



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

NATIONAL STANDARDS CURRICULUM

SPANISH

GRADES 7-9 APSE1



NATIONAL STANDARDS CURRICULUM GUIDE

GRADES 7-9

SPANISH

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A C K N O W L E D G E M E N T

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T A B L E O F C O N T E N T S

Title	Page
Acknowledgement	ii
Table of Contents	vi
Messages.....	viii
NSC Glossary of Terms	xiv
Subject Philosophy	xvi
Aims of Spanish.....	xvii
General Guidelines for the Teacher.....	xvii
GRADE 7 UNITS	
Overview of Subject Content	2
Standards/ Attainment Targets.....	3
TERM 1: Conociéndonos/ Getting to know each other:	
Range of Content.....	4
Guidance for the Teacher.....	5
Unit 1 – 4 weeks :	
El Mundo Hispano/ The Spanish-speaking World.....	6
Unit 2 – 4 weeks :	
¿Quién soy yo?/ Who Am I?.....	9
Unit 3 – 5 weeks :	
Mi familia y yo / My Family and I.....	13
TERM 2: ¿Cómo estoy y dónde estoy? / How am I and Where am I?	
Range of Content.....	17
Guidance for the Teacher.....	18
Unit 1 – 3 weeks :	
¿Cómo estás?/How are you feeling?.....	19

Unit 2 – 4 weeks :	
En mi hogar/ At my home.....	22
Unit 3 – 4 weeks :	
En mi escuela/ At my school.....	25

TERM 3: Mi rutina diaria/ My Daily Routine	
Range of Content.....	29
Guidance for the Teacher.....	30
Unit 1 – 5 weeks:	
¿Qué hago normalmente?/ What are my routines?.....	31
Unit 2 – 4 weeks :	
Lo que me gusta hacer /What I like doing.....	34

GRADE 8 UNITS

Overview of Subject Content	38
TERM 1: El mundo de trabajo y la salud/ The World of Work and Health:	
Range of Content.....	41
Guidance for the Teacher.....	42
Unit 1 – 7 weeks :	
Profesiones, oficios y habilidades/ Professions, trades and skills.....	43
Unit 2 – 6 weeks :	
Salud, Servicios y Sanitarios/ Health and Health Services	47

TERM 2: Andanzas y diversions/ Adventures and Pastimes	
Range of Content.....	51
Guidance for the Teacher.....	52
Unit 1 – 3 weeks :	
En el restaurante / At the restaurant.....	53
Unit 2 – 3 weeks :	
De compras / Going Shopping.....	56
Unit 3 – 3 weeks :	
Los pasatiempos / Hobbies	59

TERM 3: El medio ambiente/ The Environment	
Range of Content.....	67
Guidance for the Teacher.....	68
W, ã Á Á Á ^ ^ \ • Á	
Los lugares de interés/ Places of Interest	69
W, ã Á Á Á ^ ^ \ • Á	
¿Qué tiempo hace? / What is the weather like?.....	72
Unit 3 – 4 weeks :	
El medio físico/ The Physical Environment.....	75

GRADE 9 UNITS

Overview of Subject Content	79
TERM 1: Viajes y vacaciones/ Getting Around :	
Range of Content.....	82
Guidance for the Teacher.....	83
Unit 1 – 6 Weeks:	
De viaje en su país/ Travelling in your country.....	84
Unit 2 – 6 weeks :	
De viaje en el exterior/ Travelling abroad.....	87

TERM 2: Mi vida/ My Life	
Range of Content.....	93
Guidance for the Teacher.....	94
Unit 1 – 5 weeks :	
Cuando era joven /When I was young.....	95
Unit 2 – 5 weeks :	
Los planes para el futuro /Future Plans.....	99

TERM 3: La comunicación/ Communication:	
Range of Content.....	104
Guidance for the Teacher.....	105
Unit 1 – 5 weeks :	
La comunicación entre amigos/ Personal Communication..	106
Unit 2 – 3 weeks :	
Los medios de comunicación / The Media.....	109

