

- Express themselves by asking and responding to questions about animals.
- Say which animals they have in the home
- Describe animals orally and in writing, using common adjectives in Spanish
- Distinguish between animals using their physical characteristics

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Working in pairs, match pictures with animals' names. (Teacher pastes the picture of the animals on the board and students will select the names for each animal). At the end of the activity, students will say aloud the names of the animals.

List the names of common animals upon listening to a story/song about animals in Spanish.

Say the names of the animals mentioned in the story/song and say one characteristic of each. (E.g. El perro tiene una cola.)

Draw and colour a picture of their favourite animal from the story/song and describe orally the animal drawn while showing their drawing to their classmates.

Conduct paired interviews in which they ask and respond to the questions ¿Tienes animales? ¿Cuáles animales tienes? Do you have animals?/ What animals do you have?- Sí tengo un perro y un gato. Yes I have a dog and a cat. With the guidance of the teacher, they would share the responses of their peer with the class. E.g. María tiene un perro y un gato./María has a dog and a cat.

Conduct a survey in which they will ask at least 5 classmates the questions ¿Tienes animales? ¿Cuáles animales tienes? In small groups, each group member will share a report on one finding. The group will then compile a collective written report to be corrected by the teacher.

- Listening and responding
- Reading for specific information related to common animals' names and animal body parts.
- Interpreting graphic representations (pictures)
- Using capital and common letters appropriately.
- Writing simple sentences relevant to animals.
- Making oral presentations about animals
- Working collaboratively and creatively in groups

Match animals accurately and pronounce names correctly.

List completed accurately with all of animals mentioned in the story/song

Use correct pronunciation and intonation.

Appropriate picture drawn in notebooks; accurate descriptions given

Correct use of vocabulary and grammar and accurate pronunciation during interviewing and reporting.

Students interview five or more classmates and work collaboratively in groups to create an accurate report. Correct pronunciation, intonation and grammar are observed.

Suggested Teaching and Learning Activities

Students will:

With use of a picture (of a common pet) listen to the name of the animal's body parts in Spanish called by the teacher (or recorded) and repeat accordingly

Listen to the teacher while she/he describes a domestic animal using familiar adjectives as well as at least four body parts. E.g. Este es mi gato. Es grande y bonito. Tiene cuatro patas y las orejas grandes. Es de color negro y blanco./ This is my dog. It is big and pretty. It has four legs and big ears. It is white and black. Select from a group of pictures the one which best suits the description.

The teacher will give one set of students pictures of animals, while the other set of students will get written descriptions of animals. After receiving a picture/description of an animal, the students will then go around trying to find the student that has the matching picture or descriptions of their animal. The first two students to find their partner will be dubbed "los ganadores". This will be repeated so that other students will get an opportunity to be the winners as well.

View pictures of four different animals and in pairs compose and write at least three sentences about each animal. E.g. El pájaro es pequeño. tiene dos patas, alas y un pico. Es de color rojo, azul y amarillo./ The bird is small. It has two legs, wings and a beak. It is red, blue and amarillo. Each student will take turns to read aloud their descriptions.

Use the internet to find pictures of at least three additional animals. Work with a partner to respond orally to the question: ¿Cómo es tu perro/ gato/ pájaro/ tortuga?. What is the turtle like? Mi tortuga es grande. / My turtle is big

On a given worksheet, unscramble names of animals in Spanish E.g. reopr= perro/dog. tgortua=tortuga/ turtle.

Key Skills

- Listening and responding
- Reading for specific information related to common animals' names and animal body parts.
- Interpreting graphic representations (pictures)
- Using capital and common letters appropriately.
- Writing simple sentences relevant to animals.
- Making oral presentations about animals
- Working collaboratively and creatively in groups

Assessment Criteria

Listen attentively to the teacher and repeat with correct pronunciation and intonation.

Accurate selection of pictures based on descriptions

Work collaboratively to match the pictures with the correct descriptions.

Work cooperatively with peers to create at least three accurate sentences about each animal.

Use the internet responsibly. Respond with accurate pronunciation and intonation.

Words are spelt accurately.

Suggested Teaching and Learning Activities

Students will:

In pairs, count the numbers of specific animals shown in given photos. State orally, in a sentence, the total number of animals seen. Eg. Hay tres perros... uno, dos, tres perros.

Students will read the description of a pet and answer the following questions in their notebooks: ¿Cuántas patas tiene el perro?/How many legs does the dog have?. El perro tiene cuatro patas./It has four legs.

¿Cómo es el perro?/What is the dog like? El perro es grande y bonito/ The dog is big and pretty. ¿Cómo son las orejas?/What are the ears like? Las orejas son grandes.

Complete worksheet, where they will unscramble sentences in Spanish E.g. tortuga/y/es/fea/grande/La = La tortuga es grande y verde/ The turtle is big and green. pequeño/pez/y/Mi/es/anaranjado.= Mi pez es pequeño y anaranjado./My fish is small and orange.

The teacher will write singular nouns and their plural counterparts on the board. E.g. una Tortuga- unas tortugas/ a turtle- some turtles. Un perro-unosperros/adog-somedogs.Unpez-unospeces/a fish-somefish. Un ratón- unos ratones. The students will try to determine the rules of pluralization. The students will then listen to the summarized explanation of how to form the plural and check their responses.

Working with a partner, students will complete worksheet about singular and plural definite articles of nouns related to the theme.

Singular	Plural
el perro	_____
la tortuga	_____
un pez	_____
una abeja	_____

Work in groups to create a farm using cardboard, and fudge sticks and label the animals in Spanish. Do an oral presentation in which they talk about their farm.

Key Skills

Assessment Criteria

Count from 1-10 accurately and pronounce numbers and animal names properly.

Read to understand the main ideas. Respond accurately and appropriately to the questions.

Worksheet completed with logical, meaningful and accurate sentences.

Listen to the explanation given by students and teacher.
Work collaboratively to complete the worksheet observing carefully the rules of pluralisation.

Students work collaboratively to complete the worksheet observing carefully the rules of pluralisation.

Work cooperatively to complete farm; students present with accurate pronunciation and intonation.

Learning Outcomes

Students will be able to:

- ✓ classify animals by their physical characteristics
- ✓ use oral presentations to describe animals
- ✓ engage in conversation about animals

Points to Note

- Pay keen attention to the use correct pronunciation and intonation.
- Make connections between material learned and other subject areas.
- Ensure that technology is integrated in lessons.
- Make classes student-centered.
- Encourage students to express themselves openly in Spanish.
- Students are to use information learnt at every opportunity.
- Encourage collaboration and teamwork among students.
- Have students make connections with real-life issues.
- Assign a role to each group member in a group setting.

RESOURCES

- Native speakers in the communities.
- Internet
- Charts
- Songs
- Stories
- Worksheets
- Games
- Crayons
- Glue
- Scissors
- Fudge sticks
- Cartridge Papers
- Craft material

Extended Learning

- Visit web links to engage in activities such as games to enhance their understanding of the concepts taught.
- Practice with family members and friends what they have learnt.
- Make a picture chart of all the animals done in this Unit. Label each picture accurately.

KEY VOCABULARY AND GRAMMAR

Structures:

¿Tienes animales?/ Do you have any animals?
¿Cómo es tu perro/ gato?/ What is your dog/cat like?

las patas/animals' legs

las orejas/ears

los dientes/teeth

la cola/tail

los ojos/eyes

la boca/mouth

el hocico/snout

las alas/wings

el pico/peak

RESOURCES

- Pictures and models of animals
- Tape
- Speaker
- Computer
- Internet
- Projector
- Worksheet
- Paragraphs of brief descriptions for reading comprehensions

KEY VOCABULARY AND GRAMMAR

Descriptions:

grande/big; feo(a)/ugly; bonito(a)/pretty; pequeño (a)/small

Animals:

el ratón/rat; la tortuga/turtle; el perro/dog; el gato/cat; el pájaro/bird; el pez/fish; el cerdo/pig; el conejo/rabbit; el caballo/horse; el mono/monkey; el elefante/elephant; la vaca/cow; la cabra/goat; el ovejo/sheep; la abeja/bee; el burro/donkey

Grammar:

- Concept of Number and Gender agreement
- Adjective- Noun: Agreement in gender (masculine/ feminine) and number (singular/ plural);
- Position of adjective in relation to noun
- Pluralization of nouns
- The verb tener to indicate which animals they have/ don't have.

A black and white photograph of a young girl, likely a pageant winner, wearing a crown and a dark gown with a white collar and white gloves. She is smiling broadly and holding a large, ornate trophy with both hands. The background is blurred, suggesting an outdoor setting.

GRADE 4 SPANISH

ESPAÑOL
CUARTO GRADO
UNIDADES DE ESTUDIO

TERM 1

El Tiempo / The weather

Identify and use a variety of expressions to describe the weather.

Give and receive information related to the weather.

Recognize the Spanish names of some Caribbean countries.

State the location of countries in relation to Jamaica using the cardinal points.

TERM 2

La comida y el recreo / Food and recreation

Talk about the foods, music and sports that they like and/or dislike.

Identify names of food items.

Use vocabulary learnt to talk about Jamaican food.

Compare and contrast foods from Hispanic countries with Jamaican food items.

TERM 3

La hora / The time

Tell the time in Spanish.

Ask the time.

Carry out simple mathematical operations (addition and subtraction).

RANGE OF CONTENT

Students will develop key concepts, skills, knowledge and understanding by learning:

- Description of weather conditions
- Weather expressions
- Items of clothing for different weather conditions
- Names of Spanish speaking countries and their capitals
- Locations
- Names of cardinal points in Spanish
- Common Jamaican food items
- Traditional Hispanic dishes/foods
- Popular sports and various types of music
- To express their likes and dislikes for food, sports and music
- How to compare & contrast Hispanic food with Jamaican foods
- How to express likes and dislikes in complete sentences
- The time

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions



DESIGNING AND PRODUCING - Students use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Students recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

There are four Attainment Targets in Spanish which are interconnected, and ICT targets which are to be integrated within the execution of these four targets

AT 1:

Listening and Responding

Students develop the ability to understand the spoken language in a variety of forms and make an appropriate and accurate response.

Students show that they understand the main points from short spoken passages of at least three simple sentences made up of familiar language aided by repetition and gestures, by responding appropriately and accurately.

AT 2:

Speaking

Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of situations.

Students express orally likes and dislikes with respect to things using fairly accurate pronunciation and intonation readily understood by teacher and other pupils.

AT 3:

Reading and Responding

Students develop the ability to understand the written language in a variety of forms and provide an appropriate and accurate response.

Students show that they understand short passages/ dialogues with simple sentences by responding to questions seeking the main points and interpreting meaning.

AT 4:

Writing

Students develop the ability to communicate effectively and appropriately in writing in a variety of forms in response to an aural, visual or written stimulus.

Students write a variety of short simple sentences with support from the teacher, using familiar expressions in a recognizable form with at least 80% accuracy.

ICT ATTAINMENT TARGETS:



COMMUNICATION AND COLLABORATION - Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



DESIGNING AND PRODUCING - Students use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions



DIGITAL CITIZENSHIP - Students recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

CONTENT OUTLINE BY WEEKS GRADE 4 TERM ONE | EL TIEMPO

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic week	Listening, speaking, reading, writing	Instruments prepared by teachers
2	Review •Use the forms hoy (today) and Está (It is...) •List the names of the countries in the Caribbean •Use the phrase ¿Cómo se llama ...? Etc.	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web surfing, Cartridge paper, pictures, computers, projectors,speakers,audio/video clips
3	Spanish- speaking countries and their capitals	Speaking, listening	Audio clips, videos, game-based learning applications, charts, map of the caribbean showing the capitals
4	Spanish- speaking countries and their capitals	Reading, writing	Worksheets, puzzles, collaborative didactic games,
5	Location of countries and cardinal points	Speaking, listening	Worksheets, blank maps to complete location of countries and cardinal points, map of world to use for location of countries in relation to jamaica, power point presentations
6	Location of countries and cardinal points	Speaking,listening,reading, writing	Appropriate Recordings of native speakers, map of caribbean to use for location of countries in relation to jamaica, songs, pspeakers, laptop,power point presentations
7	HEROES WEEKEND		
8	Description of weather conditions	Speaking, listening	Map of caribbean showing weather conditions,, projectors, speakers,audio/ video clips, dictionaries, pictures and videos of weather conditions, web, surfing, power point presentations
9	Description of weather conditions	Reading, writing	Map of caribbean showing weather conditions, projectors, speakers,audio/ video clips, dictionaries, pictures and videos of weather conditions, web, surfing, power point presentations
10	Description of weather conditions Appropriate clothing for particular weather conditions	Speaking,listening,reading, writing	Audio clips- weather report, videos, game-based learning applications, dictionaries, textbooks for primary level, websurfing, cartridge paper, computers, projectors,speakers,audio/video clips, items of clothing
11	Appropriate clothing for particular weather conditions Seasonal activities	Speaking,listening,reading, writing	Pictures of seasonal activities audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, cartridge paper, computers, projectors,speakers,audio/video clips, items of clothing
12	Seasonal activities	Speaking, listening, reading, writing	Assessment instruments prepared by the teachers
13	Assessment and evaluation	Speaking, listening, reading, writing	Assessment instruments prepared by the teachers

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic week	Speaking, listening, reading, writing	Instruments prepared by teachers
2	Review -Identify the colours in Spanish -Say the letters of the alphabet in Spanish -Spanish speaking countries, etc.	Speaking, listening, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, computers, projectors,speakers,audio/video clips
3	Common Jamaican food items	Speaking, listening	Charts of jamaican food items, worksheets, puzzles, collaborative didactic games, samples of food items, labels of food items, audio clips, videos, game-based learning applications
4	Hispanic food items	Reading, writing	Charts of hispanic food items worksheets, puzzles, collaborative didactic games, samples of food items, labels of food items, audio clips, videos, game-based learning applications
5	Comparison and contrast of Jamaican and Hispanic food items Expressing likes and dislikes for food	Speaking, listening	Appropriate Recordings of native speakers, songs, poems, speakers, laptop, interactive power points, cultural notes/magazines/newspaper, recording device
6	Expressing likes and dislikes for food	Reading, writing	Worksheets, surveys sheets, crosswords, puzzles, cultural notes/magazines/newspaper, survey forms, recording device
7	MID TERM		
8	Popular sports and music	Speaking, listening	Appropriate Recordings of native speakers, songs, samples of musical genres, speakers, laptop, interactive power points computers, projectors, speakers, audio/video clips, resource persons- dancers and musicians
9	Popular sports and music Cultural similarities and differences between popular sports and music in Spanish- speaking countries and their native country.	Reading , writing	Appropriate Recordings of native speakers, songs, samples of musical genres, speakers, laptop, interactive power points computers, projectors, speakers, audio/video clips, resource persons- dancers and musicians cultural notes,
10	Expressing likes and dislikes for popular sports and music	Speaking, listening, reading, writing	Survey forms, scrapbook / portfolio to popular sports, music and food, audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Computers, projectors,speakers,audio/video clips, interactive power points, pictures

CONTENT OUTLINE BY WEEKS GRADE 4
TERM TWO | LA COMIDA Y EL RECREO

WEEKS	CONTENT	COMPETENCIES	RESOURCES
11	Expressing likes and dislikes for popular sports and music	Speaking, listening, reading, writing	Instruments prepared by teachers
12	Assessment and evaluation	Speaking,listening, reading, writing	Assessment instruments prepared by the teachers

TERM TWO | LA COMIDA Y EL RECREO

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Expressing likes and dislikes for popular sports and music	Speaking,listening, reading, writing	Survey forms, scrapbook/ portfolio with popular sports, music food, audio clips, videos,dictionaries, interactive power points
2	REVIEW • Count and manipulate numbers 1-60 very well • Count by five in Spanish • Tell the time in English, etc.	Speaking,listening, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, computers, projectors,speakers,audio/video clips, interactive power point presentation, audio-dialogues,
3	Telling the time on the hour	Speaking, listening	Worksheets, puzzles, collaborative didactic games, ready-made and hand-made manipulative clocks, alarm clocks, devices that tell the time, online games, recordings of native speakers, songs, rhymes, speakers, laptop, interactive power point presentations
4	LABOUR DAY		
5	Telling the time on the hour	Speaking, listening, reading, writing	Worksheets, puzzles, collaborative didactic games, ready-made and hand-made manipulative clocks, alarm clocks, devices that tell the time, situation responses, online games recordings of native speakers, songs, rhymes, speakers, laptop, interactive power point presentations
6	Telling the time before and after the hour	Reading, writing, speaking, listening	Worksheets, blank schedule/ timetables, ready-made and hand-made manipulative clocks, alarm clocks, devices that tell the time, situation responses, online games, recordings of native speakers songs, speakers, laptop, interactive power point presentations.
7	Telling the time before and after the hour	Speaking,listening, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, worksheets, blank schedule/ timetables, ready-made and hand-made manipulative clocks, alarm clocks, devices that tell the time, situation responses, online games, recordings of native speakers songs, speakers, laptop, interactive power point presentations.
8	Assessment and evaluation	Speaking,listening, reading, writing	Assessment instruments prepared by the teachers
9	Assessment and evaluation	Speaking,listening, reading, writing	Assessment instruments prepared by the teachers

GRADE 4 SPANISH

TERM 1

ESPAÑOL
PRIMER PERÍODO

Prior Learning

Check that students:

- use the forms hoy (today) and Está (It is...)
- list in English the names of the countries in the Caribbean
- use the phrase ¿Cómo se llama ...?

About the Unit

In this Unit students will engage in a series of activities which will enable them to identify and use a variety of expressions to speak about the weather conditions in their country, as well as compare and contrast weather conditions in their country with that of other countries. Students will also recognize the Spanish names of some Caribbean countries.

EL TIEMPO/THE WEATHER**FOCUS QUESTION :**

¿Qué tiempo hace? / What is the weather like?

OBJECTIVES

Students will:

- State the appropriate clothing for particular weather conditions
- State the location of countries in relation to Jamaica using the cardinal points
- Ask and respond to questions about the weather.
- Identify and use a variety of expressions which describe the weather
- Compare and contrast the weather conditions in different places (Caribbean, world)
- Compare seasonal activities done in the Hispanic culture with those done in Jamaica at the same time

Suggested Teaching and Learning Activities

Students will:

Listen to an audio file giving description of the various weather conditions in response to the question ¿Qué tiempo hace? What is the weather like?

View pictures of weather conditions and repeat the weather expressions heard. (Hace sol/It is sunny; Hace calor/It is hot; Hace frío/It is cold; Está nublado/It is cloudy; Hace viento/ It is windy), then work in pairs to practise asking and answering questions about the weather using these expressions. Match pictures of the weather conditions to the expressions written on word cards.

Draw the weather conditions and write the Spanish expressions below each drawing.

While viewing a projected map of the Caribbean, state the weather conditions in the capital cities as depicted on the map using the expression ¿Qué tiempo hace en ...?/What is the weather like in + the name of the city?

Compare and contrast the weather in two capitals mentioned on their maps. (Hoy, en Kingston hace sol pero en La Habana, está lloviendo./Today, in Kingston it is sunny but in Havana, it is raining.)

Match the names of the capitals to their respective country using ¿Cómo se llama la capital de ...? What is the capital of (name of country)? La capital de ...es The capital of (name of country) is (name of Capital). Eg. ¿Cómo se llama la capital de Cuba? /What is the capital of Cuba? La capital de Cuba es La Habana. The capital of Cuba is Havana.