Appendices

Subject Glossary	113
Alternative Pathways to Secondary Education.....	116
Stem and the NSC	118
NSC: The 5Es	122
Lesson Plan	126



Education has always been pivotal to societal and economic development. It is for this reason that Jamaica remains unshaken and hopeful of a realized vision to be “the place of choice to live, work, raise families and do business.” The assurance of the possibility of all that such a vision entails comes from the recognition that Jamaica is endowed with tremendous God-given talent and creative potential and as a people of strong faith in spiritual principles and resilience; we are able to harness our capabilities, to make significant influence on the world. It is through this new National Standards Curriculum (NSC) that we hope to propel this vision of the education system whilst becoming more relevant, current and dynamic.

The team at the Ministry of Education Youth and Information is cognizant of the fact that the curriculum is the heart and mind of education and remains the most powerful means by which any country can develop and be sustainable. It is for this reason that the NSC has been designed with the understanding that people, learning and national development are at the core of our existence in a time of rapid change in the physical, social, economic and other dimensions of the global landscape. As a consequence, we celebrate the wisdom of the developers who through the engagement of numerous stakeholder groups, have responded favourably to the need for that kind of education that prepares our young people for life; while challenging our more mature to join in this lifelong journey of learning to learn.

Our commitment to the development of each learner and our support and appreciation of the various stakeholder groups that are partnering with us in providing quality education, remain at the forefront of our efforts in ensuring that this journey transforms education. This commitment is conveyed through our adoption of a Pathway Approach to learning that demands of us to provide customized programmes, differentiated learning experiences and specialized support for our learners. Our actions have been fruitful as is evident by the systems and conditions we have put in place for successful implementation.

Like the rest of Jamaica, I look forward to the testimonials of students, parents, teachers and other stakeholders of the empowering effect of this learner-centred curriculum and remain confident that it will contribute to make Jamaica renown.

The Honourable, Senator Ruel Reid,CD

Minister of Education, Youth & Information



Building a modern society where young people can prosper and achieve their aspirations is paramount on the Ministry of Education, Youth and Information's (MoEYI) agenda. In its bid to advance this agenda the team at the MoEYI has developed the National Standards Curriculum (NSC) on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their Jamaican identity. Justice, democracy, tolerance and respect need to be more than mere words; they need to become an essential part of people's lives. Young people's understanding of, and commitment to, sustainable development is critical to the future of Jamaica and of the world. These values that permeate the new curriculum and more importantly, will by its use, be ingrained in the fabric of the Jamaican society.

The development of a new curriculum is a major achievement in the life of any country. It is even more noteworthy because this curriculum embodies the set of knowledge, skills, values and attitudes that our country deems relevant at this particular time. It is intended that these attributes be conveyed to the next generation as a means of cultural continuity in preparation to cope with the future, both nationally and individually.

I am particularly excited about the prospects of the NSC honing key twenty-first century skills such as communication, collaboration, critical thinking and creativity in our youth as they prepare to take on their roles as global citizens. I encourage parents, students, teachers and indeed the community to partner with us as we prepare our young people not just for today, but for the rapidly changing times ahead.

The Honourable, Floyd Green, MP

State Minister in the Ministry of Education, Youth & Information



In responding to the challenges confronting education in Jamaica, The Ministry of Education Youth and Information has taken strategic measures to address the need for a national curriculum that is relevant for the 21st century, the dynamics of the Jamaican context and the profile of the learners at the pre-primary, primary and secondary levels. One major output of these strategic actions is the National Standards Curriculum. This curriculum is intended to be one of the means by which the Jamaican child is able to gain access to the kind of education that is based on developmentally-appropriate practice and the supporting systems and conditions that are associated with high quality education..

This curriculum has the potential to inspire and provide challenges in the form of problem situations that all our learners can handle in ways that are developmentally appropriate. It compels us to move beyond the traditional functional perspectives of being literate to a focus on the physical and physiological as well as the ethical, social and spiritual.

I invite all our stakeholders to fully embrace this new curriculum which promises to excite imaginations, raise aspirations and widen horizons. Learners will become critical and creative thinkers with the mindset required for them to be confident and productive Jamaicans who are able to thrive in global settings as they take their place in the world of uninhibited change

Mr. Dean Roy Bernard

Permanent Secretary , 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

Chief Education Officer, Ministry of Education, Youth & Information



The Ministry of Education Youth and Information (MoEYI) is committed to providing high quality education to all Jamaican children. We have heard the cries from the various sectors of the Jamaican society about the level of preparedness/readiness of our students for life in the 21st century; and we are taking the necessary steps to ensure that our students graduate with marketable skills. The MoEYI has reviewed and redesigned the Grades 1-9 curricula around the principles of Vision 2030 Goal number one; “Jamaicans are empowered to achieve their fullest potential”.

The National Standards Curriculum (NSC) will lay the foundation for students by preparing them for working lives that may span a range of occupations, many of which do not currently exist. This has been done by way of designers carefully integrating the theoretical principles of Science, Technology, Engineering and Mathematics/Science, Technology, Engineering, Arts and Mathematics (STEM/STEAM) methodologies into the curricula at all grade levels. The NSC illustrates that in order to make education effective for our 21st century children; we need to change how we teach, and what we teach.

We are satisfied that the curriculum designers and writers have produced a curriculum that is indeed fitting for the 21st century. The NSC was designed to develop students’ understandings of subject matter and their ability to apply what is learnt; it fosters their ability to communicate and solve problems collaboratively, think critically and create novel solutions.

The success of our children is dependent on the participation of all stakeholders in the learning process. We encourage you all to be our committed partners in education as the true impact of this curriculum will only be felt when we have all hands on board. I am indeed proud to be associated with the development and implementation of this curriculum; it will inspire hope in our nation and future generations; kudos to the various teams that contributed to its development.

Mrs Lena Buckle Scott

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.

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.

The study of modern foreign languages enables our citizens to meet the increasing challenges of globalization and to play their part in achieving our national goals within a globalized world. Foreign language competence is critical in responding 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. 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), the National Standards Curriculum (NSC) 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 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.

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 therefore 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) is 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 their 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 tailoring it to their individual/ unique contexts.

The themes that have been selected for all grades are those that are within the experience of the learning and simultaneously fulfil 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. This approach also promotes STEM / STEAM and ICT integration. 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, thus enabling them to take part in meaningful social interactions.

The study of Modern Foreign Languages should enable students to become successful lifelong learners, confident and productive individuals and proud citizens of Jamaica. The general aims of the Modern Foreign Language Curriculum are:

- To lay the foundation for the total development of the ideal international citizen through acquisition of a foreign language;
- To develop a positive attitude to the foreign language as a medium of communication in real-life situations;
- To facilitate cross-cultural understanding / intercultural competence through sensitivity to diverse cultures;
- To expand students' general language capabilities and bring their own language into sharper focus;
- To understand the grammatical systems of the foreign language especially where it differs from the grammars of English and Jamaican Creole;
- To acquire an adequate base of grammatical structures, vocabulary and communicative skills for the study of the foreign language beyond the secondary school level;
- To foster integrative learning through cross-curricular links as students progress from one grade level to another;
- To provide enrichment for students intellectually, socially, and culturally, promoting their higher order cognitive skills as they do the assigned tasks and projects in the foreign language in an environment of collaborative and cooperative learning;
- To develop values such as respect for self and others, self-control and responsible citizenship;
- To bring together, under one umbrella, research in foreign languages, IT skills, communication across languages with students from other countries and creating the proper foundation for future job opportunities;
- To provide opportunities for further studies and personal development.

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 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.

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.

The Use of the Target Language (TL)

- 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.

- 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.
- Provide support and compensation strategies for communication by using gestures, visual cues, body language, dramatization, circumlocution and paraphrasing via synonyms and cognates etc.
- 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.