Repeat after the teacher the location of the capitals in each Caribbean country using ¿Dónde está ...? Where is ..? Eg. ¿Dónde está Kingston? /Where is Kingston? Kingston está en el sur de Jamaica./Kingston is in the south of Jamaica. Then, in small groups, respond to the question ¿Dónde está ...?/Where is (name of country) by stating the location of other territories in relation to Jamaica using the cardinal points on a world map on the internet/ digital map or a software) Eg. ¿Dónde está Cuba?/Where is Cuba? Cuba está al norte de Jamaica /Cuba is to the north of Jamaica.

Key Skills

- Listening for and presenting essential information
- Reading for specific information
- Interpreting graphic representations (eg. Weather symbols)
- Writing simple sentences to record information.
- Using key words and phrases referring to weather conditions.
- Browsing and searching the internet

Assessment Criteria

Respond appropriately to question using correct sentence structure and pronunciation.

Pictures and words appropriately matched

Expressions written with correct spelling below appropriate drawings

State appropriate weather condition for each capital city as indicated on map.

Appropriate descriptions of weather conditions given, as indicated on map

Countries and capitals appropriately matched

State correctly the location of the territories in relation to Jamaica, with correct pronunciation.

Suggested Teaching and Learning Activities

Students will:

Use an outline map of the world to label Spanish-speaking countries, then write at least 4 sentences about the location of the countries in relation to each other, using all four cardinal points in the construction of the sentences.

Role play being a visitor to Jamaica and describe the location of your country in relation to Jamaica. (E.g. Soy de Cuba. Cuba está al norte de Jamaica/I am from Cuba. Cuba is to the north of Jamaica.)

Listen to a song on an audio device about the weather and fill in the missing words of the song on a worksheet.

Write sentences indicating the capitals of Spanish speaking countries and their weather conditions using a given map.

In pairs, present a brief oral weather report for various countries.

In groups prepare and present a weather report, stating what the weather is like in various parishes as well as in other cities in the Caribbean and in other parts of the world. Students may enhance their presentations with weather scenes from cut-outs, cardboard and cotton or charts containing various pictures depicting weather conditions, which they had prepared beforehand.

Draw and label a map of the Caribbean highlighting the Spanish speaking countries.

Listen to an audio file at least 2 times; during one listening episode, write the names of the items of clothing heard, then during another, write the weather condition with which each is usually associated.

Key Skills

- Listening for and presenting essential information
- Reading for specific information
- Interpreting graphic representations (eg. Weather symbols)
- Writing simple sentences to record information.
- Using key words and phrases referring to weather conditions.
- Browsing and searching the internet

Assessment Criteria

Sentences written with correct structure and spelling and with correct information regarding the location of the countries

Role play completed with location of country appropriately stated and with correct pronunciation

Words appropriately filled in with correct spelling

Sentences have appropriate information and are written with appropriate sentence structure and correct spelling.

Report presented with correct use expressions and pronunciation

Weather report executed with appropriate expressions and correct pronunciation and with the visual representations matching the oral descriptions in each case.

Label correctly the Spanish speaking countries in the Caribbean.

Accurately state in writing the names of clothing items and associated weather conditions.

Suggested Teaching and Learning Activities

Students will:

Conduct research to identify activities connected to the different seasons and compare seasonal activities done in the Hispanic culture with those done in Jamaica at the same time.

In groups students write songs about the weather using simple sentences. Students can also use musical instruments to accompany the vocals in their song.

Key Skills

Assessment Criteria

Appropriate ICT tools employed to conduct research; information is accurately presented in oral/ written form in English

Songs written with appropriate grammar and vocabulary and performed in class with accurate pronunciation

Learning Outcomes

Students will be able to:

- ✓ Make simple descriptions of the weather
- ✓ Associate items of clothing with particular weather conditions
- ✓ Engage in conversation about the weather

Points to Note

- Make connections with material learned in Spanish with other subject areas.
- Google Earth can be used to show the maps of the different Spanish-speaking countries and for virtual travel.
- Remind students to demonstrate safe, respectful, responsible and clear online communication and encourage peers to do the same. Encourage them to follow the guidelines to promote healthy use of ICT tools.

RESOURCES

- Websites for the weather expressions to introduce the topic.
- Map of the Caribbean showing the capitals and their weather conditions.
- Map of the world to use for location of countries in relation to Jamaica.
- Projector to show the maps to the entire class.
- Worksheet of song with weather expressions. (Fill in the blank exercise)
- Internet, software, speaker and any other available technologies

Extended Learning

Encourage students to:

- Take turns to post the daily weather conditions.
- Visit web links to engage in activities such as games to enhance their understanding of the concepts taught.
- Practice with family members and friends what they have learnt.
- Create a picture dictionary using vocabulary learnt in and outside of class.

KEY VOCABULARY AND GRAMMAR

- ¿Qué tiempo hace? (How is the weather?)
- Hacer (It is...) & Estar (It is...): Hacer sol./It is sunny; Hacer calor./ It is hot.; Hacer frío./It is cold.; Está nublado./It is cloudy; Hacer viento/ It is windy; Está lloviendo / It is raining; Hacer buen tiempo/The weather is good; Hacer mal tiempo/The weather is bad.
- ¿Qué tiempo hace en...? -What is the weather like in...
- ¿Cómo se llama la capital de...? What is the capital of...?
- La capital de... es.... The capital of is
- Cardinal points: el este/east, el oeste /west, el norte/north, el sur/south.
- ¿Dónde está ...? Where is ...?
- Cuando hace frío, llevo un suéter.- When it is cold, I wear a sweater.
- Seasonal activities E.g. ¿Qué actividades se hacen en el verano?/ What activities are done in the summer? – ir a la playa (going to the beach); acampar (camping) etc.

GRADE 4 SPANISH

TERM 2 UNITS OF WORK

CUARTO GRADO
ESPAÑOL
SEGUNDO PERÍODO

Prior Learning

Check that students:

- Identify the colours in Spanish
- Say the letters of the alphabet in Spanish

About the Unit

In this Unit students will engage in a series of activities which will enable them to talk about the foods, music and sports that they like or dislike. Students will also name food items and converse freely using vocabulary learnt for Jamaican food items.

LA COMIDA Y EL RECREO / FOOD & RECREATION**FOCUS QUESTION :**

¿Qué te gusta? (What do you like?)

OBJECTIVES

Students will:

- Identify in Spanish at least seven common Jamaican food items
- List most popular sports and various types of music
- Provide information about famous sports and entertainment personalities using appropriate structures
- Express their likes and dislikes for food, sports and music
- Compare & contrast foods from Hispanic countries with Jamaican foods
- Ask and answer questions about likes and dislikes in complete sentences
- distinguish between the form Me gusta -I like it and Me gustan -I like them

Suggested Teaching and Learning Activities

Students will:

Listen to the teacher pronounce the names of some common Jamaican food items while viewing a chart of Jamaican foods. Teacher will attach the Spanish labels to the chart as he/she calls the names. Students then repeat the names of the items on the chart and spell and pronounce the names of the food items.

Create and attach Spanish labels for some common Jamaican food items.

Search online for common foods in Hispanic countries and complete a worksheet indicating which food belongs to which country.

Using the information garnered online, list the foods from Hispanic countries which are similar to Jamaican foods.

Create a comic strip in which they express their likes of food items using the question ¿Qué te gusta comer? and the response Me gusta... and Me gustan ... E.g. Me gusta la manzana. Me gustan la manzana y el coquito.

Conduct surveys in pairs with their classmates to identify what they like & dislike eating using the expressions ¿Qué te gusta comer? / What do you like to eat? ¿Qué no te gusta comer?/What do you dislike eating?

Complete a crossword puzzle (Un crucigrama) of Spanish foods based on picture clues.

Identify the Spanish names of foods hidden in a find a word (un buscapalabras) puzzle.

Use a software or website in groups to create a crossword puzzle on Spanish foods based on picture clues.

Key Skills

- Listening to identify specific information
- Listening for and presenting essential information
- Reading for specific information
- Registering survey information related to likes and dislikes of others.
- Writing simple sentences to record information
- Identifying key words and phrases
- Conducting electronic searches

Assessment Criteria

Names of food items spelt and pronounced correctly

Labels match appropriate food items.

Worksheet completed with appropriate foods matching each country

List contains items that are similar in both cultures.

Questions and responses use appropriate structures and vocabulary.

Puzzle completed with the words written appropriately matching the picture clues

Puzzle completed with the words written appropriately matching the picture clues

Correctly identify all the hidden words.

Successfully collaborate on creating puzzles that have the appropriate number of spaces for each food item based on picture clues that they provide.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Watch a video giving the names of various sports from a given website or video reflecting the content ¿Qué deporte te gusta? / What sport do you like? and match the names to the pictures on a worksheet.

Repeat the question ¿Qué deporte te gusta?/ ¿Qué deportes te gustan? What sport(s) do you like? Use Me gusta(n) .../ I like ... to give the sport they like. Me gusta el fútbol./ I like football. Me gustan el fútbol y el baloncesto./ I like football and basketball. Then, in pairs, students practise asking each other if they like a particular sport. ¿Te gusta el baloncesto?/ Do you like basketball?

Write sentences saying what sports they like and stating what their partner likes. Eg. Me gusta el fútbol. A mi amigo/A él/ ella le gusta el baloncesto.

Dramatise the actions of different sports while their classmates guess which sport it is using the following expressions: ¿Qué deporte me gusta?/Which sport do I like? Te gusta.../You like....¿Qué deporte nos gusta?/Which sport do we like? Les gusta/You like....

Listen to different genres of Hispanic music on audio device. (Salsa, merengue, flamenco, bachata). Practise saying which ones they like using me gusta/ I like. Practise asking each other about the kind of music they like using ¿Te gusta + el nombre de la música?/ Do you like + the name of the musical genre?

In groups, interview their classmates for a radio show featuring food, sports and music to find out which is the most popular item in each category. Report their findings using La comida más popular es.../The most popular food is ...; El deporte más popular es.../The most popular sport is ...; La música más popular es.../The most popular type of music is ...

Listen to or read a short extract (prose or dialogue) and complete a worksheet about what food, sports and music are liked and disliked.

Paste pictures of two sports persons in their notebooks and write a short description, including name, age, nationality.

- Listening to identify specific information
- Listening for and presenting essential information
- Reading for specific information
- Registering survey information related to likes and dislikes of others.
- Writing simple sentences to record information
- Identifying key words and phrases
- Conducting electronic searches

Words and pictures appropriately matched

Interviews executed with appropriate questions and the corresponding answers and with correct pronunciation

Sentences written with appropriate structure

Students guess correctly the sports based on the actions of their classmates; statements made with correct grammar and structure

Ask and respond to the question appropriately.

Interviews conducted with appropriate questions and relevant answers; findings reported using appropriate information, sentence structure and correct pronunciation

Worksheet completed with appropriate answers based on the information in the extract

Descriptions accurately written with appropriate structures and vocabulary

Learning Outcomes

Students will be able to:

- ✓ Converse with others using vocabulary learnt in a natural and easy manner
- ✓ Use online interactive tools to enhance learning vocabulary and grammar structures
- ✓ Use online search engines to safely conduct searches for common foods in Hispanic countries

Points to Note

- Ensure that students understand that the topic of food includes drinks.
- Encourage students to not be judgemental about the likes and dislikes of others.
- Encourage the children to elicit help from their family members for the preparation of meals and to persuade their relatives to incorporate Hispanic dishes in the family menu.

Remind students to:

- Demonstrate safe, respectful, responsible and clear online communication and encourage peers to do the same.
- Follow guidelines to promote healthy use of ICT tools

Extended Learning

- Make fruits using play dough or papier mache.
- Prepare a Hispanic dish or drink.
- Do a profile of their favourite Hispanic sports/music personality using basic captions such as: nombre, edad, nacionalidad, etc.
- Compile a scrap book of sporting events involving teams from Jamaica and Spanish-speaking countries.

RESOURCES

- Charts of Jamaican food items
- Internet/ software
- Recording device
- Audio device
- Speakers
- Computer or any other available technologies
- Samples of food items
- Pictures of sports items
- Samples of musical genres

KEY VOCABULARY AND GRAMMAR

la naranja/orange; el jugo de naranja/orange juice; la manzana/apple; el pollo/chicken; el bacalao/saltfish; el arroz/rice; las papas fritas/chips; la empanada/patty; el coquito/coconut drops; el tamarindo; tamarind; el mango/mango; el arroz con pollo/rice and chicken; el arroz congriso/rice and peas; la sopa/soup; las gachas/el atol/porridge;

¿Qué te gusta?/ What do you like?

¿Te gusta(n) el/la (los/las/...? Do you like....? ¿Te gusta...? / Do you like... (the name of the musical genre)?

Me gusta(n)/ I like...

¿Qué deporte me gusta?/Which sport do I like?

GRADE 4 SPANISH

TERM 3
ESPAÑOL
TERCER PERÍODO

Prior Learning

Check that students:

- Count and manipulate numbers 1-60 very well
- Count by five in Spanish
- Tell the time in English

About the Unit

In this Unit students will engage in a series of activities which will enable them to tell the time in Spanish and carry out simple mathematical operations (addition and subtraction).

LA HORA /TIME**FOCUS QUESTION :**

¿Qué hora es? / What time is it?

OBJECTIVES

Students will:

- Ask and answer questions about the time using ¿Qué hora es? /What time is it?
- Identify and use a variety of expressions which describe the time
(Son las dos de la tarde. /It 2:00 PM. Es la una de la madrugada. /It is 1:00 AM.)
- Clarify the differences in the use of Es la... and Son las...
- Correctly use y and menos to express time

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen three times to the song entitled Señor Reloj from an audio device or website. Repeat the song, paying close attention to pronunciation and setting the times heard on a clock.

Listen as teacher gives the times on the hour. Manipulate the hands of the clock to show times as the teacher calls each hour. Students will repeat the hour they set on the clock. (E.g. Es la una./ It's one o'clock. Son las dos./ It's two o'clock) then, work in pairs asking and answering questions about the time using ¿Qué hora es?/ what time is it? and giving a specific time on the hour.

Match the time written in Spanish to the correct clock faces on a given worksheet.

Listen as teacher gives time half past the hour (E.g. Es la una y media/ It is half past one; Son las tres y media./It is half past three.) Teacher will have students set their clocks to each time in imitation of the time said and shown. Students will repeat the times set, then listen as teacher gives time quarter past the hour (E.g. Es la una y cuarto./ It is a quarter past one. Model the times on their own clocks after repeating each time said.

Complete worksheet with clock faces, giving the various times in Spanish.

Play games to reinforce the concepts relating to the time: Students will compete in groups to score points for giving the correct time. One group will set the time and ask the other groups ¿Qué hora es?/ What time is it? The others will answer giving the specific time indicated on the clock using the appropriate expression in Spanish.

- Listening to identify specific information.
- Repeating and using vocabulary with acceptable pronunciation, intonation, rhythm and blending.
- Demonstrating what is heard through appropriate responses.
- Reading for specific information
- Interpreting graphic representations (eg. specific time on a clock)
- Writing simple sentences to record information
- Identifying key words and phrases relating to the time
- Navigating digital content

Sing song with correct pronunciation; corresponding times accurately selected

Ask and respond appropriately to the question using correct grammar and pronunciation.

Match clocks with the correct written times on worksheet.

Students model correctly times stated by the teacher

Times correctly written based on clocks on workshop.

Give correct times based on times set by other groups.

Learning Outcomes

Students will be able to:

- ✓ Converse with others using vocabulary learnt in a natural and easy manner.
- ✓ Use online interactive tools to enhance learning vocabulary and grammar structures.
- ✓ Use online search engines to safely conduct searches for common foods in Hispanic countries

Points to Note

- Students need to make their individual clocks in advance. These clocks should be collected by the teacher in advance to ensure that each child will have a clock to use.
- Make connections with material learned in other subject areas.
- Infuse technology – interactive quizzes, cultural information, virtual travel

Remind students to:

- Demonstrate safe, respectful, responsible and clear online communication and encourage peers to do the same.
- Follow guidelines to promote healthy use of ICT tools

RESOURCES

- Appropriate games and songs
- Worksheets
- Relevant websites/internet links

Extended Learning

- Practise with family members and friends what they have learnt.
- Visit web links to engage in activities such as games to enhance their understanding of the concepts taught.

KEY VOCABULARY

¿Qué hora es? (What time is it?)

Es la una./ It is one o'clock.

Son las dos./It is two o'clock

Son la dos de la tarde./It 2:00 PM. Es la una de la madrugada./It is 1:00 AM.)

y (after...) and menos (before...) to express time.

Es la una menos cuarto./It is a quarter to one.

Son las cuatro menos cuarto./ It's a quarter to 4.



GRADE 5 SPANISH

QUINTO GRADO
UNIDADES DE ESTUDIO



TERM 1

¿Cuándo se celebra.....?/ When is celebrated?

Know the names, capitals, flags and nationalities of Spanish-speaking countries.

Discuss special holidays and celebrations in Spanish speaking countries.

Identify the similarities and differences between celebrations in their native culture and the target culture.

Incorporate authentic items such as cards and banners in the target language in their regular social or festive occasions.

State dates of common celebrations, Hispanic festivals and birthdays

TERM 2

¿Qué ropa llevas? / What do you wear/What are you wearing?

Know the names of common clothes.

Describe what they and others wear to particular places.

Express the characteristics of clothing items.

Give information about size of articles of clothing (small, medium and large).

Compare and contrast what individuals are wearing.

Identify the similarities and differences between popular clothing worn in Hispanic countries and in Jamaica.

TERM 3

¿Adónde vas? / Where are you going?

Identify the names of places in the community in Spanish.

Express where people are going in Spanish.

Express how people travel to their destination.

Describe places in the community.

Identify the similarities and differences between places in the community in Hispanic countries and in Jamaica.

Give the location of places in the community

RANGE OF CONTENT

Students will develop key concepts, skills, knowledge and understanding by learning:

- Names of Spanish-speaking countries and their capitals
- Flags of Spanish-speaking countries
- Nationalities of Spanish-speaking countries
- Hispanic celebrations and special holidays
- Use of capital and common letters in Spanish
- Celebratory phrases relevant to holiday celebrations
- Spanish calendar
- Stating dates and birthdays
- Items of clothing
- Colours (black, white, yellow, red, green, blue, pink, purple, orange, grey, brown)
- Descriptions
- Likes and dislikes
- Places in the community
- Position of nouns
- Modes of transportation
- Verbs (ir, llevar, estar)

There are four Attainment Targets in Spanish which are interconnected, and ICT targets which are to be integrated within the execution of these four targets.

AT 1:**Listening and Responding**

Students develop the ability to understand the spoken language in a variety of forms and make an appropriate and accurate response.

Pupils show that they understand the main points from short spoken passages of at least four simple sentences made up of familiar language aided by repetition and gestures, by responding appropriately and accurately

AT 2:**Speaking**

Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of situations.

Pupils engage in longer exchanges using phrases or simple sentences giving reasons and demonstrating confidence and fluency in delivery.

AT 3:**Reading and Responding**

Students develop the ability to understand the written language in a variety of forms and provide an appropriate and accurate response.

Pupils show that they understand short passages/dialogues with longer sentences from familiar contexts by responding to questions that seek details, with or without the use of visuals, glossary or bilingual dictionary.

AT 4:**Writing**

Students develop the ability to communicate effectively and appropriately in writing in a variety of forms in response to an aural, visual or written stimulus.

Pupils complete a paragraph or simple dialogue/letter about a topic using guided questions with at least 80% accuracy.