Lesson planning and Delivery

- Prepare thoroughly with the learning context and the students' characteristics in mind.
- Lesson plan objectives should reflect Depths and Levels of Knowledge.
- Units may be broken down into focus questions for individual classes/ lessons; e.g. *¿Dónde está...?/ ¿Dónde se puede encontrar ...? ¿Cómo pasaste las vacaciones? ¿Cuántos años tienes tú? ¿Cómo eres tú? ¿Cómo es tu familia?*
- 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 class 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.

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. Students must be taught to appreciate differences, and to reinforce their own Jamaican identity through exploring other cultures.
- 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.

GRADE 7
SPANISH
Conociéndonos

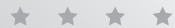


SUBJECT	TERM 1	TERM 2	TERM 3
SPANISH THEMES & UNITS	<p>Theme: Conociéndonos: Getting to know each other</p> <p>Unit 1 El mundo hispano – The Spanish - speaking World</p> <p>Unit 2 ¿Quién soy yo? – Who am I?</p> <p>Unit 3 Mi familia y yo- My Family and I</p>	<p>Theme: ¿Cómo estoy y dónde estoy? / How am I and Where am I?</p> <p>Unit 1 ¿Cómo estás? – How are you feeling?</p> <p>Unit 2 En mi hogar – At My Home</p> <p>Unit 3 En mi escuela – At My School</p>	<p>Theme: Mi Rutina Diaria – My Daily Routine</p> <p>Unit 1 ¿Qué hago normalmente? – What are my routines?</p> <p>Unit 2 Lo que me gusta hacer – What I like to do</p>

There are 4 key Attainment Targets within Spanish as outlined below:

**AT 1:****Listening and Responding**

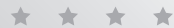
Students develop the ability to understand the spoken language in songs, poems oral reading, listening comprehension texts, etc., and make an appropriate and accurate response.



Students show that they understand oral communication and respond appropriately and accurately to specific details.

**AT 2:****Speaking**

Students develop the ability to communicate effectively and appropriately in the spoken language through dialogues, repetition and dramatization.



Students participate in short structured conversations on a variety of topics.

**AT 3:****Reading and Responding**

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



Students show that they understand written texts with unfamiliar expressions and respond to given questions.

**AT 4:****Writing**

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



Students write at least two paragraphs in essay or letter format, or longer dialogues in the present tense.

GRADE 7
SPANISH
TERM 1 UNITS



RANGE OF CONTENT

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

Key concepts and knowledge

- The Importance of the Spanish language
- Countries in which the Spanish language is spoken and corresponding nationalities
- The alphabet and sounds produced by certain letter combinations
- Useful classroom expressions and expressions of courtesy
- Greetings and farewells
- Personal information (name; country/ origin; nationality, address, age, date of birth etc.)
- Introductions of self, family and others
- Days, months and dates
- Physical description and personal traits of self and others
- The family and family life
- Professions of family members
- Responding to greetings, farewells and classroom instructions
- Introducing self and others
- Requesting and giving information
- Describing self and others
- Comparing family life, traditions and celebrations

Grammar

- Adjectives and nouns
- Definite articles
- The treatment of the article with reference to professions
- The present tense
- The verb *estar* to describe state of being
- Interrogatives
- The construction *ir + a*

Skills:

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Global and cultural awareness
- Civic literacy and citizenship

Culture

- Distinction between familiar and polite forms of address (*Tú* vs. *Usted*)
- Polite expressions (*no, gracias; mucho gusto* etc.)
- Places in Jamaica/ words and phrases that are commonly associated with Spanish
- Flags, nationalities of Spanish-speaking countries
- Gestures/ forms of greeting (*el abrazo; el beso*, etc.)
- Popular Hispanic first names
- Naming customs/ traditions
- Address
- The calendar
- Celebrities/ popular personalities from the target culture
- Special days/ dates/ events
- Family life/ traditions/ customs
- Celebrations- Christmas