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions



DESIGNING AND PRODUCING - Students use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Students recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

CONTENT OUTLINE BY WEEKS GRADE 5 TERM ONE | LOS PAÍSES HISPANOHABLANTES

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic week	Listening, speaking, reading, writing	Instruments prepared by teachers
2	REVIEW •Say the days and months in Spanish. •Give information about place of origin. •Identify colours.	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, calendar of hispanic festivities, computers, projectors,speakers,audio/video clips
3	Names of Spanish-speaking countries and their capitals and flags	Listening, speaking	Audio clips, videos, game-based learning applications
4	Names of Spanish-speaking countries and their capitals and flags	Reading, writing	Worksheets, puzzles, collaborative didactic games
5	Nationalities of Spanish-speaking countries	Listening, speaking	Appropriate Recordings of native speakers, songs, poems,short stories,speakers, laptop
6	Nationalities of Spanish-speaking countries(Use of capital and common letters in Spanish)	Reading, writing	Worksheets, flags,pictures of costumes, crayons,blank maps, scissors, glue,cartridge paper
7	HEROES WEEKEND		
8	Hispanic celebrations and special holidays	Listening, speaking	Calendar of hispanic festivities, computers, projectors,speakers,audio/video clips
9	Hispanic celebrations and special holidays(Celebratory Phrases relevant to holiday celebrations)	Reading , writing	Dictionaries, textbooks for primary level, web,surfing, Cartridge paper
10	Hispanic celebrations and special holidays (Spanish calendar)	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, calendar of hispanic festivities, computers, projectors,speakers,audio/video clips
11	Hispanic celebrations and special holidays(Stating dates and birthdays)	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, calendar of hispanic festivities, computers, projectors, speakers, audio/video clips
12	Assessment and evaluation	Listening, speaking, reading, writing	Assessment instruments prepared by the teachers
13	Assessment and evaluation	Listening, speaking, reading, writing	Assessment instruments prepared by the teachers

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic week	Listening, speaking, reading, writing	Instruments prepared by teachers
2	REVIEW •Readily recognize colours in Spanish •Express likes and dislikes, using the pattern Me gusta..../I like.. and No me gusta..../I don't like...	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web-surfing,cartridge paper, computers, projectors, speakers, audio/video clips
3	Items of clothing	Listening, speaking	Audio clips, videos, game-based learning applications
4	Items of clothing	Reading, writing	Worksheets, puzzles, collaborative didactic games, game-based learning applications
5	Items of clothing	Listening, speaking, reading, writing	Worksheets, puzzles, collaborative didactic games appropriate Recordings of native speakers, songs, poems, short stories, speakers, laptop
6	Descriptions	Speaking, listening	Appropriate Recordings of native speakers, songs, poems, short stories, speakers, laptop
7	Descriptions using colours (black, white, yellow, red, green, blue, pink, purple, orange, grey, brown)	Reading, writing	Worksheets, pictures of clothes, crayons, scissors, glue, cartridge paper, worksheets, puzzles, collaborative didactic games
8	Descriptions (likes and dislikes)	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web, surfing,
9	Descriptions (likes and dislikes)	Listening, speaking, reading, writing	Magazines of hispanic clothes computers, projectors, speakers, audio/video clips
10	Descriptions	Listening, speaking, reading, writing	Appropriate Recordings of native speakers, songs, poems, short stories, speakers, laptop
11	Assessment and evaluation	Listening, speaking, reading, writing	Assessment instruments prepared by the teachers
12	Assessment and evaluation	Listening, speaking, reading, writing	Assessment instruments prepared by the teachers

CONTENT OUTLINE BY WEEKS GRADE 5 TERM THREE | LUGARES EN MI COMUNIDAD

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic week	Listening, speaking, reading, writing	Instruments prepared by teachers
2	REVIEW •Use adjectives appropriately •Use articles and nouns appropriately	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web-surfing, cartridge paper, computers, projectors, speakers, audio/video clips
3	Places in the community	Listening, speaking	Audio dialogue, picture worksheets, internet
4	MID-TERM BREAK LABOUR DAY		
5	Places in the community(name the places, describe them, write short sentences)	Reading, writing	Worksheets, puzzles, collaborative didactic games, representational images, pictures of typical communities in jamaica, game-based learning applications, dictionaries, textbooks for primary level
6	Places in the community(Position of nouns, verbs (ir, llevar, estar)	Listening, speaking, reading, writing	Pre-recorded dialogue, computers, audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web-surfing, cartridge paper,computers, projectors, speakers, audio/video clips
7	Places in the community (CONSTRUCTING A MAP)	Listening, speaking, reading, writing	Pre-recorded dialogue, computers, audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web-surfing, cartridge paper, computers, projectors, speakers, audio/video clips
8	Assessment and evaluation	Listening, speaking, reading, writing	Assessment instruments prepared by teachers
9	Assessment and evaluation	Listening, speaking, reading, writing	Assessment instruments prepared by teachers

GRADE 5 SPANISH

TERM 1

ESPAÑOL
PRIMER PERÍODO

Prior Learning

Check that students can:

- Say the days and months in Spanish
- Give information about place of origin
- Identify colours

About the Unit

In this Unit students will engage in a series of activities which will enable them to discuss special holidays and celebrations in Spanish-speaking countries, explore the similarities and differences between celebrations in their native culture and the target culture and create cards and banners in the target language reflecting festive occasions.

PAÍSES HISPANOABLANTES/ SPANISH-SPEAKING COUNTRIES**Focus Question:**

¿Cuándo se celebra.....?/ When is...celebrated?

OBJECTIVES-Students will:

- Identify Spanish speaking countries, their capitals, flags and locations on a map
- State the dates of common celebrations including: Navidad, Noche Buena, Año Nuevo, Noche Vieja
- Explore similarities and differences between celebrations in Hispanic cultures and the Jamaican culture
- Ask and tell the dates of Hispanic holidays and celebrations
- Respond to and utilize various expressions related to Hispanic celebrations including: Feliz Navidad, Feliz Año Nuevo, Feliz día de las madres

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Identify flags from Spanish speaking countries. Make short sentences describing each one. Eg: La bandera de Cuba es roja, azul y blanca.

Colour blank flags where the sections are labelled numerically by listening to the colour given to each number, then matching the corresponding flag (the final product) with the respective Spanish-speaking country.

Associate the nationalities of persons based on the country they are from, using pictures of persons with the person's country of origin stated in writing in each case.

Work in groups to construct a 3-dimensional map of Spanish-Speaking countries. They will label the map, giving the names of the countries and noting the capital of each country.

Discuss videos, recordings or any other appropriate material on celebrations in Spanish-speaking countries, including making comparisons with celebrations in their own culture.

View pictures to say or tell which celebration is taking place.

- Communicating with persons from different Spanish-speaking countries
- Collaborating to gain information about celebrations in Spanish-speaking countries
- Demonstrating understanding of authentic materials about celebrations in Spanish-speaking countries.
- Working creatively in groups
- Listening and responding
- Reading and responding
- Writing simple complimentary phrases relevant to holiday celebrations(e.g. Feliz Navid; Feliz Año Nuevo etc.
- Creating

Correctly identify flags from Spanish-speaking countries.

Correctly colour flags of Spanish-speaking countries based on spoken instructions. Correctly identify flags after they are coloured.

Accurately make associations considering gender and number

Map constructed and countries and capitals correctly labelled

Discussions carried out with relevant observations made about the Hispanic celebrations, particularly about the similarities and differences noted between these celebrations and those in their own culture

Correctly identify each celebration based on pictures shown.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Look at Spanish calendar with holidays included and listen as the teacher states the dates of some holidays. They will then state the dates for other holidays and celebrations in response to ¿Cuándo se celebra...?, as posed by the teacher or fellow students.

Work in pairs to mark or highlight the dates for special celebrations in the native culture and the target culture, based on a recording or oral statements made by the teacher.

Complete a table in Spanish with dates of festivals and holiday names, given a worksheet.

In groups, engage in role play activities (to be videotaped) acting as visitors to a Spanish speaking country inquiring about holiday dates. The performance of the dialogue could be videotaped.

Create an advertisement poster for the staging of a holiday event.

Write bilingual e-postcards/banners portraying important celebrations.

Make a calendar in Spanish highlighting Hispanic cultural celebrations (use pictures). Select a celebration and make a greeting card for a person giving best wishes (E.g. Feliz Navidad).

Conduct a survey among 3-5 classmates in which they record their birthdays using the interview question ¿Cuándo es tu cumpleaños/¿Cuándo celebras tu cumpleaños? Students are expected to respond in Spanish; findings are to be recorded and presented to the class.

Respond appropriately by giving the correct date for each holiday/celebration.

Correctly highlight dates based on the recording or oral statements.

Appropriately write dates in Spanish using the correct structure; holiday names written with appropriate spelling.
Dates match the correct festival/holiday.

Dialogue performed with correct pronunciation and intonation, answers matching relevant questions asked, and accurate information given

Posters completed with appropriate information relating to the specific holiday

E-postcards/banners created in English and Spanish with major celebrations listed

Creativity and originality displayed in calendar and card design; appropriate use of vocabulary and structures

Correct use of grammatical structures and vocabulary in conducting interviews and reporting survey findings

Learning Outcomes

Students will be able to:

- ✓ Use the computers to create their own cards and banners for family and community events
- ✓ Use online resources safely to create e-cards and send by email to e-pals in neighbouring country

Points to Note

- Make connections with material learned in other subject areas
- Infuse technology – interactive quizzes, cultural information, virtual travel
- For the discussions of videos, recordings or other appropriate material on celebrations in Spanish-speaking countries, encourage students to make reference to costumes, dates, foods and beverages.

Remind students to:

- Demonstrate safe, respectful, responsible and clear online communication when using class email account
- Follow guidelines to promote healthy use of ICT tools

RESOURCES

- Native speakers in the communities
- Embassies
- Computer and Internet
- Flags of Spanish-speaking countries
- Blank flags (of Hispanic countries) with numbers to represent colours
- Crayons and markers
- Sheets of styrofoam, outline map of Spanish-speaking countries, clay and poster pins (for 3 dimensional map)
- Spanish calendar
- Speakers

Extended Learning

Encourage students to:

- Visit web links to engage in activities such as games to enhance their understanding of the concepts taught.
- Practice with family members and friends what they have learnt.
- Incorporate aspects of target culture learned such as music, dance, and food into community events.
- Learn other Christmas carols in the target language via the internet.
- Make a chart with countries, flags and nationalities for home use.
- Participate in immersion trips to Spanish-speaking countries.

KEY VOCABULARY AND GRAMMAR

- las banderas- (flags)
- las nacionalidades - nationalities
- la fecha - the date

Holidays and celebrations

Some major holidays:

- Año Nuevo- New Year
- Día de Reyes- Three Kings's Day
- Semana Santa- Easter
- Día de la Hispanidad- Hispanic Day
- Día de los Muertos-Day of the Dead

RESOURCES

- Worksheets with some names and dates of Hispanic holidays/ festivals in table form(to be completed by students)
- Videos/recordings and pictures featuring Hispanic festivals and holiday celebrations

Songs -los villancicos/ carols

KEY VOCABULARY

- Día de los Muertos /Day of the Dead
- Navidad / Christmas
- Noche Buena / Christmas Eve
- Noche Vieja / New Year's Eve
- Día de las Madres / Mothers' Day

- ¿Cuál es la capital de...?/What is the capital of....?
- La capital de..... es /The capital of.....is.....
- ¿Cuáles son los colores de la bandera de?/What are the colours of the flag of.....?
- Los colores son.../the colours are.....
- ¿Cuándo se celebra....?/When is..... celebrated?
- ¿Cuándo es tu cumpleaños?/ When is your birthday?
- Mi cumpleaños es....
- ¿Cuándo es...?/ When is...?
- Es ... /It is...

GRADE 5 SPANISH

TERM 2

ESPAÑOL
SEGUNDO PERÍODO

Prior Learning

Check that students can:

- Readily recognize colours in Spanish
- Express likes and dislikes, using the pattern Me gusta.../I like.. and No me gusta.../I don't like

About the Unit

In this Unit students will engage in a series of activities which will enable them to identify in Spanish the names of common clothes and describe what they and others wear to different occasions.

LA ROPA DE MODA**FOCUS QUESTION :**

¿Qué ropa llevas? / What do you wear?/ What are you wearing?

OBJECTIVES-Students will:

- Identify in Spanish the names of common clothes
- Ask and answer questions about what others wear to different occasions (¿Qué ropa llevas a la escuela/iglesia/playa/fiesta?/What do you wear to school/church/beach/party? /¿De qué color es...? (What is the colour of...?)
- Orally compare and contrast what they and others wear to various events
- Examine the similarities and differences between local clothing items and popular styles in Spanish- Speaking countries

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to and repeat the names of clothes in Spanish while viewing a PowerPoint presentation.

Match the labels to the correct item of clothing on a chart using word cards.

Draw and colour articles of clothing based on descriptions given orally.

Select appropriate pictures depicting what persons are wearing based on information read to them.

State what celebrities are wearing in pictures shown

Role play "Vamos de compras" ("Let's go shopping") with emphasis on items of clothing that they like or dislike)

Make a fashion magazine with ten items of clothing labelled and at least one sentence describing each item. E.g. La camisa es roja y negra.

Participate in dress-up day and play games: ¿Adivina quién?/Guess who?- in which they describe what a classmate wears and the others will identify the person

- Demonstrating understanding of what is heard through appropriate responses
- Recognizing visual images of words, phrases and sentences.
- Conversing in a natural and easy manner about what people wear using vocabulary learnt
- Writing simple sentences describing what others wear.
- Collaborating creatively in groups.
- Reading aloud and accurately short sentences, showing familiarity with the meaning of language represented. E.g clothes and colours.
- Reading for specific information related to what people are wearing.

Distinct sounds and words correctly reproduced

Labels and items of clothing appropriately matched

Pictures represent appropriate articles of clothing and reflect correctly the colours stated.

Pictures selected appropriately match oral description.

Correctly identify and describe items of clothing.

Scenarios executed with appropriate vocabulary, sentence structure, pronunciation and intonation

Fashion magazine completed with accurate descriptions of clothing items

Correctly identify who the description fits in each case.

Suggested Teaching and Learning Activities

Students will:

Stage a mini fashion show in class and have students respond orally or in writing form to questions about what the participants wear. Compare and contrast what classmates are wearing in the mini fashion show.

Communicate with e-pals via class/school page to learn more about popular styles in Spanish-speaking countries.

Create a fashion vlog (video blog on fashion) about popular styles in Jamaica and Spanish-speaking countries. Use as much Spanish as possible. (Option of uploading vlogs to the internet).

Research what children wear to school in various Spanish-speaking countries and share their findings with the class.

Describe clothing items using colours and sizes. ¿Cómo es la falda?/What is the skirt like? La falda es corta./The skirt is short. ¿De qué color es la falda? /What colour is the skirt? La falda es amarilla./The skirt is yellow.

In groups, take various items of clothing to class and set up stores for their customers and present related dialogues in Spanish. Shoppers will describe items, state likes and dislikes and practice using ¿Qué es esto? to identify the items.

Respond to ¿Qué ropa llevas ...? by stating what clothing item they wear to different occasions or particular places. E.g. ¿Qué ropa llevas a la escuela?/What do you wear to school? Yo llevo el uniforme a la escuela. /I wear uniform to school.

Key Skills

Assessment Criteria

Respond appropriately orally or in writing regarding what the participants in the mini fashion show are wearing. Comparisons appropriately stated with relevant vocabulary and correct sentence structure.

Ask questions about popular styles in Spanish speaking countries and display comprehension of the information conveyed to them.

Vlogs created with relevant information included.

Students report accurate information depicting the realities regarding school uniforms in Spanish-speaking countries.

Describe appropriately clothing items stating colour and size.

Role play executed with relevant responses to questions asked and appropriate vocabulary and sentence structure.

Respond appropriately to question by stating what they wear to different occasions and particular places.

Learning Outcomes

Students will be able to:

- ✓ Converse in the target language about clothing
- ✓ Use game-based learning applications such as QUIZIZZ as well as online communication tools safely when requesting information from e-pals
- ✓ Express likes and dislikes
- ✓ Enquire about one's likes and dislikes

Points to Note

- Make connections with material learned in other subject areas
- Infuse technology – interactive quizzes, cultural information, virtual travel
- Teach respect for cultural differences in terms of dress code and fashion

Remind students to:

- Demonstrate safe, respectful and responsible online communication when communicating with others via the internet
- Follow guidelines to promote healthy use of ICT tools
- Pay attention to subject adjective agreement (eg. La falda es roja. El pantalón es negro. Los zapatos son negros. Las camisetas son blancas.

RESOURCES

- Native speakers in the communities
- Embassies
- Internet (audio or video device).
- Fashion magazines
- Pictures of celebrities in various outfits
- Articles of clothing
- Chart with ítems of clothing labelled in Spanish
- PowerPoint presentation featuring ítems of clothing
- Word cards bearing the names of items of clothing

Extended Learning

Encourage students to:

- Visit web links to engage in activities such as games to enhance their understanding of the concepts taught.
- Practise with family members and friends what they have learnt.
- Gain cultural understanding about national costumes of other countries.
- Watch vlogs/ Fashion shows in the target language
- Create a song/dub/rap about clothing to a popular rhythm of their choice.

KEY VOCABULARY AND GRAMMAR

- List of items of clothing in Spanish
- List of special occasions
- pero/but
- también/also
- The verb llevar to talk about what others wear/ are wearing

Questions and Answers

- ¿Qué llevas (a).....?/What do you wear (to)...?/What are you wearing (to)?
- ¿Qué lleva.....?/What is..... wearing?
- Present tense forms of the verb llevar /to wear)
- ¿De qué color es.....?/What is the colour of.....?
- ¿Cómo es la/el....?/ What is ... like?/ Es... /....is....
- Me gusta.../No me gusta/I like.../I don't like...

KEY VOCABULARY AND GRAMMAR

Vocabulary related to clothing

- la talla/size; grande/big; pequeño/(small; mediano/médium; largo/ long; corto/short
- el color/colour
negro/ black; amarillo/ yellow; azul/blue; rojo/red; blanco/white; rosado/ pink; anaranjado/orange; café/marrón/brown; gris/grey; morado/purple; verde/green; ámbar/ amber; azul marino/ navy blue; beis/ beige
- la ropa/clothes: la blusa/blouse; la camisa/shirt; la falda /skirt; los pantalones/pants; el vestido/dress; el sombrero/hat; la chaqueta/ jacket; el uniforme/uniform; la camiseta/t-shirt; el traje de baño/bathing suit

Occasions and places

- la fiesta – party
 - la escuela – school
 - la playa – beach
 - la iglesia – church
-

GRADE 5 SPANISH

TERM 3

ESPAÑOL
TERCER PERÍODO

Prior Learning

Check that students can:

- Use adjectives appropriately
- Use articles and nouns appropriately

About the Unit

In this Unit students will engage in a series of activities which will enable them to describe places in the community, state the positions of places in the community and express where people are going in Spanish.

LUGARES EN LA COMUNIDAD**Focus Question :**

¿Adónde vas? / Where are you going?

OBJECTIVES-Students will:

- Identify the names of places in the community in Spanish
- Describe places in the community
- Identify similarities and differences between Hispanic and Jamaican communities
- Direct someone to specific places in the community
- Ask and answer questions about where people are going using the correct form of the verb ir/to go.
- Ask and answer questions about how people travel to their destinations

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to an audio file with the names of the places in Spanish and repeat the names.

Draw and label places in the community.

In scrap books, draw/create a map of the community and identify your house and at least 5 other places in the community in Spanish.

Match pictures of places in the community with the corresponding names in Spanish.

Collaborate to construct a model of a typical community and label the places (some groups will create Jamaican communities while others will recreate Spanish communities).

State the position of places in the community using “estar” and appropriate positions.

Role play a scenario where they give a tour of their community to a foreigner.

Research the general places found in Hispanic communities. Work with a partner to compare and contrast with typical Jamaican communities.

Complete a Crossword puzzle with clues of places in English and the answers required will be the Spanish names of the places.

- Listening to identify specific information.
- Listening for and presenting essential information.
- Repeating and using vocabulary with acceptable pronunciation, intonation, rhythm and blending.
- Conversing using vocabulary learnt in a natural and easy manner.
- Recording narration.
- Reading for specific information related to where people are going.
- Writing simple sentences describing where others are going.
- Giving and following directions.

Names of places repeated with correct pronunciation

Pictures of places appropriately labelled

Map of the community completed with all places correctly labelled

Names of places and pictures appropriately matched

Models of communities created with places correctly labelled and features of communities culturally appropriate

The position of places appropriately stated

Role play performed with relevant descriptions, using appropriate vocabulary and sentence structure

Comparisons appropriately reflect findings of research.

Crossword puzzle completed with responses matching appropriately the clues given

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Practise asking “¿A dónde vas? (Where are you going?) and answer using *Voy a + el nombre del lugar*. (I am going to + name of place. Eg. *Voy a la escuela.* / I am going to school.

Ask each other “¿Cómo vas a + el nombre del lugar? (How do you travel?)/ *Voy en....* (I go by) or (I travel by.....). “¿Cómo vas a la escuela?/ How do you travel to school? *Voy en autobús.*/ I go by bus

Do a survey to find out how their classmates travel to at least three places and report the findings of the survey to the class.

Work in groups to plan a dialogue in which they discuss how they travel to at least two places. They then perform the planned dialogue and record it.

Conduct a research on how children in Spanish-speaking communities travel to and from school and make comparisons with how children travel to school in their communities.

Read an excerpt from *Caperucita Roja* (Little Red Riding hood) and identify how Little Red Riding Hood got to her grandmother’s as well as list the names of two places they heard in the story.

Read in Spanish a short passage about several places and how persons get to them. They will then respond in English to questions based on the passage.

Do a Vox Pop to find out how classmates (and schoolmates) travel to and from school. Use as much Spanish as is possible. (Option of making this into a video.)

Respond appropriately with correct grammar and pronunciation

Questions and answers appropriately structured

Findings of survey appropriately stated using appropriate sentence structure.

Dialogues completed with relevant information of how they travel to the places and appropriate sentence structure and pronunciation

Research completed and comparisons reflect culturally appropriate information

Mode of transportation and places in the story appropriately identified

Read passage with appropriate pronunciation and intonation.
Respond appropriately in English to the questions based on the passage.

Vox pop conducted using appropriate vocabulary and questions and answers

Learning Outcomes

Students will be able to:

- ✓ Act out short dialogues involving places in the community
- ✓ Engage in conversation about where they are going
- ✓ Describe their community
- ✓ Construct models of their communities
- ✓ Use selected ICT tools to record created dialogue for class critique

Points to Note

- Emphasise the contraction of a+el (al) and de+el (del)
- Teach appreciation for “underprivileged communities”
- Make connections with material learned in other subject areas.
- Infuse technology – interactive quizzes, cultural information, virtual travel.

Remind students to:

- Follow guidelines to promote healthy use of ICT tools

Extended Learning

Encourage students to:

- Visit web links to engage in activities such as games to enhance their understanding of the concepts taught.
- Practise with family members and friends what they have learnt.
- Encourage others to incorporate aspects of target culture learned such as at community events.
- Take a tour of their community with a friend and practise identifying the places in Spanish.

RESOURCES

- Native speakers in the communities.
- Internet (audio or video device)
- Computer
- Audio file with the names of places in Spanish
- Scrapbooks
- Pictures of places in the community
- Recording device
- Speakers

KEY VOCABULARY AND GRAMMAR

- ¿Adónde vas?/ Where are you going?
- Voy a .../I am going to...
- ir / to go
- ¿Cómo vas?/ How do you travel/ Voy en.... I go by or I travel by....
- ¿Qué hay en tu comunidad?- What is in your community?/ Mi comunidad tiene/My community has
- En mi comunidad hay /In my community there is...

POSITIONS

- al lado de – beside
- en frente de – opposite
- detrás de – behind
- delante de – before
- cerca de – near to
- lejos de – far from

Modes of transportation (within community)

- en bicicleta/ on bicycle
- en coche/ by car
- en autobús/by bus
- a pie/by walking/on foot

RESOURCES

- DVD/CD Player
- Materials to use to construct model community
e.g. card board, cartridge paper, construction paper, crayons and markers or paint.
- Crossword puzzle
- Video on places in the community
- Story “Caperucita Roja” (Little Red Riding Hood in Spanish)
- Reading passage
- Grammar- the verb ir/ to go- to talk about how people travel to their destinations.

PLACES

la iglesia- church
la playa- beach
la escuela- school
el mercado- supermarket
el hospital- hospital
el restaurante- restaurant
la casa – house
el banco- bank
el cine – movie
la farmacia- pharmacy
la tienda – shop/store
la biblioteca – library
el correo – post office
el centro - mall

KEY VOCABULARY AND GRAMMAR

estar – to be
está/is- talks about the position of one noun while
están/are- talks about the position of more than one noun.

Descriptions

grande – big
enorme – enormous
moderno – modern
aburrido – boring
nuevo – new
ruidoso – noisy
feo – ugly
bonito/hermoso – pretty
tranquilo – quiet
divertido – enjoyable



GRADE 6
SPANISH

SEXTO GRADO
UNIDADES DE ESTUDIO

TERM 1**Lo que voy a hacer / What I am going to do**

Share plans regarding what they are going to do
Express their destination and intended activities
Compare places in Jamaica with those in Hispanic countries
Describe places in the community, country or globally

TERM 2**Lo que me gusta hacer en mi tiempo libre / What I like to do in my spare time**

Express what they like to do in their spare time
Ask people about their hobbies and recreational activities
Discuss some of the cultural similarities and differences between popular hobbies in Spanish-speaking countries and their native country

TERM 3**Mi rutina diaria / My daily routine**

Outline clearly their daily routine
Tell the time when they do particular activities

What are the key concepts, skills and knowledge students will learn in this subject?

- Places in the immediate and wider community
- Places of interest
- Specialised shops
- Comparison of places in Jamaica with those in Hispanic countries
- Future events and intended plans
- Hobbies and recreational activities
- Hispanic and Jamaican hobbies and celebrations
- Expressing likes, dislikes and preferences
- Daily routine at home and school
- Time, sequence and frequency at which routine activities are done
- Comparison of daily routine for school with that of someone in a Spanish – speaking country
- Foods
- General expressions of time (e.g. por la mañana, por la tarde)
- Common action verbs (e.g. jugar, bailar, comer)

There are four Attainment Targets in Spanish which are interconnected, and ICT targets which are to be integrated within the execution of these four targets.

AT 1:**Listening and Responding**

Students develop the ability to understand the spoken language in a variety of forms and make an appropriate and accurate response.

Pupils show that they understand simple audio instructions, messages and dialogues aided by repetition and gestures, by responding appropriately and accurately

AT 2:**Speaking**

Students develop the ability to communicate effectively and appropriately in the spoken language in a variety of situations.

Pupils engage in much longer exchanges using phrases or longer sentences with much confidence and fluency in delivery

AT 3:**Reading and Responding**

Students develop the ability to understand the written language in a variety of forms and provide an appropriate and accurate response.

Pupils show that they understand a paragraph of at least six sentences, or longer dialogues from familiar contexts by responding to questions seeking specific details; with or without the use of visuals, glossary or bilingual dictionary.

AT 4:**Writing**

Students develop the ability to communicate effectively and appropriately in writing in a variety of forms in response to an aural, visual or written stimulus.

Pupils write a paragraph or a simple dialogue/letter about a topic using guided questions and complete a form giving personal information with at least 80% accuracy

ICT ATTAINMENT TARGETS:

COMMUNICATION AND COLLABORATION - Students use technology to communicate ideas and information, and work collaboratively to support individual needs and contribute to the learning of others.



RESEARCH, CRITICAL THINKING, PROBLEM-SOLVING AND DECISION MAKING - Students use appropriate digital tools and resources to plan and conduct research, aid critical thinking, manage projects, solve problems and make informed decisions



DESIGNING AND PRODUCING - Students use digital tools to design and develop creative products to demonstrate their learning and understanding of basic technology operations.



DIGITAL CITIZENSHIP - Recognise the human, ethical, social, cultural and legal issues and implications surrounding the use of technology and practice online safety and ethical behaviour.

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic week	Listening, speaking, reading, writing	Instruments prepared by teachers
2	Review <ul style="list-style-type: none"> • Use correctly the question ¿Adónde vas? /Where are you going? and respond appropriately using Voy a.../ I am going to... • Give the names of common places in a town, etc. 	Listening, speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, maps from different communities, computers, projectors,speakers,audio/video clips
3	Places in the immediate and wider community	Listening, speaking	Audio clips, videos, game-based learning applications, charts, map of Jamaica
4	Places of interest	Reading, writing	Worksheets, puzzles, collaborative didactic games, tourist brochures
5	-Specialised shops -Comparison of places in Jamaica with those in Hispanic countries	Listening speaking, reading, writing	Worksheets, blank charts to complete with actions in the future, a schedule outlining different activities, models to depict places, passages about places
6	Creation of models/ drawings/ brochures to depict places in the community, country or abroad.	Listening speaking, reading, writing	Appropriate Recordings of native speakers, songs, poems,short stories,speakers, laptop,power points presentations
7	HEROES WEEKEND		
8	Creation of models/ drawings/ brochures to depict places in the community, country or abroad.	Listening speaking, reading, writing	Chart to complete a schedule about planned activities, computers, projectors, speakers,audio/video clips
9	Future events and intended plans	Listening speaking	Dictionaries, textbooks for primary level, web,surfing, power point presentations, action labels, pictures
10	Future events and intended plans	Reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, map with places in the communities, computers, projectors,speakers,audio/video clips

CONTENT OUTLINE BY WEEKS GRADE 6 TERM ONE

WEEKS	CONTENT	COMPETENCIES	RESOURCES
11	Future events and intended plans	Listening speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, map with places in the communities, computers, projectors,speakers,audio/video clips, sentence completion exercises
12	Assessment and evaluation	Listening speaking, reading, writing	Assessment instruments prepared by the teachers
3	Assessment and evaluation	Listening speaking, reading, writing	Assessment instruments prepared by the teachers

CONTENT OUTLINE BY WEEKS GRADE 6 TERM TWO | LO QUE ME GUSTA HACER EN MI TIEMPO LIBRE

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic Week	Listening speaking, reading, writing	Instruments prepared by teachers
2	Review <ul style="list-style-type: none"> • Recognize some high frequency verbs in the target language; E.g. comer /to eat; jugar /to play • Say what they like and dislike doing using Me gusta... and No me gusta... • Say the days of the week • Identify places in their communities 	Listening speaking, reading, writing	Audio clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, computers, projectors,speakers,audio/video clips
3	Hobbies and recreational activities	Reading, writing	Worksheets, puzzles, collaborative didactic games
4	Hobbies and recreational activities	Listening speaking	Audio clips, videos, game-based learning applications
5	Places of interest and Hobbies and recreational activities that take place at these places	Listening speaking	Appropriate Recordings of native speakers, songs, poems,short stories,speakers, laptop, interactive power points

CONTENT OUTLINE BY WEEKS GRADE 6 TERM TWO | LO QUE ME GUSTA HACER EN MI TIEMPO LIBRE

WEEKS	CONTENT	COMPETENCIES	RESOURCES
6	Hispanic and Jamaican hobbies and celebrations	Reading, writing	Worksheets, surveys sheets, crosswords, puzzles, cultural notes/magazines/newspaper, charts to complete about spare time
7	HEROES WEEKEND		
8	Expressing likes, dislikes and preferences	Listening speaking,	Appropriate Recordings of native speakers, songs, poems,short stories,speakers, laptop, interactive power points computers, projectors, speakers, audio/video clips
9	Expressing likes, dislikes and preferences	Reading , writing	Dictionaries, textbooks for primary level, web, surfing, Cultural notes / magazines / newspapers / short stories
10	Create a scrapbook/portfolio to show what they like to do in their spare time.	Reading, writing	Videos, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, scissors, computers, projectors,speakers,audio/video clips, interactive power points, scissors, glue, crayons, cultural notes / magazines / newspapers, pictures
11	Create a scrapbook/portfolio to show what they like to do in their spare time	Reading, writing	Videos, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, scissors, computers, projectors,speakers,audio/video clips, interactive power points, scissors, glue, crayons, cultural notes / magazines / newspapers, pictures
12	Assessment and evaluation	Listening speaking, reading, writing	Assessment instruments prepared by the teachers

CONTENT OUTLINE BY WEEKS GRADE 6 TERM THREE | MI RUTINA DIARIA

WEEKS	CONTENT	COMPETENCIES	RESOURCES
1	Diagnostic Week	Listening speaking, reading, writing	Instruments prepared by teachers
2	Review •Tell time in Spanish •Identify days of the week in Spanish •Utilize common verbs representing hobbies	Listening speaking, reading, writing	Audio clips, videos, game-based learning applications, pictures, dictionaries, textbooks for primary level, web, surfing, computers, clocks, projectors, speakers, audio/video clips, interactive power point presentation, audio-dialogues,
3	Daily routine activities at home	Listening speaking	Worksheets, puzzles, collaborative didactic games, dictionaries
4	LABOUR DAY		
5	Daily routine activities at school	Listening speaking	Worksheets, puzzles, collaborative didactic games, example charts of daily routine, simple passages, google search, appropriate Recordings of native speakers, songs, poems, short stories, speakers, laptop, interactive power point presentations
6	Daily routine activities at home and school Time, sequence and frequency at which routine activities are done	Listening speaking, reading, writing	Worksheets, blank schedule/ timetables, google search, appropriate recordings of Native speakers, songs, poems, short stories, speakers, laptop, interactive power point presentations, audio clips, videos, game-based learning applications, dictionaries, recording devices
7	Time, sequence and frequency at which routine activities are done	Listening speaking, reading, writing	Worksheets, blank schedule/ timetables, google search, appropriate recordings of Native speakers, songs, poems, short stories, speakers, laptop, interactive power point presentations, audio clips, videos, game-based learning applications, dictionaries, recording devices
8	Comparison of daily routine for school with that of someone in a Spanish – speaking country	Listening speaking, reading, writing	Audio/ video clips, videos, game-based learning applications, dictionaries, textbooks for primary level, web,surfing, Cartridge paper, calendar of hispanic festivities, computers, projectors,speakers,audio/video clips
9	Assessment and evaluation	Listening speaking, reading, writing	Assessment instruments prepared by the teachers

GRADE 6 SPANISH

TERM 1
ESPAÑOL
PRIMER PERÍODO

Prior Learning

Check that students can:

- Use correctly the question ¿Adónde vas? /Where are you going? and respond appropriately using Voy a.../ I am going to...
- Give the names of common places in a town

About the Unit

In this Unit students will engage in a series of activities which will enable them to express their destination and intended activities and make general references to places in the community, wider society and the world.

LO QUE VOY A HACER/ WHAT I AM GOING TO DO**Focus Question :**

¿Qué vas a hacer? /What are you going to do?

OBJECTIVES-Students will:

- Identify popular places of interest on a map of Jamaica
- Ask and answer questions about what people are going to do at different places
- Describe places of interest and the pastime activities that take place at those locations
- Respond to information read about places of interest
- Make comparisons between tourist attractions and places of interest in Jamaica and Spanish- speaking countries
- Create models/ drawings/ brochures to depict places in the community, country or abroad

Suggested Teaching and Learning Activities

Students will:

Use a map of Jamaica/ tourist brochures and identify popular places of interest; practice telling their intention of visiting selected places and what they are going to do at these locations.

Complete a matching exercise using pictures to tell where they are going and what they are going to do.

Listen to a pre-recorded extract in which persons describe where they are going and what they are about to do and answer corresponding questions.
Read passages about places of interests and answer questions related to what was read.

Work in pairs to write short dialogues in which students ask for and give information about their destination and activities of their pairs. Dramatize the dialogues previously written, showing familiarity with the language represented. Record dramatization for replaying and evaluation of pronunciation.

Generate a schedule outlining different activities they are going to do during a week and discuss with their classmates.

In groups, create a model to depict places in the community they will visit.

Listen to dialogues in order to complete charts which require information about intended destinations and activities.

Key Skills

- Listening and responding
- Reading and responding
- Interpreting graphic representations (pictures, videos)
- Using correct grammatical form and structures to construct dialogues and short paragraphs related to the theme.
- Operating electronic devices
- Collaborating
- Creating
- Designing

Assessment Criteria

Correct use of structures and appropriate vocabulary to express plans and intentions.

Accurately match action-labels with pictures to indicate where people are going and what they are going to do.

Respond to questions asked using appropriate grammar and vocabulary.

Dialogues accurately constructed and performed using appropriate vocabulary and correct grammar and pronunciation.

Schedule designed with appropriate grammar and vocabulary; discussions reflect accurate pronunciation

Model accurately depicts typical community places; creativity displayed in design.

Accurately complete charts with the required information.

Suggested Teaching and Learning Activities

Students will:

Choose a Spanish-speaking country and create a short video stating places that they will visit in that country. Record a short video and present it to the class where they express where they will go during an upcoming holiday.

Complete sentences with the correct grammatical structure.

Interview a group of classmates to find out the various places they will visit during their Christmas/summer holidays, etc.; record them on a graphic organizer and make an oral presentation in Spanish reflecting the data they gathered.

Prepare a scrapbook/portfolio to show what they do in their spare time.

Play a relay game to learn the names of selected places of interest in Jamaica and in one Spanish-speaking country. Collect pictures of places of interest and make an album indicating where they can be found. Label the pictures in the album.

Key Skills

Assessment Criteria

Students accurately utilize ICT to create videos; correct use of grammar and vocabulary

Sentences completed using correct grammar

Correct structures used in interview; information accurately represented on graphic organizer, oral presentation captures content accurately and correctly.

Scrap book adheres to appropriate design principles; varied vocabulary and correct grammatical expressions to describe pastime activities.

Pictures appropriately labelled

Learning Outcomes

Students will be able to:

- ✓ Engage in conversations about where they are going and what they are going to do
- ✓ Develop written and oral materials using Spanish
- ✓ Evaluate pronunciation/grammar structures etc.
- ✓ Prepare oral presentations showing application of the content learnt
- ✓ Listen to native speakers/ clips to apply phonemic and phonological awareness of Spanish
- ✓ Demonstrate comprehension of what is read through appropriate responses

Points to Note

- Remind students how to use ir a + noun or infinitive to express where they are going and what they are going to do.
- Encourage students to access pictures of popular places of interest in their country to include those in their parish and other parts of their country.
- For the activities specifying the use of an audio file or video recording you are expected to source a suitable audio file or video recording with related content.
- Assist students in the format for compiling a brochure, researching information about a place and writing it in simple sentences in the target language.
- Make connections with material learned in other subject areas
- Infuse technology – interactive quizzes, virtual travel, recordings
- Students need to be familiar with the names of places in Spanish
- Remind students to follow guidelines to promote healthy use of ICT tools

RESOURCES

- Map of Jamaica
- Tourist brochures
- Native speakers in the communities
- Embassies
- Internet

Extended Learning

Encourage students to:

- Visit web links (eg. Google Earth) to engage in activities such as virtual travel, which will enhance their understanding of the concepts taught
- Practice with family members and friends what they have learnt
- Engage in projects that incorporate Spanish labels for signs in school and in the wider community
- Use game-based learning applications Eg. Quizizz or kahoot, etc.