GUIDANCE FOR THE TEACHER

- From the first class, start each session with the basic greetings and end with farewells; you may establish additional beginning and ending class routines.
- Ensure that greetings and farewells are introduced with the appropriate gestures (handshake; kiss on one or both cheeks; hug; wave).
- Distinguish gestures practiced between males and males; females and females; males and females; among family members and close friends; among strangers.
- Be aware that some Spanish can be used in a comprehensible way to give information about Spanish-speaking countries.
- Make sure to include as many of the resources that are available to enhance the teaching/learning process.
- Extended learning activities are to be done after the general activities have been mastered or as additional engagement for those with a Spanish base.
- Suggest to students that they record their voices as they read aloud, practising sounds of words and phrases learnt in class.
- Rubrics are excellent to assist in objectively marking/assessing students' work. You are encouraged to use them as much as possible. They also guide students into what is expected of them and how they will be assessed; rubrics are therefore expected to be made available to students as soon as the task is assigned.
- Encourage and motivate students with the use of stickers, mini-certificates and mini motivational posters and comments.
- As far as possible, aim to teach the grammatical structures in context. Always isolating and teaching grammar in a vacuum is not recommended.

Prior Learning

Check that students can:

- Listen to each other
- Respect each other's opinion
- Name at least one Spanish-speaking country
- Appreciate that similarities and differences exist among groups
- State basic greetings, farewells and courtesies in Spanish

About the Unit

In this Unit students will learn the importance of studying Spanish and explore simple ways in which Spanish speakers communicate. Through working in groups, creating journals and practising classroom activities, students will learn greetings and farewells, classroom expressions, expressions of courtesy and develop the ability to communicate information about Hispanic countries.

EL MUNDO HISPANO / THE SPANISH-SPEAKING WORLD**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- Pronounce correctly letters and words in the target language
- Read simple sentences imitating the sounds that they hear (vowels, consonants, combinations, rules of stress)
- Identify and name Spanish-speaking countries and corresponding nationalities
- Make simple requests or comments using classroom expressions and expressions of courtesy
- Greet and bid farewell to others in oral and written dialogue
- Use, and respond appropriately to basic greetings and farewells
- Compare forms of greetings in Hispanic and Jamaican cultures
- Evaluate the importance of learning Spanish

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to an audio recording of the alphabet and repeat what they hear paying attention to the correct sounds. Practise the sounds of letters of the alphabet using tongue-twisters and songs (e.g. *ere con ere cigarro; La mar estaba serena/La cucaracha; Buenos días*)

Listen to audio/ watch video recordings of greetings and expressions of courtesy, and repeat correctly the expressions heard. Read basic classroom expressions from cue cards or posters around the classroom. Work in groups of four to create a dialogue which contains greetings and farewells, useful classroom expressions and expressions of courtesy.

Listen to an audio file with the names of Spanish-speaking countries correctly pronounced, and repeat accurately what they hear. Identify these countries

Create sentence strips in Spanish about two Spanish-speaking countries close to Jamaica, stating the country's location with relation to Jamaica and its capital city.

Use news reports, articles or pictures of popular personalities from Spanish-speaking countries to facilitate discussion on why Jamaicans should be encouraged to speak a foreign language. Have a five-minute debate in English on the topic - Spanish should be Taught in Schools- in which they present at least three points per side.

Simulate situations in which classroom expressions of courtesy are used.

In groups, role play a situation that depicts the importance of learning Spanish a foreign language.

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Comprehending
- Creating
- Interacting socially
- Evaluating

Vowel sounds and letters correctly pronounced

Demonstrate accuracy, correct pronunciation and appropriate use of expressions in activities.

Correctly locate Hispanic countries on map of the world; accurately pronounce names of Hispanic countries

Correctly identify Caribbean countries. Accuracy of geographical information given

Demonstrate accuracy, correct pronunciation and appropriate use of expressions in activities. Valid points put forward to support each side of the debate

Appropriate and accurate use of classroom expressions and expressions of courtesy; correct pronunciation and intonation

Each presentation depicts at least 3 logical arguments in ENGLISH on the importance of learning Spanish as a foreign language; creativity displayed in the development of the situation

Learning Outcomes

Students will be able to:

- ✓ Recognize the sounds of letters and pronounce them accurately in groups of words
- ✓ Use and respond appropriately to simple classroom instructions, greetings and expressions of courtesy
- ✓ Put together a journal/portfolio with elements from the lesson/s on Spanish-speaking countries
- ✓ Carry on simple conversations in Spanish based on the elements from all the lessons taught

Points to Note

- Greetings must be taught with the appropriate gestures.
- Highlight the fact that Spanish vowels do not change sounds as in English, regardless of where they appear in a word.
- Students can practise spelling words to which they have been exposed using the Spanish alphabet.

Extended Learning

- Students can create a world map showing complete set of Spanish-speaking countries with their capitals and flags
- For out of class assignment, students can research Spanish names of places in Jamaica and words/phrases that are commonly associated with Spanish: (e.g. *Ocho Ríos, Rio Nuevo, cambio, poco a poco, bravo, hombre, parasol*).

Resources

- CD player; labels of food items; pictures of popular personalities; audio file with alphabet, names of countries, greetings and farewells countries, classroom expressions and expressions of courtesy.

Key Grammar

- Focus on *Buenos/Buenas* used with *días/noches/tardes*
- *¿Cómo estás tú/ está Vd.?*
- Simple sentence structure: subject, verb, object
- Appropriate present tense forms of verbs: *ser, estar, tener, vivir, llamarse*
- Use of Definite article with titles
- Masculine and feminine forms of nationalities

Links to Other Subjects

- **ICT:** Communicate ideas, information and understanding for a variety of purposes.
- **Music:** Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression.
- **Drama:** Focus on self and how one operates in various environments
- **Social Studies:** Explore relationships between/among individuals.
- **Language Arts:** Speak with confidence using target language and SJE and select expressions in Spanish and usage appropriate to register, audience and purpose.
- **Civics:** Express an understanding of self as part of a group, and of common and accepted behaviours within groups; identify self as a Jamaican in a global environment
- **Geography:** Use charts and maps to find relationships.

Prior Learning

Check that students can:

- Greet each other using the target language
- Give a basic introduction of themselves and state their country of origin and nationality
- Grasp the basic system of sounds in Spanish
- Differentiate between questions and statements
- Appreciate that similarities and differences exist among groups

About the Unit

In this Unit students will learn to introduce themselves, ask and provide basic personal information, read and respond accordingly to simple texts related to personal information. They will develop an awareness of the Hispanic cultural norms associated with the contexts while applying prior learning skills and knowledge to the current tasks and activities.

¿QUIÉN SOY? / WHO AM I?**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- Introduce themselves using additional appropriate expressions
- Read and respond appropriately to material written in Spanish compare naming traditions in Hispanic and Jamaican cultures
- Read and complete simple forms requesting basic personal information (name; country/ origin; nationality, address, age, date of birth etc.)
- Ask for and provide basic information using appropriate vocabulary and grammar
- Listen to questions about personal information and give appropriate responses.
- Write simple sentences using cues provided: (photos, lists of words, situations, videos)

Suggested Teaching and Learning Activities

Students will:

Review greetings, spell own names in Spanish and practise writing own names in complete sentences by creating name tags with appropriate greetings (¡Hola! Me llamo...). Review the alphabet and greetings by singing appropriate songs. They may also choose a Hispanic name for their name tags.

Create telephone directory for an imaginary local community/company, listing contact information for related persons. Compare this list with a similar listing for a Spanish-speaking country. Discuss the differences and similarities in the naming conventions used/observed in the names.

Watch a short video with persons who are meeting each other for the very first time and in which they provide basic personal information, or read comics/cartoons which address personal information and associated culture. Answer basic questions based on the video by selecting the correct response on the sheets provided.

Participate in an organised event (e.g. Señor/Señora de la clase/escuela/ país – Mr/Miss Class) where they are required to orally state basic personal information for an audience in response to questions. Concepts from previous topics (e.g. Spanish-speaking countries; nationalities) may be incorporated.

Explore the various ways in which personal information is presented by reading and updating social webpage profiles and other electronic and paper-based forms (passport, ID, magazine subscription etc.) and by completing telephone message forms with names of callers.