KEY VOCABULARY AND GRAMMAR

la panadería/ bakery; la frutería/ fruit shop; la zapatería/shoes store; el museo/ museum; la playa/beach; la cafetería/cafeteria; el supermercado/supermarket

¿Adónde vas? (Where are you going?)

RESOURCES

- Textbooks
- Recording devices
- Videos and pictures depicting places of interest and events/activities
- Pre-recorded extracts
- Passages on places of interest
- Audio recorded and written dialogues

Sentence completion exercises

KEY VOCABULARY

- ¿Qué vas a hacer? (What are you going to do?)
 - Present Tense of the verb ir/ to go (Voy –I am going/ I go; Vas-You are going/ You go; Va- He or she is going/ He/ she goes; You are going/ You go (formal); Vamos- We are going/ We go; Van-They are going / They go.
 - Grammar structure ir + a +infinitive
 - High frequency verbs: estudiar/ to study; comer/to eat; jugar/ to play; comprar/ to buy; visitar/ to visit; caminar/to walk; escribir/to write; leer /to read
-

GRADE 6 SPANISH

TERM 2

ESPAÑOL
SEGUNDO PERÍODO

Prior Learning

Check that students can:

- Recognize some high frequency verbs in the target language; E.g. comer/ to eat; jugar/to play
- Say what they like and dislike doing using Me gusta... and No me gusta...
- Say the days of the week
- Identify places in their communities

About the Unit

In this Unit students will engage in a series of activities which will enable them to express what they like to do in their spare time, describe recreational activities associated with specific holiday periods and festivities and understand some of the cultural similarities and differences between popular hobbies in Spanish-speaking countries and their native country.

LO QUE ME GUSTA HACER EN MI TIEMPO LIBRE/ WHAT I LIKE TO DO IN MY SPARE TIME (12 WEEKS)**Focus Question :**

¿Qué te gusta hacer en tu tiempo libre?/ What do you like to do in your spare time?

OBJECTIVES-Students will:

- Identify at least three typical Hispanic celebrations
- State their likes, dislikes and preferences regarding recreational and pastime activities
- Ask and answer questions about what they like to do in their spare time using the focus question : ¿Qué te gusta hacer en tu tiempo libre?
- Write sentences/short paragraphs on what they like to do in their spare time
- Describe places of interest and the pastime activities that take place at that location
- Explain some of the cultural similarities and differences between popular hobbies in Spanish-speaking countries and their native country
- Create a scrapbook/portfolio to show what they like to do in their spare time

Suggested Teaching and Learning Activities

Students will:

Listen to teacher/audio recordings of native speakers about individuals' preferred recreational activities and complete listening comprehension exercises where they indicate who likes to do what activities.

View interactive PowerPoint presentations showing recreational activities and label them in Spanish.

Create a survey to find out from their classmates what they like to do in their spare time/ favourite hobbies then present this information orally to the class.

Work in pairs to write short dialogues in which students ask for and give information about what they like to do in their spare time. Dramatize the dialogues previously written showing comprehension of the language presented.

Read a short composition about hobbies and answer questions in writing.

Research hobbies related to Spanish- Speaking countries and make a comparison with their country.

Design, exchange and complete crossword pictures puzzle or word search exercise related to hobbies/ recreational activities.

Play musical chairs to express at least three activities they like or dislike. Use gestures to act out one activity they like/ do not like to do and their classmate guess the activity. (Charades)

Conduct interviews with classmates about what they like to do on specific days and time (E.g. ¿Qué te gusta hacer los lunes por las tardes/a las cinco de la tarde? -Me gusta jugar con mis amigos.) Generate a table outlining different activities they like or dislike doing and report the information to the class.

Key Skills

- Listening and responding
- Reading and responding
- Navigating digital materials
- Interpreting graphic representations (pictures, videos/Venn diagrams)
- Using correct grammatical forms and structures to construct dialogues and short paragraphs related to the theme
- Creating
- Designing

Assessment Criteria

Listening comprehension activity completed accurately and reflect the audio content

Competently utilize ICT tool to correctly match action-labels with pictures to indicate what people are doing.

Surveys accurately created and executed to reflect the content covered

Students work effectively in pairs to create and act out a dialogue using appropriate vocabulary, correct structures, pronunciation and fluency.

Respond appropriately to reading passages showing comprehension of the language.

Comparisons accurately presented using researched information

Puzzles accurately and efficiently designed with correct vocabulary and correctly completed.

Participate fully in class games, observing rules and utilizing structures correctly.

Interviews successfully conducted using correct structures; information is accurately presented in tables.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Record a short video and present it to the class where they express what they like or dislike doing.

Competently utilize ICT to create video; accurate use of vocabulary and structures

Create a Venn diagram showing Jamaican holidays/special days, Hispanic holidays/special days and holidays/special days shared by both places. Classify these as religious, national, or social holidays/special days. Express likes/ dislikes and preferences towards these activities.

Information accurately represented on Venn diagram; holidays accurately classified; correct use of structures and vocabulary

Select one holiday/special day celebrated both in Jamaica and in one Hispanic country. Compare the activities which take place on this day.

Accurate comparisons made with appropriate grammar and vocabulary

Fill out a recreational activity grid, and label activities appropriately. Use role play to discuss likes, dislikes and preferences.

Correct labelling of recreational activities; role play must demonstrate creativity and accurate and appropriate grammar and vocabulary.

Interview at least five students in the class about their hobbies/recreational activities and make an oral report to the class.

Give oral / written report using accurate grammar and correct pronunciation and in tonation.

Create scrapbook of pastime activities and/Hispanic celebrations.

Creativity displayed in the design of scrapbooks; accurate use of vocabulary and structures.

Learning Outcomes

Students will be able to:

- ✓ act out short dialogues involving what people like/dislike doing
- ✓ engage in conversations where they express what they like to do in their spare time in Spanish
- ✓ use electronic devices to create videos expressing likes and dislikes
- ✓ Understand some of the cultural similarities and differences between popular hobbies in Spanish-speaking countries and their native country
- ✓ Demonstrate comprehension of what is read through appropriate responses

Points to Note

- Encourage students to practice out of class

Remind students to:

- Demonstrate safe, respectful, responsible and clear online communication practices and encourage peers to do so.
- Follow guidelines to promote healthy use of ICT tools.
- Encourage students to speak Spanish with peers and family members
- Teacher should create an area to display students work

RESOURCES

- Audio clips/ recordings
- Internet
- Pre-recorded extract
- Books: Spanish-English bilingual dictionary
- Computer and any other available technological devices
- Interactive PowerPoint presentations
- Short compositions/ passages on hobbies

Extended Learning

Students can:

- Present their drama pieces at parent- teacher meetings/ any other events at school or in the country.
- Make miniature models related to their preferred recreational activity.
- Practice with family members and friends what they have learnt.
- Showcase their work at a display area created in the school.

KEY VOCABULARY AND GRAMMAR

- el museo/museum; la playa/beach; la panadería/bakery; la cafetería/cafeteria; el cine/movie-theater; la iglesia/ church, etc.
- ¿Qué te gusta hacer en tu tiempo libre? (What do you like to do in your spare time?)
- Use of the verbs gustar, preferir, encantar etc to talk about recreational activities
- Me gusta.../ I like ...
- No me gusta.../ I do not like...
- ¿Qué te gusta hacer los lunes por la tarde/ a las cinco de la tarde? (What do you like to do on Monday afternoon/at five pm?)
- On Monday/Mondays/Tuesday/Tuesdays etc are expressed using el/los
- Use de la tarde/noche etc. instead of en la tarde/noche etc. when the specific time is stated

GRADE 6 SPANISH

TERM 3

ESPAÑOL
TERCER PERÍODO

Prior Learning

Check that students:

- Tell time in Spanish
- Identify days of the week in Spanish
- Utilize common verbs representing hobbies

About the Unit

In this Unit students will engage in a series of activities which will enable them to express daily routine activities, variations to this routine on weekends, and daily schedules of activities. They will also learn to tell the time when they do particular activities.

MI RUTINA DIARIA / MY DAILY ROUTINE (9 WEEKS)**FOCUS QUESTION 1 :**

¿Qué haces cada día? /What do you do on a daily basis?

FOCUS QUESTION 2:

¿Qué haces durante la semana?/los fines de semana? / What do you do during week?/ What do you do on weekends?

OBJECTIVES-Students will:

- Identify vocabulary related to daily routine
- State at what time routine activities are done
- Ask and answer questions about their daily routine and that of others in oral and written form
- Read and listen to materials dealing with daily activities
- Respond to questions based on written passages
- Write short paragraphs describing their daily routine
- Compare and contrast their daily routine for school with that of someone in a Spanish – speaking country

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Take turns asking a partner at what time s/he does particular activities using the question ¿A qué hora....? /At what time? (E.g. ¿A qué hora te levantas?/At what time do you get up?) and respond making use of appropriate vocabulary from list given.

In pairs write a dialogue in which they compare weekly routine activities with weekend activities. (E.g. Durante la semana, me levanto a las 6:30 a.m. pero los fines de semana, me levanto a las 10:00 de la mañana/ During the week, I get up at 6:30 a.m. but on weekends I get up at 10:00 a.m.)

Interview 4-6 classmates about weekly routine activities then write a summary making comparisons between what is done during the week and what is done on weekends.

Listen to an audio dialogue/ pre-recorded clip and on a worksheet. Circle the pictures representing the activities they hear in the dialogue E.g. Me baño a las seis / I bathe at six; write the Spanish for the activity below the pictures.

Listen to a dialogue to identify how to ask and respond to the question: ¿Con qué frecuencia vas a...? /How often do you go to...? Practice the expressions in paired conversations.

Complete a survey in pairs indicating how often they do some activities. They will ask and answer questions using the adverbs of frequency (todos los días/ everyday; a veces/ sometime; etc.)

Write a paragraph about their daily routine, including the time of day in which the activities are done and how often they do them. Compare the previous paragraph with their peers, E.g. Me levanto a las seis pero mi amiga se levanta a las seis y media; share the paragraph with an e-pal.

Use online resources to search for time tables from two Spanish –Speaking countries and compare with their time tables/school calendar of events .E.g. En Chile el año escolar empieza en marzo y termina en diciembre, pero en Jamaica empieza en septiembre y termina en julio./ In Chile the school year begin in March and ends in December, but in Jamaica it begins in September and ends in July.

- Listening and responding
- Reading and responding
- Interpreting graphic representations (pictures)
- Writing
- Using correct grammatical forms and structures to construct dialogues and short paragraphs related to the theme
- Conducting electronic searches

Use properly constructed sentences and appropriate grammar and vocabulary in questions and responses.

Accurate use of interrogatives in dialogue an interviews; correct grammatical structures and varied vocabulary

Corresponding pictures circled accurately; sentences accurately depict information given in audio content

Question and answer accurately identified and used in conversations with pairs

Information about daily activities obtained accurately via survey; appropriate use of vocabulary and grammatical structures

Paragraph written with appropriate vocabulary and correct grammatical structures

ICT effectively used to obtain information; accurate comparisons made

Suggested Teaching and Learning Activities

Students will:

Create diaries in which they record daily routine activities for a week.

Listen to a description of a student's weekly schedule and fill in the corresponding information on a blank timetable.

Dramatize three things done each day at home/school giving the time in Spanish at which they are done.

Key Skills

- Listening and responding
- Reading and responding
- Interpreting graphic representations (pictures)
- Writing
- Using correct grammatical forms and structures to construct dialogues and short paragraphs related to the theme
- Conducting electronic searches

Assessment Criteria

Creativity displayed in design of diaries; appropriate and correct use of structures and vocabulary

Timetable completed with accurate information from the listening material

Creativity displayed in dramatization; accurate use of structures and vocabulary

Learning Outcomes

Students will be able to:

- ✓ Engage in conversations about their daily activities including time, sequence of events, and adverbs of frequency
- ✓ Communicate and collaborate safely with peers online when exchanging information about daily routine
- ✓ Use the internet safely and effectively to search for specific information

Points to Note

- Infuse technology – interactive quizzes, virtual travel
- Stress the use of a la... /a las... with the schedule of an activity.

Remind students to:

- Demonstrate safe, respectful, responsible and clear online communication and encourage peers to do so
- Follow guidelines to promote healthy use of ICT tools

Extended Learning

Encourage students to:

- Keep a diary
- Use the language to talk about their daily routine with each other
- Use the internet/ any other media that has content they are learning to practice listening and reading exercises so that they become more competent in the use of the target language
- Interact with natives in the target language

RESOURCES

- Internet
- Spanish Language Books for primary level
- Computer
- Recording devices and any other available technologies
- Audio files with dialogue on routine activities and the frequency at which they are done

KEY VOCABULARY AND GRAMMAR

- Adverbs of frequency:
 - siempre/always
 - normalmente/normally
 - a veces/ sometimes
 - nunca/never
 - todos los días/ everyday
 - usualmente/usually
 - generalmente/ generally
- Sequence of activities:
 - primero/ first
 - antes/ before
 - después/after
 - luego/then

Reflexive verbs in the present tense:

- Me despierto./ I wake up.
- Me levanto./ I get up.
- Me cepillo los dientes./ I brush my teeth.
- Me visto./ I get dressed.
- Me baño./I have a bath.
- Me duermo./I fall asleep/ I go to sleep.
- Me acuesto./I go to bed.
- Yo voy a la escuela./I go to school.
- Yo hago mis deberes./I do homework.
- Yo regreso a casa./I return home.
- Yo desayuno./ I eat breakfast.
- Yo almuerzo./I eat lunch.
- Yo ceno./ I eat dinner.
- ¿Qué haces los lunes en la mañana?/ What do you do on Monday mornings?
- ¿Con qué frecuencia ...?/ How often...?
- ¿A qué hora ...?/ At what time...?
- en la tarde/in the afternoon; vs. ...de la tarde
- en la noche/ at night; vs...de la noche
- a las... vs. son las...



APPENDICES

PERSPECTIVES OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS & THE AESTHETICS (STEM/STEAM) IN RELATION TO THE NATIONAL STANDARD CURRICULUM (NSC)

INTRODUCTION & BACKGROUND

The integration of theoretical principles that relate to STEM/STEAM Education in the NSC began in June 2014. This move was influenced by recommendations of the STEM Steering Committee that emphasized the need to develop learners who are not just productive, but who would also be innovative Jamaicans. STEM integration was also regarded as one of the strategic long term means of addressing the economic challenges being faced by Jamaica using education as a primary vehicle for the implied transformational change to happen, beginning from short term efforts.

Initial discussions and deliberations promoted an emphasis on STEM rather than STEAM Education. However, critical analysis of the conversations conveyed the perspective of STEM as a collection of related disciplines that all learners should have the opportunity of pursuing, to develop the competencies they offer and as a consequence be able to gain employment or become employers in STEM related areas. As stakeholders from different backgrounds processed their understanding of STEM, new meanings of the concept emerged from the discussions. One was the perspective of STEM as a methodology. There was, however, concern about the exclusion of “A” in STEM. This “A” component however, brought to the discussion, multiple meanings. In some Aesthetics as a field and was considered an important component to be included if educators are serious about issues of discrimination, holistic learning and current research on the iterative function of the brain that warrants attention to brain based learning and the role of the Arts in promoting knowledge integration to cater to multiple domains of learning. There was also discontent about neglecting the Performing Arts when related creative industries contribute significantly to economic development. The concern was that the role of the Arts to economic development was being trivialized.

The call for the integration of the Aesthetics or Art forms became more pronounced as STEM took on more national significance. This was supported by research that indicates the importance of the Aesthetics in developing values and attitudes, in promoting holistic learning and in serving as drivers of innovations. By integrating principles from STEM with those from the Arts/Aesthetics, the approach to problem solving would encourage greater appreciation for and reliance on the interdependent nature of knowledge when science and arts intersect. Additionally, STEAM as a methodology encourages the harmonizing of the cognitive and the emotional domains in the problem-solving process.

The concept of STEAM was adopted in 2015, as an integrative approach to education and a methodology that pays attention to the benefits to be derived from the inclusion of the Arts or Aesthetics with STEM related principles. These collective benefits are supported by Jolly (2014), Sousa and Pilecki (2013) and include divergent thinking; differentiated learning; Arts integration; focus on intrinsic motivation and informed decision-making.

PERSPECTIVES OF STEM/STEAM IN THE CONTEXT OF THE NSC

In the context of the NSC, STEM/STEAM is used in a number of ways. These include:

STEM/STEAM as an integrative learning approach and methodology in facilitating learning. This perspective places emphasis on STEM/STEAM as a means of helping learners become creative or innovative problem solvers and lifelong learners who rely on scientific principles (laws and theories) to address issues/concerns or to deal with observed phenomenon that are puzzling for them or that inspire interest. As an approach, the focus is on solving problems based on principles. As methodology, the focus is on the system of practical procedures to be used to translate principles into the problem - solving processes or to choose from available problem- solving models.

STEM/STEAM as an Experiential-Vocational Learning Framework that is based on problem solving through the project-based approach. Emphasis is placed on solving real life problems in a context that requires learners and their facilitators to observe work-based principles. The primary purpose for this focus is for learners to: (i) become employable (ii) prepare for further education and/or for occupational or work readiness.

STEM as types of institutions in which learning is organized as a meta-discipline as described by Morrison and Bartlet (2009). Based on this perspective, STEM facilitates the demonstration of knowledge in a manner that removes the boundaries of each discipline for application to problem as would be practised in the real world.

IMPLICATIONS OF PERSPECTIVES OF STEM/STEAM IN LIGHT OF THE NSC

Since the NSC is based on Constructivism principles, STEM/STEAM as an approach and methodology, has to be established on post-positivistic thinking. From this position, STEM/STEAM influences the kind of practice that promotes collaboration, negotiation of meaning and openness to scrutiny.

The NSC developers selected a Constructivist approach that included the deliberation, designing and development stages of the curriculum process. Evidence of the influence of Constructivism can be seen the NSC Framework Document that conveys the following emphasis:

- (i) **The element of objectives** is presented in two forms; firstly as **Learning Objectives** to focus attention on process and experience rather than product. Secondly as Learning Outcomes that serve as some of the outputs of the process. They include the basic understandings, skills and dispositions anticipated from learners' engagement in the planned experiences.
- (ii) **The element of content** is treated as contexts for learners to think critically, solve problems creatively while developing their identity as Jamaicans. Content is not expected to be treated as disciplines to be mastered but as areas that contribute knowledge, skill sets and attitudes that form the composite of competencies to be acquired from their integration in the learning situations.
- (iii) **The element of learning experiences (method)** is presented as a set of learning activities that serves as a source of problems to be addressed as a part of the learning process. These real-life activities provide the scope of knowledge, skills and required dispositions or character traits for learners to make sense of that aspect of life or the world that they represent. They are the threads that connect all the other elements of the curriculum and allow for the integration of STEM/STEAM in the following ways:
 - Identification of activities that are presented as problems to be solved using the STEM/STEAM approach based on contextual factors that include the profile of the learner, the learning conditions and the anticipated impact.
 - Integrating activities to form a real problem to be solved as a short, medium or long term project to which the project based learning would be applied.
 - The examination of learning activities by learners and teachers as co-learners through multiple lenses using content of science, technology, mathematics and the humanities that they have already explored to engage in the problem identification and definition processes.
 - Extending learning in the formal setting to the informal by connecting co-curricular initiatives that are STEM/STEAM based that learners are undertaking at the institutional level through clubs and societies, as whole school projects or in partnership with external stakeholders.
 - Using the learning activities to review STEM/STEAM initiatives that form a part of the informal curriculum to and for reflection on action.