Key Skills

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Working together
- Creating
- Designing
- Imagining
- Analysing
- Visualising
- Describing

Assessment Criteria

Name tags with correct use of appropriate greetings and properly constructed sentences

Discussion in ENGLISH feature similarities and differences in naming customs in target and native culture (e.g. the number of names commonly used for each person, and the use of maternal surnames in Spanish; Saints' names).

Demonstrate understanding of video and/or comics/cartoons by responding appropriately on the answer sheet.

Accurately constructed sentences with appropriate grammar and pronunciation

Forms completed with required information in appropriate fields with appropriate grammar, vocabulary and spelling

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Complete crossword, word search and unscramble puzzles with vocabulary relating to personal information.

Game: ¿Quién es?- Students present cues that describe their classmates' physical and personal attributes and the class guesses who is being described.

Participate in a role-play activity in pairs/ groups where students pretend to meet each other for the first time and ask and respond to questions requesting personal information. Each group will choose its own setting.

Read personal ads and respond to questions, and create personal ads for given publications. Practise creating an online profile for a social networking site using personal information and adjectives to describe physical features (e.g. include age, nationality, physical attributes (tall/short), personality traits (pleasant/grumpy).

Reinforce communicative skills by playing games (relays, BINGO, Taboo, JEOPARDY-type games), participating in Spelling Bee type activities, reciting tongue twisters or participating in "Eye and Ear Examinations" (See Points to Note).

Crossword, word search and unscramble puzzles successfully completed

Accurately constructed descriptions with appropriate grammar and pronunciation

Oral dialogues presented in class with appropriate structures and vocabulary and use of appropriate setting.

Profiles, ads and responses created with appropriate grammar, vocabulary and spelling

Respond correctly to aural cues; correct pronunciation and intonation in oral activities.

Learning Outcomes

Students will be able to:

- ✓ describe themselves using basic descriptive adjectives
- ✓ write simple sentences based on personal information and description
- ✓ read and respond appropriately to a variety of written material
- ✓ explain how Hispanic surnames are formed
- ✓ demonstrate in writing certain Spanish cultural forms (e.g. non-capitalisation of days of the weeks and punctuation)

Points to Note

- If students are uncomfortable giving personal information, allow them to invent data. Remember, the emphasis is on language use.
- Short tests and quizzes may also be used to assess vocabulary, grammar, reading, speaking and listening skills, and comprehension.
- “Eye and Ear Examination”- Similar to a medical examination, the students identify and call letters of the alphabet that they see, or write down/ say the letters that they hear.
- Short tests and quizzes may also be used to assess vocabulary, grammar, reading, speaking and listening skills, and comprehension.

Resources

- Songs and lyric sheets
- Tongue twister sheets
- BINGO cards, TABOO game, Eye exam chart and instructions for use
- Crossword puzzles, Word search puzzles and directions on creating
- Stickers, mini-certificates, motivational posters and direction for use
- Word lists for Spelling Bee
- Video and Audio recordings and transcripts
- Templates and completed samples of forms: Telephone messages, passport, telephone directory etc.
- Posters/Visuals (descriptions, nationalities, greetings)
- Comics and directions on how to create simple comics

Links to Other Subjects

- **HFLE:** Who am I? / The self
- **Social Studies:** The Family

Extended Learning

Students can:

- Create calendars in Spanish and highlight special days, writing them in Spanish e.g. *Día de la Madre* (Mothers' Day) and highlight the date in May.
- Update their personal profiles by researching other adjectives which describe their personalities.
- Develop their language skills by watching videos online (links provided by teacher) Create / Update social media profiles in Spanish/ create celebrity catalogues describing their favourite celebrities.

Key Grammar

- Concept of Gender (masculine and feminine nouns)
- Appropriate present tense forms of verbs: *ser, tener, cumplir, llamarse, vivir,* and other related verbs
- Use of interrogatives *¿Quién?, ¿Cómo?, ¿Dónde?, ¿De dónde?, ¿Cuál?, etc.*

Prior Learning

Check that students can:

- Provide personal information
- Listen to each other and respect each other's opinion
- Differentiate between questions and statements
- Appreciate that similarities and differences exist among groups

About the Unit

In this Unit students will learn to describe their family, identify their family members and talk about their households and household activities. They will also learn to ask simple questions to gather information from classmates.