- Using activities as springboards for reflecting on career or occupational interest in STEM/STEAM related areas.
- (iv) The element of evaluation is communicated in two major ways; firstly as prior learning which serves diagnostic purpose and secondly as an on-going developmental process. This formative focus is indicated by the inclusion of explicitly stated assessment criteria that are to be used alongside the learning activities. The use of assessment criteria as counterparts of the learning activities also indicates that assessment is learner centred since it is serving developmental rather than promotional purpose and as a consequence, allows learners to self-correct as they use feedback to develop feed-forward capabilities. Evidence of learning, based on the learning outcomes, can be collected from various types of assessment methods that emphasize the learner centred constructivist orientation. This brings to the fore the need for serious consideration to be given to differentiation in assessment for fairness and credibility of claims about learners' capabilities and to inform decisions that will impact their educational journey.

In general, this integrated approach, which is the context of STEAM, is aimed at improving the quality of the educational experience for learners while influencing the achievement of the aims of education that relate to productivity and creativity as part of the profile of the Jamaican learner.

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The 5Es Overview: “The 5E Learning Cycle”

What is a 5E Learning Cycle?

This model describes an approach for facilitating learning that can be used for entire programmes, specific units and individual lessons. The NSC supports the 5E constructivist learning cycle, as it places emphasis on the processes that may be used to help students to be personally involved in the learning situation as they are guided to build their own understandings from experiences and new ideas.

5E Instructional Model

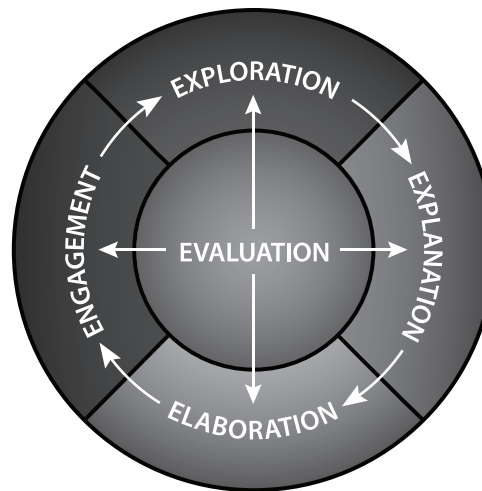


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



Figure 2, illustrating a cyclical perspective of the model with each process being given similar emphasis in contributing to the learning experience on a whole.

EXPLANATION OF THE INSTRUCTIONAL MODEL

What are the 5Es?

The 5Es represent five key interrelated processes that provide the kind of learning experiences for learners to experience the curriculum or planned learning episodes: Engage, Explore, Explain, Extend (or Elaborate), and **Evaluate**.

ENGAGE: The purpose of the ENGAGEMENT dimension is to help students to be ready intellectually, socially, emotionally etc. for the session. Attention is given to the students' interests and to getting them personally involved in the lesson, while pre-assessing prior understandings, attitudes and/or skills. During the experience, students first encounter and identify the instructional task and their roles and responsibilities. During the ENGAGEMENT activity, students make connections between past and present learning experiences, setting the organizational groundwork for upcoming activities. The engagement activity may be used to (a) help student unearth prior knowledge (b) arouse their curiosity (c) encourage students to ask questions as a sign that they have wonderments or are puzzled.

EXPLORE: The purpose of the EXPLORATION dimension is to get students involved in solving a real problem that is based on a selected context. EXPLORATION provides them with a chance to build their own understanding of the phenomenon being investigated and the attitude and skills involved for arriving at a workable solution. In exploring the students have the opportunity to get directly involved with the phenomenon and materials. As they work together in learning teams or independently, the need to share and communicate becomes necessary from the experiences. The teacher functions as a facilitator, providing materials, guarding against obstacles to learning and guiding the students to operate based on agreements. The students become inquirers and co-owners of the learning process. In exploring, they also ask questions, formulate hypothesis, search for answers or information/data, reflect with others, test their own predictions and draw conclusions.

EXPLAIN: The purpose of the EXPLANATORY dimension is to provide students with an opportunity to assess their thinking and to use intellectual standards as critical thinkers to communicate their perspectives and/or the meaning of the experiences. They rely on communication tools and their skills as Language users to: (a) organize their thoughts so that they are clear, relevant, significant, fair, accurate etc. (b) validate or affirm others (c) self-motivate. Reflection also occurs during the process and may cause students to adjust their perspective or justify their claims and summarise the lessons being learned. Providing explanations contributes to vocabulary building and self-corrective actions to deal with misconceptions that they become aware of from feedback of their peers and/or their facilitator.

EXTEND: The purpose of this dimension is to allow students to use their new knowledge and continue to explore its significance and implications. Students work independently or with others to expand on the concepts and principles they have learned, make connections to other related concepts and principles within and/or across disciplines, and apply their understandings in new ways to unfamiliar situations.

EVALUATE: The purpose of the EVALUATION dimension is for both students and facilitator to determine progress being made or the extent to which learning has taken place based on the stated objectives or emergent objectives. EVALUATION is treated primarily as an on-going diagnostic and developmental process that allows the learner to become aware of gaps to be treated and progress made from their efforts to acquire the competencies that were the focus of the session. Examples of competencies include understanding of concepts, principles and processes and demonstrating various skills. Evaluation and assessment can occur at different points during the learning episode. Some of the tools that assist in this diagnostic and formative process include rubrics, teacher observation log, self-inventories, peer critique, student interviews, reflective presentations, displays/expositions,

portfolios, performances, project and problem-based learning products. Analysis of reflections, video recordings are useful in helping students to determine the depth of their thinking and understanding and the objectives they have or have not achieved.

Who developed the 5E model?

The Biological Science Curriculum Study (BSCS), a team led by Principal Investigator Roger Bybee, developed the instructional model for constructivism, called the “Five Es”.

The Link between the 5E model and Types of Learning Activities

The five (5) types of Learning Activities purported by Yelon (1996) can be integrated with the 5E’s so as to enrich the teaching and learning process. He noted that every instructional plan should include the following learning activities

1. Motivation Activities: Intended to help learners to be ready for the session
2. Orientation Activities: Inform students of their roles and responsibilities based the purpose or objectives of a learning episode.
3. Information Activities: Allow students to manipulate current knowledge, access/retrieve and generate new ideas
4. Application Activities: Allow for the use of knowledge and skills in novel situations
5. Evaluation Activities: Allow for reflection, corrective actions and sourcing of evidence to confirm/refute claims about learning.

These activities can be planned to serve one of the purposes of each dimension of the 5E model. For example, ENGAGEMENT may be comprised a Motivation Activity and an Orientation Activity. EXPLORATION and EXPLANATION require an Information Activity, while EXTEND requires an Application Activity. EVALUATION requires the kind of activity that will contribute to the collection of data for assessing and arriving at a conclusion about performance based on stated or expected purpose for which learning is being facilitated.

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LESSON PLAN

Teacher	Aloweshious Grant
Date	July 11, 2017
Subject	Spanish
Grade	6
Duration	60 minutes
Focus Question	¿Qué te gusta hacer en tu tiempo libre?

MATERIALS

1. Realia
2. Word cards
3. Dialogue
4. Emoticons showing delight and displeasure
5. Cartridge Paper, magazines/ newspapers, markers

ATTAINMENT TARGETS

1. Give and receive information related to what they like to do in their spare time;
2. Use knowledge of vocabulary and structure previously learned in integrated activities, eg. dialogue;
3. Read materials dealing with past times;
4. Talk and write about their hobbies.

LESSON OBJECTIVES

Students should be able to:

1. compare and contrast the actions of individuals given a listening comprehension/ dialogue;
2. state at least 4 activities that they like to do in their spare time via a dialogue/ role play/ interactive activity;
3. describe the likes and dislikes of various persons via an oral/ written dialogue; investigate the preferences of at least 5 persons via a class survey/ paired interview.

LESSON PLAN

DIFFERENTIATION STRATEGIES TO MEET DIVERSE LEARNER NEEDS

- Major writing task (dialogue) will be given to the students who have a generally good grasp of Spanish.
- The less competent in language use/ those with predominant spatial intelligence will create a poster to express the same content required in the dialogue.
- Dialogue Role play
- Activities that cater to auditory and visual learners, as well as bodily kinesthetic intelligences. (Eg. Cherades/ Pictionary)
- Group/ Paired and individual work to cater to inter/ intra- personal intelligences

PREVIOUS KNOWLEDGE

Students can express their likes and dislikes of general activities, and they know the meanings of some common verbs eg. comer.

VOCABULARY/CONTENT

Nouns: la pelota, el helado, las películas, los amigos, el teléfono, las novelas

Verbs: jugar, comer, ver, salir, hablar, bailar, cantar, leer

Structures: jugar al fútbol; comer en los restaurantes; leer las novelas; ver la televisión; hablar por teléfono;

The verb gustar- Me gusta; Te gusta

STEM

- Students will create posters and dialogues.
- They will also carry out surveys and collate how many persons like to do various actions.

ENGAGEMENT

Interactive activity: ¿Te gusta?

5-6 Students will be selected to choose an item from a box of realia and say how they feel about it using “me gusta...” or “no me gusta...” As they speak, they display the appropriate emoticon to help the rest of the class, especially the visual learners, to recall what “me gusta” or no “me gusta” means. They will then select individual students from the class and ask if they like the item. They will choose one student who likes the item and give it to him/ her, who will then wait his/ her turn to pose the same question

LESSON PLAN

to another student that he/ she chooses. This will continue until all the items in the box are finished. (The idea is to get the rest of the class involved, interacting and sharing a tactile experience.)

Teacher will set context for class and communicate objectives/ functions.

EXPLORATION

- The teacher will play a recording of a dialogue between Javier and Alicia, two Grade 6 students who are looking forward to their summer holidays and are talking about free time activities. Before the playing/ presentation of the dialogue, the students will be asked to listen for what they have in common with Javier/ Alicia. (The recording/ presentation will be supported by pictures of free time activities / props/ realia to aid comprehension. This presentation will be done twice, using correct intonation and emphasis on the focus question and response.
- Students will share their responses. During this time, the teacher, will emphasize the focus response, and then lead a series of repetition of same. During the series of repetition, the teacher will intersperse the focus question in order for students to make connections, and further aid comprehension.
- Students will respond to (a) comprehension question(s) to assess their understanding of the dialogue.
- They will then do a whole class reading, followed by sectional reading, then individual voluntary reading.

EXPLANATION

- The teacher will say what he/ she likes doing then will pose the focus question generally, anticipating general/ whole class responses.
- Students will then explain the difference between the use of the grammatical structures in the focus question (te gusta) and its reponse (Me gusta). They will also share any other pattern / distinctive grammatical features of the structures that they notice. (For example- the use of the infinitive; the use of Me and Te, instead of Yo and Tú)

ELABORATION

Perform an Investigation: Using the above as a guide, students will do a paired interview (Student A interviews student B; partners reverse roles.)

LESSON PLAN

using information in the dialogue as a model. They will incorporate the other activities that are not included in the original dialogue.

Further Investigation: Students will go around the class finding persons who like to do the same things as they in their spare time. They should ask at least 5 persons, “¿Qué te gusta hacer en tu tiempo libre?” until they find 2 persons who share their likes.

EVALUATION

Differentiation Strategies:

- In the groups of 2's that they should have found, students will write a dialogue about their likes and dislikes. They may use dictionaries and include additional past time activities.
- In pairs students prepare a role play / oral presentation depicting their likes/ dislikes.
- In groups or pairs, create a poster using pictures from magazines of past time activities.
- Students may draw their favourite activity and write below their answer to the focus question.
- Students individually write a paragraph about past time activities.

EXTENSION

- Students should practice reading their dialogues for role play the next class.
- Students carry out surveys outside of class using the focus question and response.

**Possible Engagement activity for subsequent class- Charades using the vocabulary and incorporating the class who will pose the focus question to the student who selects and dramatizes the clues.*

ACCOMPANYING DIALOGUE

“¿Qué te gusta hacer en tu tiempo libre?”

Javier y su amiga Alicia hablan sobre su tiempo libre. Escucha, y luego lee el diálogo.

Alicia: ¡Hola Javier! ¿Qué tal las vacaciones?

Javier: ¡Hola Alicia! Muy bien. Tengo mucho tiempo libre.

Alicia: ¡Fantástico! Y ¿qué te gusta hacer en tu tiempo libre?

Javier: Pues, me gusta jugar al fútbol. Y tú, ¿qué te gusta hacer en tu tiempo libre?

Alicia: Me gusta mucho comer en los restaurantes.

Javier: A mí también, ¡qué alegría!

Alicia: ¡Qué estupendo!

Javier: Debemos ir a un restaurante pronto.

Alicia: Sí vale ¡vámonos!

GENERAL GUIDANCE FOR THE TEACHER

It is incontrovertible that languages are best learnt during the early stages of a child's development. The following is a summary of pedagogical considerations for the primary Spanish teacher.

CONTRIBUTION TO THE COMPETENCIES

The teaching of Spanish is ideal for the development of communication and personal skills. It should provide opportunities to develop the ability to work independently and in teams.

RANGE OF ACTIVITIES

In using this curriculum, teachers should use methodologies that allow students to:

- be involved in a range of practical activities through which they have the opportunity to hear, read and speak the language in realistic contexts.
 - have access to native speakers, or film and recordings of native speakers.
 - watch and listen films and recordings of native speakers
 - use role play to develop confidence when listening and speaking the target language
 - use a variety of ICT equipment in their learning.
 - learn a foreign language as an opportunity to find out about people and their culture and appreciate the diversity and interconnectedness of the world.
1. Of the four Main Attainment Targets: Listening and Responding, Speaking, Reading and Responding and Writing, the teaching emphasis will be placed on Listening and Responding and Speaking at Grades 1 to 3, while Reading and Responding and Writing will be supporting skills, to complete the teaching and learning of the phoneme-grapheme correspondence. At Grades 1-3, include concrete exercises such as: underlining, matching, identifying, marking with an x, filling with colour, identifying the letter, item, action, etc. , creating with clay, etc.

2. Special attention will be placed on hands on activities and outdoor sessions, where learning can be richer.

3. Teachers are strongly encouraged to use authentic oral teaching materials in Spanish. These include:

Song.....	canción
Poetry.....	poesía
Riddle.....	adivinanza
Tongue-twister.....	trabalenguas
Short Story.....	cuento
Biography.....	biografía
Puppets.....	.títeres

4. The Teaching of Grammar

- The ability to communicate effectively in any situation is essentially the ability to perform language functions efficiently. It is therefore important to teach communicatively, focusing on the functions of the language, using the relevant structures / forms and vocabulary. The main objective should be the development of communicative grammatical competence, which is the ability to understand a structure in a variety of situations. Therefore, the grammatical structures should be taught in context (Using themes / situations) and not in isolation; they should be integrated in the skills of the language: listening and responding, speaking, reading and responding and writing; isolating and teaching grammar is not recommended.
- The process of teaching is dynamic, involving a trajectory from the known to the unknown. It is therefore important to continuously integrate and reinforce previously taught grammatical content into the newly introduced themes/ contexts. In this way, the students will subconsciously make meaningful connections and acquire and learn the language holistically.

5. The Use of Technology

- The National Standards Curriculum places emphasis on ICT integration; however, the technology for the NSC may not always be available. Teachers are therefore encouraged to continue devising creative activities which do not depend solely on technology, and to use IT resources when these are available in their school.

6. The Use of the Target Language (TL)

- It is a myth that target language use should be limited at the primary level. Young children should be surrounded with the language. The target language can be used to clearly explain tasks. Speak with natural intonation and speed. Children learn through connections, therefore provide support and compensation strategies to achieve comprehension by using mimicking, gesticulations, visual cues, body language, dramatization, circumlocution and paraphrasing via synonyms and cognates etc.
- It is extremely important to increase students' exposure to the target language in the classroom, especially given the fact that the target / foreign language is not the general language of communication outside of the classroom context. The goal is to create a context that is as close as possible to a foreign language context; the target language should therefore be the dominant language of instruction. The use of the TL also increases students' receiving more comprehensible input, thus enabling them to acquire more complex language structures and expressions through routine use, as they not only learn 'about' the language but 'through' the language. Students are more likely to gain a greater appreciation for Spanish, especially if they are exposed to proper use of the language daily, using the teacher as a model for production.

Provide Comprehensible Input

- Establish a routine from the very beginning of the year to develop expectations in regards to basic classroom commands and expressions. Provide your students with some basic tools for communication by using basic phrases and classroom instructions.
- Incorporate the TL in daily routines through activities such as administrative tasks (taking attendance or collecting homework etc.) For example, when taking attendance, get students to respond to a question in order to indicate their presence.
- Insist on students using the target language for simple tasks and activities.
- Use the English language judiciously. Where applicable, do not be afraid to use the student's home language for clarification, comparison etc.
- Repetition is important; students are also likely to acquire the language after repeated instruction. In addition, repeated language use not only provides routine, but develops confidence in your learners (especially the more reticent ones) to respond spontaneously.
- Provide ample opportunities for students to use the target language outside of classroom.

7. Lesson planning

Prepare thoroughly with the learning context and the students' characteristics in mind.

- Young children enjoy talking and are full of energy. They have a vivid imagination, are generally not shy, and have a short attention span. They enjoy making 'foreign' sounds and experimenting with a new language. Planning has to be purposeful, thus designed to cater to these characteristics. Communication, therefore, has to be the organising principle. This is achieved through designing highly

interactive, meaningful activities.

Provide meaningful context

- All themes, subthemes/ lesson topics should be presented in a way that connects directly to children's everyday experiences. If it is not meaningful, they will not have interest. Integrate activities that cater to the multiple intelligences and learning styles.

Create Concrete Experiences

- Supply lots of hands- on – materials.
- Take children outside of the language classroom to explore and experiment with the language in their natural environment.

Make Connections

- There are important connections that should be made in teaching Spanish at the primary level:
 - Connection with to children's background experiences;
 - Connection with thematic concepts- link to children's prior knowledge with new information;
 - Connection with the target culture - facilitate inter-cultural comparisons.

8. Lesson Delivery

- Practise beginning and ending class routines.
- Have a 'Relevance Window.' This is when you establish meaning/ relevance of the topic (i.e. make connections with students' lives and previous concepts/ class) at the beginning of the class. This should be reinforced throughout the period.
- Use a plethora of communicative strategies: songs; short dialogues; puppetry; functional chunks; rhymes; drills; games; story telling; etc.
- Design activities that facilitate movement and high levels of participation and interaction.
- Where applicable, make connections/ links between foreign languages and other subject areas being studied; highlight these connections during teaching.
- Use real life situations to teach and reinforce concepts.
- Extended learning activities are to be done after the general activities have been mastered or as additional engagement for students.
- Drills are a natural part of the foreign language classroom so as much as is possible and only where applicable, engage students in a variety of drills (communicative, repetition, substitution, transformation, re-statement, completion, expansion etc.).

- Error correction-Allow students to communicate without constant interruption, as this may cause frustration and increase anxiety. When targeting fluency, choose which mistakes will be corrected and ignore those that do not interfere with the message. Address errors generally at the end of oral presentations.
- Always visit the sites you wish students to use BEFORE sending students there. Some links may have expired; some may have incorrect/ outdated/ even inappropriate information.
- Integrate authentic recorded Foreign Language content and realia in lessons.
- Teach students the steps involved in doing a dialogue and let them practise it each time.

9. The Integration of Culture

- It is important to facilitate intercultural competence through sensitivity to diverse cultures; emphasise respect for the Hispanic and other cultures throughout the teaching of the course.
- Culture should be integrated in the topics; let them learn about the culture that supports the language. Students must be taught to appreciate similarities and differences, and to reinforce their own Jamaican identity through exploring other cultures. Show them the differences in writing, the customs regarding greetings, the celebrations when doing dates etc.
- .Avoid presenting stereotypical views of culture.
- Cultural focus may be placed on one or more Spanish- speaking countries per term/ topic; in addition, students can learn the relevant jargon/ colloquial expressions of the particular country/ countries, while learning general vocabulary for each topic. It is important also to teach the history/ origin of different cultural practices in order to facilitate relevance/ meaning and connections.
- Have a dedicated space for cultural exhibitions. In the case where there is no foreign languages room, use a corner in each classroom until this is accomplished.

The following are some specific ways in which culture can be incorporated into the structure of the class:

DAILY

Daily culture topics should be short and concise. They may take the form of:

- (a) Cultural Asides: This is an unplanned, brief culture comment. The teacher takes advantage of relevant topics as they arise to give students bits of cultural information. The advantage of this approach is that the information is pertinent to class content. The disadvantage is that overall the cultural information received by the class may not be very well organized.
- (b) Cultural Assimilators: This consists of three parts:-

- (i) a short passage demonstrating an intercultural exchange in which a misunderstanding occurs,
- (ii) four possible interpretations of what transpired, and
- (iii) feedback for the students as to the correct answer.

The focus on confusion caused by differences in cultural expectations is an excellent means of developing student insight into and tolerance of cultural diversity.

- (iv) **Slice-of-Life Technique:** A small segment of culture is presented by the teacher either at the beginning or at the end of the class period. For example, the teacher might bring a calendar and point out the students in what way it is different from those they are accustomed to seeing.

WEEKLY

The weekly presentations are longer (between 10 and 15 minutes) and they permit a more complete examination of a culture component than is possible on a daily basis. Some of the activities are:-

- a. **Culture capsule:** This is a brief description of one aspect of the target culture followed by a discussion of the contrasts between Spanish and Jamaican culture.
- b. **Culture Cluster:** This is modification of the culture capsule. The teacher incorporates a small number of separate ten-minute culture capsules into the lesson format. Later, one-thirty (30) minutes class is spent acting out the cultural concepts. An example – Wedding: the first capsule deals with the civil ceremony, the second the religious and the third the wedding banquet. On the fourth day, the differences between a city and a country wedding are contrasted and an enactment of a country wedding is presented.
- c. **Question-directed Discussion:** The teacher uses visuals or realia to bring out important cultural facts, e.g., the teacher shows the students a picture of a typical dwelling in the target culture. Then, by asking the students questions, she can lead them into important observations as to the differences between the house in the picture and their own.
- d. **Situational Problem:** The class is asked to solve a situational problem. For example, a young student who has been in the country for the less than two weeks is invited by a friend of the family to a birthday party for their son, who is the same age. The problem is the following: Would he use the polite or the familiar form in addressing the son and other guests? An alternative is to describe

a situation in which the visitor to the second culture commits an error. The students are asked to identify the 'blunder'. More appropriate actions

- e. Newspapers, Magazines, Videos, etc: The teachers should provide the students with a purpose, a topic and specific questions to guide them through the use of these materials. More capable students can do independent projects and prepare a report for the class.

9. Teaching through Games

Games for the primary school child should provide opportunities for:

- o Participation in vigorous big muscle activity, preferably out-of-doors, and should be directed toward the development of optimum health for the growth child
- o Achievement in acquiring game elements suitable for the age and ability of the child
- o Recreation through satisfaction & happiness in play involves others in wholesome games activities
- o Acquisition of a reservoir of recreation games suitable for play during both childhood and adult years
- o Development of qualities essential to group living such as fairness, readiness to obey rules, goodwill, give and take, cooperation friendliness etc.
- o Experiences in wholesome competition, individual and group

Preparation for teaching games include:

- a. Teacher's thorough knowledge of and familiarity with the game before presenting it.
- b. Providing games facility
- c. Planning the programme of activity for a specific period
- d. Having all equipment ready and at hand – including goal lines, boundary lines and play spaces marked before beginning the class.
- e. Maintaining a variety in types of games in playing different games so that learning will result in a variety of games skills

The steps introducing and explaining a new game include:

1. Tell the name of the game and any other relevant factors.
2. Explain how the game is played.
3. Direct the children in playing the games.

General Procedures

1. Except in cases where the formation is free, organize the group in formation for the game before explaining how it is played.
2. Make the directions for play – brief, clear, concise and simple. Avoid long explanations.
3. When necessary, give a demonstration to make the game procedure clear.
4. Children can ask questions about how to play the game immediately after instructions have been given and before the game starts.

Guidelines for Maintaining interest in Game Activities

1. In teaching a new game, use an alert pupil to start the game. A slower child, not fully understanding, will delay the interest of the whole group.
2. Allow children to make some of the rules governing play.
3. Make sure that all understand the rules of a game – enforce all rules agreed upon; instill ideals of fairness, honesty and equal opportunity for all.
4. When games are scored, keep the score during play for groups and announce score at end of each games.
5. Whenever there is misunderstanding of rules or procedures, stop the game and rectify the misunderstanding; when only one or two children are confused, do not stop the play of the whole group, but go to the children who do not understand and explain procedures to them.
6. Provide opportunities for all individuals to demonstrate game skills in which they excel; each child should have the opportunity at some time to demonstrate for the group.
7. Stop a game just before the group becomes bored.
8. Encourage skills that are fundamental to games and to sports.

Suggested Teaching Strategies as per Grade

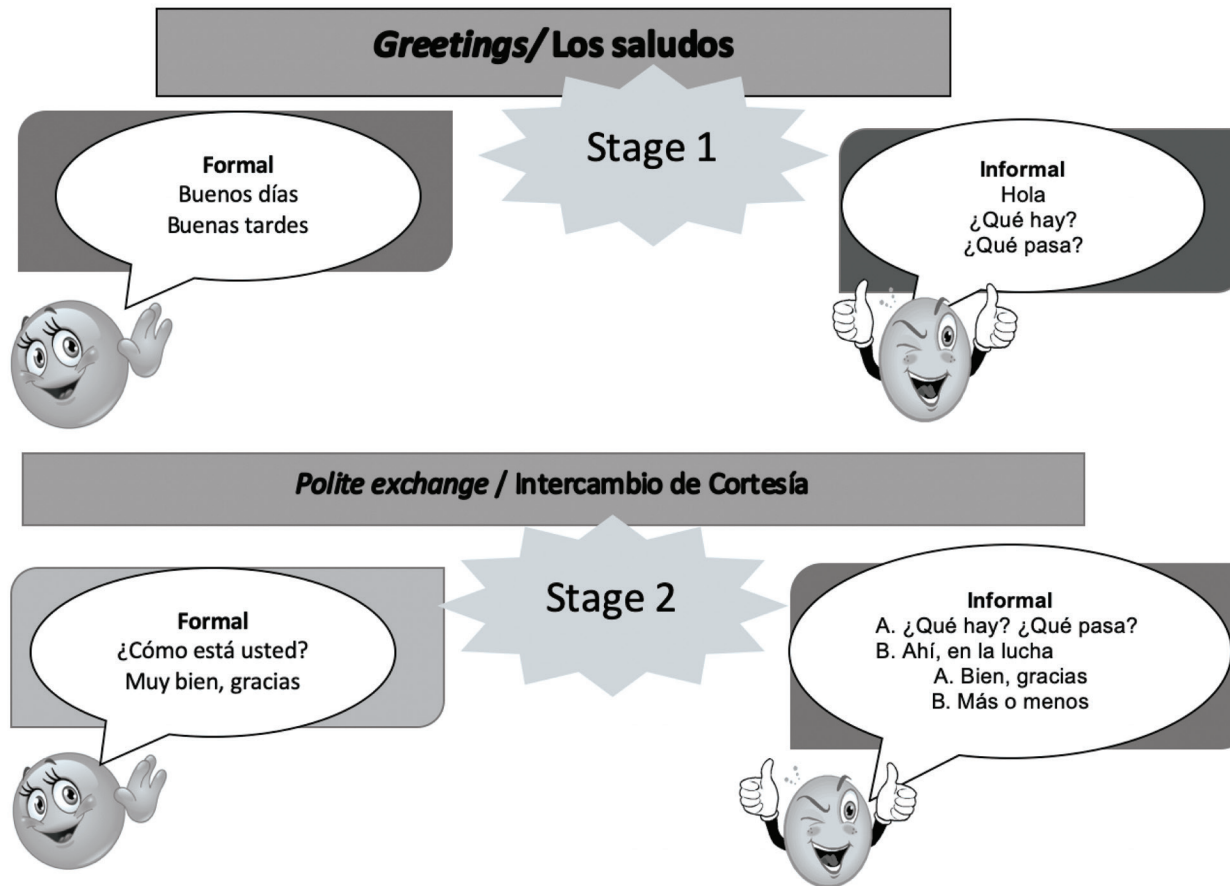
Activity Actividad	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
	First School Cycle Integrated approach to teaching			Second School Cycle Discrete subject areas well defined		
Songs / Canciones	4 – 1 stanza	4 + 4 1½ stanza	8 + 4 2 stanzas	14	16	18
Poems / Poema	2	4	6	8	10	12
Linguistic Games Juegos lingüísticos	6	10	14	18	22	26
Dialogues Diálogos	4	6	8	10	12	14
Commands and Actions / Órdenes y Acciones	10	15	20	25	30	35

Grades 1 to 3	Grades 4 to 6
<p style="text-align: center;">Suggested Activities</p> <ul style="list-style-type: none"> - Creating with clay or dough. - Coloring, while listening to music. - Group projects like making models of a farm, etc. - Recognizing items as taught - Simple oral responses in dialogue from at all times - Voice recording in Spanish <p>It is very important to outline that Instruction for the execution of these exercises MUST be given in simple and clear Spanish, using coherent commands which are well-chosen and similar to the everyday work in class</p>	<p style="text-align: center;">Suggested Activities</p> <ul style="list-style-type: none"> - Combine oral and written activities at all times. - Grammar exercise must follow the principle of the communicative approach; that is, the use situations instead of sentences, and exchanges instead of completing. - Voice recording (Make sure texts chosen are suitable to grade and age) - Dialogue and dramatization - Poetry - Speeches - Spelling Bee and Spanish Quiz - Mock Exams as exploratory tests to forecast learning success.

Proposed Methodology in the Organization of Ideas in Oral and Written Dialogues in Spanish Stages of a Dialogue

The following pattern is recommended to serve only as a model for the process of developing critical thinking of young learners, by facilitating the development of competencies and logical ideas that are necessary for communicating in Spanish. Young learners benefit greatly from the daily, constant influence of the communication patterns that surround them; they listen, repeat and practise using Standard Jamaican English/ creole as a way of connecting, but they do not usually communicate regularly in Spanish. The teacher of Spanish as a foreign language at the primary level, in most cases, is the first to open this new world of communication in a foreign language to the young learner. This process entails the use of additional skills in language proficiency which include the ability to organize ideas in a logical and correctly sequenced way. This sequence of steps is therefore suggested for use, especially in the training stage, (Drill Stage), as a tool to teach them to organize their ideas in a logical and sequenced way, so that the conversation flows correctly. As students progress in their learning, this model will become obsolete, because natural conversation is much richer, more spontaneous and diverse than four mere stages.

STAGES OF A DIALOGUE



Body of the dialogue / Cuerpo del diálogo

Stage 3

Preguntas y respuestas sobre temas diversos
Questions and answers about diverse themes



Closing of the Dialogue / Cierre del Diálogo

Stage 4

Formal
Hasta la próxima.
Ha sido un placer.

Informal
Chao/Nos vemos
Adiosito

STAGES OF A DIALOGUE

Stages of a Dialogue = Etapas de un Diálogo

Stage 1	GREETINGS	LOS SALUDOS
	FORMAL	Buenos días. Buenas tardes. Buenas noches.
	INFORMAL	Hola! / ¿Qué tal?/ ¿Qué pasa?
Stage 2	POLITE EXCHANGE	INTERCAMBIO DE CORTESÍA
	FORMAL	A-¿Cómo está usted? B- Muy bien, gracias
	INFORMAL	A-¿Qué pasa? B-Bien, gracias... Más o menos
Stage 3	BODY OF THE DIALOGUE	CUERPO DEL DIÁLOGO
		<ul style="list-style-type: none">• Preguntas y respuestas sobre temas diversos.• Questions and answers about diverse themes/issues.• Totally spontaneous- Totalmente espontáneo
Stage 4	CLOSING OF THE DIALOGUE	CIERRE DEL DIÁLOGO
	FORMAL:	Adios Hasta la próxima. Ha sido un placer. Encantado/a de conocerle.
	INFORMAL:	Chao. /Nos vemos./ Adiosito

Assessment and Evaluation

The organization of the Curriculum around standards and communicative goals requires a similar organization of assessment philosophy and practice. The traditional discrete-point test which measures grammar and vocabulary items in isolation, unrelated to meaningful context, and the mastery of listening, speaking, reading and writing as isolated skills, are clearly inappropriate in a context of communicative competence. Assessment and evaluation activities should measure the student's ability to use the language effectively to attain communicative goals. Students should participate in performance tasks that measure or give insight into what the student is able to do in the language, rather than what he/ she knows about the language.

The assessment process consists of finding out and reporting what has been learned. There are three important considerations of the process:

Assessment for learning:

This functions as a diagnostic tool to identify students' strengths and weaknesses. Diagnostic tests at the beginning of the school year are a good example of this type of evaluation. It is a tool for receiving data on student learning, to inform the teacher in the preparation of plans and future actions in the teaching-learning process.

Assessment as learning:

This is systematic evaluation aimed at working on the formative aspect of student evaluation, so that he/she is able to identify his/her own weaknesses and progress. It is an example of a meta-cognitive activity, where the student learns about tangible results of his own performance through an implicit process of self-evaluation. Examples are dictation exercises, oral reading of short texts, etc. This type of activity can and should be carried out in the classroom, during the application stages.

Assessment of learning: This evaluation is summative and has a very important objective of producing partial or final grades as a result of the learner's performance.

What are the language competencies that should be assessed and evaluated?

- a) Auditory competence (listening and responding)
- b) Reading competence (reading and responding)
- c) Written competence (writing)
- d) Oral expression (speaking)

Basic Principles in the Development of Communicative Classroom Assessments

1. Test what was taught in a manner that reflects the way in which it was taught:
 - Students should not be surprised by the content of the tests.
 - Tests should be congruent with students' daily class experiences.
 - Students should not be evaluated on what they know about the language, but rather what they can do in the language.
2. Capture creative use of language by learners.
3. Match assessment to goals.
4. Assessment should reflect differentiation to cater to the various learners in the classroom.

Performance Assessments

A performance task is a product or performance that requires the student to use the competencies and vocabulary from a unit of instruction in a meaningful, real-life or authentic communication context; essentially, they measure what children can actually do in Spanish in different situations. Some examples are:

- Observations
- Participation
- Projects
- Portfolios
- Student presentations
- Labelling pictures
- Oral interviews and quizzes

- Role play/ dramatization
- Exhibitions and fairs

Rubrics and Checklists

Rubrics allow for teachers to be more objective when evaluating the different competencies using established criteria. A checklist for a performance task is simply a listing of the qualities expected or required in a quality product or performance. Rubrics and checklists may be used at the end of a project or a unit and are most valuable when given to the student in advance, at the start of that unit or performance task, so that they can provide adequate guidance with regard to teacher expectations. They may also be used for self and peer assessment for students.

Sample Rubric for an Oral Presentation

	Criteria			Points
	1 Not there yet	2 Meets Expectations	3 Exceeds Expectations	
Participation	Attempts to communicate are not successful because responses are not appropriate or adequate.	Able to use sufficient quantity of language to communicate using formulaic responses and memorised language	Able to use sufficient quantity of language to communicate successfully using both formulaic, non-formulaic responses as well as spontaneous language	
Vocabulary	Shows very little control of the vocabulary taught, making discussion very difficult; OR not enough speech to evaluate	Shows control of an adequate range of the vocabulary taught in class and most often uses vocabulary appropriately	Shows control of a broad range of the vocabulary taught in class and always uses this vocabulary appropriately	
Language structure	Memorised phrases contain frequent errors; frequent use of English	Speech is generally accurate when using memorized phrases. Errors are more frequent when trying to express own meaning	Speech is accurate when using memorised/ non- memorised phases; some errors may occur when expressing own meaning	
Pronunciation	Speech is halting, fragmentary; mispronunciation and inaccurate stress make understanding difficult.	Speech occasionally halting and fragmentary; mispronunciation of words or error in intonation cause several misunderstandings.	Speech has few pauses; no mispronunciation that would interfere with comprehension.	
Comprehensibility	Speech is difficult to understand.	Speech is generally comprehensible with a few minor flaws.	Speech is usually understood in its entirety.	

Sample Checklist for Oral Skills

Checklists can be used to record performances on specific tasks and to also keep track of progress over time.

Student: _____

Grade: _____

Evaluated by:

Self Peer Teacher

Criteria		✓ Checks
1	Responds to teacher's/ another student's greeting	
2	Greets another person	
2	Uses courtesy expressions appropriately	
3	Identifies and describes colours of objects	
4	Identifies and describes shapes	
5	Uses numbers from 0-12	
6	Says what time it is	
7	Asks for the time	
8	Says how old he/she is	
9	Asks another student how old he/she is	
10	Identifies the family members	
11	Describes the family members	
12	Presents who is in his/her family	
13	Responds to teacher's directions	

Suggestions for Evaluation (Mainly for teachers)

The results should be used in a positive way to clarify collectively the common mistakes, encourage confidence in performance and recognize the out-standing students

Relevant information should be provided to parents, teachers and students as to how successful the learning process is.

Appeal to the multiple intelligences to stimulate learning. Some students will learn faster from doing more than listening.

Apply necessary mock exams or exploratory tests to forecast quality and amount of learning, based on objectives for the period.

Use the results of these evaluations to assess the progress of all students and follow up on results in a timely manner.

Teacher Evaluation

Essentially, the process of evaluation cannot be complete without considering a key element in the classroom: the teacher. Primary school Spanish teachers who are committed to personal and professional development, and to providing the most effective learning environment for their students, can be the best evaluators of the teaching and learning that takes place in their own classrooms. The following checklist is oriented towards the philosophies, methodologies and approaches that underpin the National Standards Curriculum:

Factors Observed	✓
Use of the Target Language The target language is used as the language of instruction; language is used incidentally as part of normal classroom procedure.	
Teacher speaks in the language and not about the language.	
Uses language in authentic ways	
Spoken command of the target language (TL)	
Accuracy in pronunciation and intonation	
Activities facilitate students' use of target language	
Encourages and appraises or rewards target language responses	
Provides learning opportunities for students to interact in the TL	
Time on Task in the Classroom Consistent active involvement of students throughout entire period	
Efficiently balances time allotment for each activity	
Uses organisation techniques that maximise students' on - task behaviour	
Capitalises on students' talkativeness by encouraging experimentation with the TL.	

Factors Observed	✓
Organisational Effectiveness of the teacher	
Planning	
Organises detailed lesson plans that are logical in sequence	
Lesson evokes interest, and activities are purposeful.	
Plans are linked to the National Standards Curriculum.	
Translates lesson plans into effective teaching performance	
Establishes techniques for evaluation and continuous assessment	
Links past experiences with present ones	
Lesson objectives are functional and relate to students' learning styles, characteristics, needs and interests, and are clearly defined.	
Bases language- learning activities on real/ social interactions	
Creates or prepares concrete materials / visuals to enrich context	
Monitors comprehension.	
Lesson is organised in a sequential manner and provides a smooth transition from one activity to the other.	
Provides well structured classroom environment	
Continuous evaluation throughout entire class	
Establishes clear procedures- instructions; rules	
Cultural Integration	
Includes awareness of cultural aspects of language use	
Makes use of cultural realia and cultural references to enrich the lesson	
Emphasises and communicates open- mindedness and tolerance towards the target culture	
Classroom Management	
Exercises routines for maintaining and refocusing attention	

Factors Observed	✓
Exercises beginning and ending class routines	
Continuously appraises and rewards students for participation, conduct, etc.	
Establishes procedures for using every bit of class time	
Channels students' excessive energy into meaningful learning activities	
Efficiency in assigning meaningful tasks and responsibilities to children	
Readiness of room and materials at the start of lesson	
Establishes positive expectations of students	
Discipline is positive, prompt and non- disruptive.	
Approaches and Strategies	
Uses an integrated approach	
Facilitates multiple intelligences, and learning styles via differentiation activities/ strategies	
Addresses grammar consciously	
Uses games, songs, art and other interactive activities to promote enjoyable and spontaneous language learning	
Provides meaningful context	
Use of gesture and visual reinforcement	
Uses a thematic approach	
Questions are clearly formulated and facilitate comprehensible output	
Makes an extensive use of Total Physical Response (TPR) and interactive learning to enable students to 'breathe' in the language	
Provides appropriate input	
Instruction focuses more on comprehension than on accuracy	
Teacher repetition and modelling at a natural speed	

Factors Observed	✓
Uses appropriate drills	
Effectiveness and use of different approaches and strategies	
Integrates language components in a manner appropriate to young learners	
Facilitates the development of the receptive and productive skills	
Classroom Environment and Atmosphere	
Neatness and attractiveness of classroom	
Creates an environment in which students discover and hypothesize about the language	
Facilitates learner centered environment	
Creates a physical environment conducive to collaboration, language learning and immersion	
Facilitates the teaching and sharing of positive values and attitudes	
Maintains a positive, supportive and non – threatening learning environment with a low affective filter	
Uses continual motivations and transitions to maintain a high interest level	
Encourages student participation and collaboration	
Rewards students verbally or tangibly	
Creates a sense of responsibility and purpose among students	
Limited and conscientious error correction	
Little or no anxiety among students	
Teacher Characteristics	
Uses humour	
Displays warmth, great interest and enthusiasm; effervescence	
Develops concept of self worth and confidence of students	

Factors Observed	✓
Shows ability to evaluate own teaching performance	
Shows patience with students' attempt to communicate	
Understands students' errors as part of their inter-language, and use errors to promote further learning	
Displays creativity and imagination	
Dresses appropriately	
Demonstrates conscientiousness	
Teaching Aids and Resources	
Uses a variety of teaching aids to promote learning	
Provides adequate attractive, sufficient, and relevant visuals and other resources for teaching	
Uses aids selectively as part of the teaching sequence	
Uses authentic materials	
Incorporates Information and Communication (ICT) technology	

(Adapted from Curriculum and Instruction Manual for Primary Level Spanish Teachers in CARICOM Countries, 2006; and the SMART Tool from the Programme Monitoring and Evaluation Unit- the Ministry of Education, Youth and Information, 2019)

PROPOSAL FOR A TEACHING MASCOT

The Doctor Bird- one of Jamaica's National Symbols.



Why do we recommend using DOCTOR BIRD as our teaching mascot?

- 1 - A mascot is quite appealing to children's learning.
- 2 - It represents an accessible toy for fun and communication.
- 3 - A bird can fly, go to places, carry messages, sing, and be fun to interact with.
- 4 - Children should be able to relate to imaginary learning situations where this bird is carrying them to places, introducing new characters and much more.
- 5 - Mascots are known by tradition to be goodwill ambassadors in community groups, social teams, anywhere they are.
- 6 - They motivate team working, constructivism while teaching, respect for others, collective joy when interacting.
- 7 - For our teachers it will become a well-known teaching tool, to support active teaching in the classroom.

Proposed Methodology to use DOCTOR BIRD in the Primary Spanish classroom.

A Best teaching moments to use this mascot

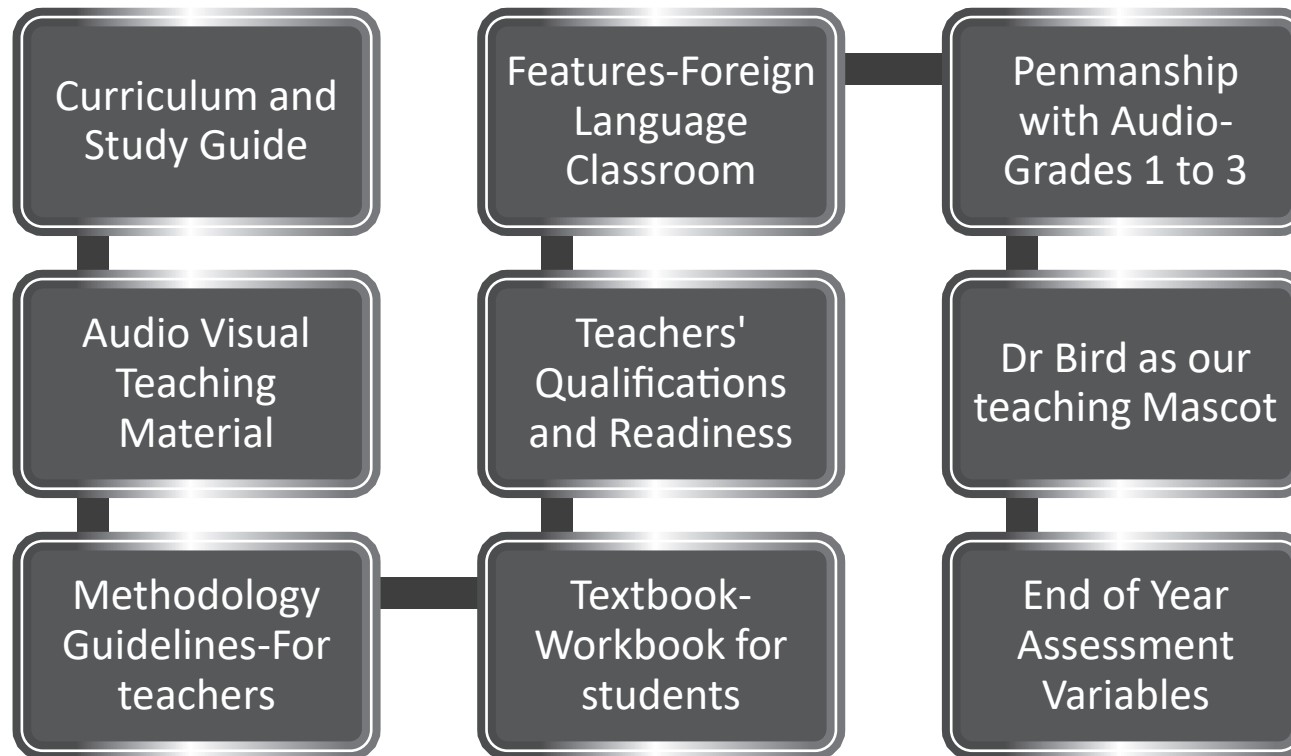
- a) Introduction of new Content
- b) Story telling time
- c) Game time (serving as a judge in a class competition, spectator, etc.)

¹Phase descriptions adapted from Eisenkraft, Arthur. "Expanding the 5 E Model." <http://www.its-about-time.com/htmls/ap/eisenkraftst.pdf>

B DOCTOR BIRD's movements' code:

- a) Moving head up and down: YES
- b) Moving head to the sides- in denial: NO
- c) Wings flying very hard- Very Good

Recommended Success Formula= La fórmula del éxito



RECOMMENDED CONTENT OUTLINE | CONTENT OUTLINE- DOSIFICACIÓN

Week Semana	Date Fecha	Unit Unidad	Content and Teaching Resources Contenido y Recursos de Enseñanza	Evaluation Evaluación	Remarks Notas	
					Formative	Summative
				ICT links-Resources Recursos tecnológicas		
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

BI-LINGUAL TERMS FOR TEACHERS OF SPANISH AT THE PRIMARY LEVEL

activar conocimientos previos	activate prior knowledge
colorear, pintar	to colour
escoger	to choose
repasar	To review
revisar entre compañeros	peer revision
subrayar	to underline
trazar	to trace, to draw
la respuesta física total (RFT)	Total physical response (TPR)
el abecedario, el alfabeto	alphabet
la actividad	activity
el alumno, el estudiante	student
el año	year
la apertura	opening
el aprendizaje	learning

el aula, el salón de clase	classroom
el banco de palabras	word bank
el banco de preguntas	question bank
la bandera	flag
la biblioteca	library
la biografía	biography
el buscapalabras	word search
la calculadora	calculator
el calendario	calendar
la calificación, la nota	mark, grade
la caligrafía	handwriting, penmanship
las canciones	songs
la celebración	celebration
el centro de interés	centre of interest
el centro de trabajo	workplace
las ciencias	Science
el cierre	closing
el círculo	circle

la clave de contexto	context clue
la conducta, el comportamiento	conduct, behaviour
la comprensión	comprehension
la comprensión auditiva	listening comprehension
la comprensión lectora	reading comprehension
la computadora	computer
la comunidad	community
los conocimientos previos	previous knowledge
el constructivismo	constuctivism
los contenidos	content
la corrección inmediata	immediate feedback
el correo electrónico	e-mail
la creatividad	creativity
la crucigrama	crossword puzzle

cuantitativo	qualitative
cuantitativo	quantitative
el cuento	Story
el cuento de hadas	fairy tale
los deberes, la tarea	homework
la demostración	model
el desarrollo	development
el desarrollo del concepto	concept development
la destreza	skill
El Día de la Independencia	Independence Day
el diálogo	dialogue
dibujar	to draw
el dibujo	drawing
el dictado	Dictation
el docente, el profesor, la profesora, el maestro, la maestra	teacher

la dramatización	role play
La educación física	Physical Education
el ejercicio	exercise
los elementos del cuento	story elements
el enfoque	focus
la enseñanza	teaching
la enseñanza diferenciada	differentiated instruction
la escritura	writing
la escritura al instante	writing on demand
la escritura rápida	quickwrite
la estrategia de aprendizaje	learning style
la estrella	star
la estructura de la oración	sentence structure
el estudio de casos	case study
Los estudios sociales	Social Studies

la evaluación	evaluation
la evaluación formativa, la evaluación de avance	formative evaluation
la evaluación sumativa, la evaluación de resultados	summative assessment
el examen	test, exam
el examen de ortografía	spelling
el examen preliminar	pretest
la excursión	trip
la exposición	lecture
la fecha	date
la fluidez	fluency
la fonética	Phonics
las formas	shapes
la fuente	source
la geografía	geography
el gesto	gesture
el glosario	glossary

BI-LINGUAL TERMS FOR TEACHERS OF SPANISH AT THE PRIMARY LEVEL

la gráfica de barras	bar graph
el gráfico, la tabla	chart
la gramática	grammar
la grapadora	stapler
las grapas	staples
los grupos pequeños	Small groups
el habla	speaking, speech
la hiperactividad	hyperactivity
la hoja de cálculo	spreadsheet
la idea principal	Main idea
el inicio	introduction
la introducción	introduction
el inventario	inventory
la investigación	Research
los juegos	games
Los juegos de memoria	memory games
la lección globalizada, la lección integrada	integrated lesson
la lectoescritura	literacy

la lectura	reading
la leyenda	legend
el libro de texto	text book
la lista de verificación	checklist
el mapa	map
el mapa conceptual	concept map
mayor que	Greater than
el medio ambiente	environment
menor que	less than
menos	minus
la mesa redonda	round table
la <u>metodología</u>	methodology
el mito	myth
la mochila	knapsack
la motivación	motivation
el móvil	mobile
la muestra del aprendizaje la evidencia del aprendizaje	learning outcome

la multiplicación	multiplication
la nacionalidad	nationality
la naturaleza	nature
las necesidades básicas	basic needs
las normas, las reglas	grade
el objetivo de aprendizaje, el objetivo específico	learning objective
los objetivos a lograr, los objetivos generales	attainment target
la observación	observation, remark
la opción múltiple	multiple choice
la ortografía	spelling
las palabras claves	key vocabulary
la pantalla	computer screen
las partes de la oración	parts of speech
el párrafo	paragraph
pensar en voz alta	think aloud

pegar	To stick
el pictograma	pictograph
el plan de estudios	syllabus
el plan de lección, el plan de clase	lesson plan
la planificación de clase	lesson planning
el portafolio	portfolio
la práctica guiada	guided practice
la pregunta	question
La pregunta clave	focus question
la pregunta de la semana	question of the week
los prerrequisitos	prerequisites
el procedimiento	procedure
el proceso de aprendizaje	learning process
el proyecto	project
el proyector	overhead projector

el punto de vista	point of view
Los puntos cardinales	cardinal points
los ratos libres, el tiempo libre	free time, leisure time
la recreación	recreation
el rectángulo	rectangle
los recursos	resources
los recursos naturales	natural resources
los recursos renovables	renewable resources
la redacción	composition
la reflexión	reflection
el reloj	clock
el repaso	review
el respeto	respect
la respuesta	response
la respuesta breve	short answer
la respuesta oral	oral response
la resta	subtraction

el resumen	summary
la retroalimentación	feedback
la revisión	revision
la rima	rhyme
el rincón de lectura	reading corner
el rompehielos	icebreaker
el rotafolio	flipchart
la rúbrica	rubric
la rutina	routine
la salud	health
la secuencia	sequence
la selección de palabras	word choice
la semana	week
los seres vivos	living things
los seres no vivos	Non- living things
el simposio	symposium
el subtema	subtheme
el tamaño	size
la tarea de evaluación,	assessment Task

BI-LINGUAL TERMS FOR TEACHERS OF SPANISH AT THE PRIMARY LEVEL

la evaluación Sistemática, la actividad de evaluación, la actividad evaluativa	
las tarjetas con textos, las tarjetas de palabras	word cards
las tarjetas de apuntes	note cards
el teclado	keyboard
las técnicas de estudio	study techniques
la tecnología	technology
el tema	theme
el texto expositivo	expository text
el tiempo	weather
los títeres	puppets
la tormenta de ideas, la lluvia de ideas/hacer una lluvia de ideas	<i>brainstorming/ to brainstorm ideas</i>
La transferencia de destrezas	skill transfer

El triángulo	triangle
Los valores	values
Verificar el progreso	monitor progress
El vistazo previo	preview
El vocabulario	vocabulary
El vocabulario oral	oral vocabulary

TERMS	DEFINITIONS/MEANINGS	
Cognates	Words in the target language and native language that resemble closely (having a similar meaning, spelling or pronunciation); E.g. Words like <i>atención</i> , and <i>hotel</i> are the same/ resemble closely in English and Spanish.	
Common European Framework of Reference for Languages (CEFR)	A globally recognised guideline, assembled by the Council of Europe that is used to describe language proficiency across Europe and progressively in other countries around the world	
Communicative Communicative Teaching	Approach/ Language	An approach to teaching that places emphasis on learners' ability to use the target language for real life communication
Communicative competence	The ability of learners to effectively and meaningfully communicate using the foreign language, taking into consideration the ability to create grammatically correct utterances (grammatical competence), the ability to produce socio-linguistically appropriate utterances (sociolinguistic competence), the ability to produce coherent and cohesive utterances (discourse competence), and the ability to solve communication problems as they arise (strategic competence)	
Communicative functions/ Language functions	The purposes for which learners use the foreign language to communicate. E.g. apologising, explaining, expressing sympathy etc.	
Communicative drills	A drill where the focus is on learners' use of the target language for real communication, so parts of the response of most students would be different	
Completion drill	A drill in which the language learner completes a sentence or statement by supplying a missing word/ phrase	
Comprehensible Input	The target language that the learner would not be able to produce but can still understand; It is described as one level above that of the learner's if it can only just be understood. According to Stephen Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously.	

TERMS	DEFINITIONS/MEANINGS
Depth of Knowledge	Depth of knowledge describes how deeply students must know and understand what they are learning in order to attain and explain answers, outcomes, results, and solutions. It also designates how extensively students are expected to transfer and use what they have learned in different academic and real-world contexts.
Drills	A technique used in the foreign language classroom to practise new language. There are different types of drills but the most prevalent feature of a drill, whatever the type, is repetition.
Expansion drill	A drill in which students expand a sentence by adding a word or phrase; a potentially troublesome sentence is broken down into smaller parts. The teacher begins with the end of the sentence and the learners repeat only the last two words. When this is successfully done, the teacher adds a few more words, and the students repeat this expanded phrase. This process is continued until the entire sentence is being repeated.
Functional chunks	Phrases or expressions of a foreign language that students learn as a chunk without full comprehension of the grammatical structures
Home language	The language which is most commonly spoken within a family/home setting for regular interactions
Inter -cultural competence	The ability to develop targeted knowledge (cognitive; cultural self- awareness; culture specific knowledge; socio-linguistic awareness; grasp of global issues and trends), skills (listening, observing, evaluating using patience and perseverance; viewing the world from others' perspectives) and attitudes (affective; behavioural; respect, valuing other cultures; openness; withholding judgement; curiosity; viewing difference as a learning opportunity; discovery; tolerance for ambiguity) that lead to visible effective and appropriate intercultural interactions in behaviour and communication in cross cultural contexts
Intonation	The rise and fall of the voice when speaking
Native culture	The beliefs, way of life, social norms, practices, idiosyncrasies, ideas, beliefs, values, language, history, customs, artefacts and works of art of the country/society of which the learners are a part

TERMS	DEFINITIONS/MEANINGS
Native language	The language to which the learners have been exposed from birth or early childhood; one's mother tongue
Pre- communicative Activities	These are activities that are done to prepare the learner for later proper/ functional communication activities that are less controlled, focused on fluency and involve information sharing and exchange. They give the learners fluent control over linguistic forms, so that they will produce language which is acceptable. They involve drills, question and answer practice, complete discussions, true and false exercises, reading aloud, guided conversations, dictation, classification of information, dialogues, songs, writing questions, scrambled sentences, scrambled paragraphs, and information transfer.
Productive skills	Language skills in which students play a more active role; these are the speaking and writing skills, in which learners are involved in production of the language
Receptive skills	The listening and reading skills, in which learners receive and understand language
Repetition drill	A drill in which Language learners repeat what the teacher says or what a recording produces; it is a useful technique for the presentation of new vocabulary and for pronunciation practice.
Re- statement drill	A drill in which language learners rephrase/ reword an utterance/ statement and address it to somebody else; e.g. the conversion of a sentence from 2nd person to 3rd person
Standard Jamaican English (SJE)	The variety of the English language spoken in Jamaica; it resembles parts of both British English and American English dialects, typically using the same spellings as found in British English
Substitution drill	A drill in which learners replace one or more word with another based on a model sentence; it can used to practice different structures or vocabulary items.

TERMS	DEFINITIONS/MEANINGS
Target culture	The beliefs, way of life, social norms, practices, idiosyncrasies, ideas, beliefs, values, language, history, customs, artefacts and works of art of the country/society that correspond with the foreign language being learnt and the people who speak that language
Target language	The foreign language being taught and/or learnt (in this case, Spanish)
Total Physical Response (TPR)	A language teaching method based on the coordination of language and physical movement; In TPR, instructors give commands to students in the target language with body movements, and students respond with whole-body actions.
Transformation drill	Students are required to transform a sentence as instructed by the teacher; e.g. changing a sentence from negative to positive, from simple present tense to simple past tense, from declarative to interrogative, etc.

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