MI FAMILIA Y YO / MY FAMILY AND I**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by providing simple details.



Students participate in short structured conversations on familiar topics.



Students show that they understand texts of at least two paragraphs or dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay, email, blog, picture composition or letter format, or dialogues in the present tense.

OBJECTIVES-Students will:

- Introduce family members
- Provide simple physical and personal descriptions of family members
- Describe the professions of family members
- Identify and describe family pets
- Ask someone to describe his/her family pets
- Compare own family life and celebrations with those of a family in one named Hispanic country

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Use familiar adjectives to create simple descriptions of family members based on photographs taken to class. View a video or read a short paragraph in Spanish about a Hispanic family. Create simple descriptions of members of a Hispanic family and compare the results with own families. Create family tree/ album with descriptions of family members.

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Collaborating
- Creating
- Organizing

Accurate use of adjectives to describe family members; organization and creativity displayed in the design of family tree/ album

Sing a song about animals in Spanish. One student may be asked to come to the front of the class and provide descriptive clues in English about his/ her own pet, or an animal that he/she would like to have as a pet. The others will have to guess the animal using the names of animals in Spanish. Repeat attempts until it is done correctly.

Accuracy of pronunciation in singing; accuracy of grammar and pronunciation in oral descriptions

Talk about how Christmas is celebrated in own families. Compare these with how Christmas is celebrated in one named Spanish-speaking country. Write paragraphs to describe the celebrations in the respective countries.

Appropriate use of correct structure and vocabulary in paragraphs; accuracy of cultural information regarding how Christmas is celebrated in Hispanic country

Write brief paragraphs in Spanish to describe what family members do for a living. Read paragraphs to class and act out what is being read. Class will use appropriate vocabulary to identify the profession practised. Match profession with sentences provided on a sheet provided or on whiteboard (Teacher may also use the multimedia projector to display sentences on the whiteboard).

Appropriate use of correct structure and vocabulary in paragraphs
Reading with correct pronunciation Correctly matching profession with sentences given.
Eg. *Mi papá trabaja en una escuela; es*

Interview their peers on their families, including professions and family occasions, and present a report highlighting similarities and differences between families.

Accuracy of grammar and appropriateness of vocabulary in report

Listen to statements read by the teacher and choose from four pictures the one which corresponds with each statement. Pictures depict and /describe family members, professions and pets.

Accurately select the picture which matches the statement in each case.

Learning Outcomes

Students will be able to:

- ✓ Name and speak about the different professions of their family members
- ✓ Write a short paragraph on their families and pets
- ✓ Tell how their families celebrate special events
- ✓ Say how Hispanics celebrate special occasions
- ✓ Read a paragraph and answer simple questions in Spanish

Points to Note

- Emphasis is not being placed on conjugation of verbs. Use the appropriate parts in context without mentioning the conjugation of verbs in the present tense.

Extended Learning

Students who have completed the other activities quickly and correctly may spend time expanding their vocabulary on animals and learn additional –er- verbs in the present tense.

Resources

- Video on the Hispanic family
- Pictures of Hispanic families
- Multi-media projector and computer
- Pictures of different domestic animals
- Mini whiteboards

Key Grammar

- Use of the construction *ir + a* (*voy vas, va, vamos, van+ a*)
- Nouns- Singular and Plural forms ending in –o,-a,-e and consonants
- 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 verbs: *ser (soy; eres; es; somos; son) comer, trabajar,* and other related verbs
- Word order in negative sentences- *Mi papá no es muy alto.*

Links to Other Subjects

- **Religious Education:** Christian Celebrations and Traditions
- **Guidance:** The Family and Self (Relationships among family members)
- **Social Studies:** The Family (members of the family and types of families)
- **Music:** Singing of carols and other songs

A black and white photograph of a smiling man with a beard, wearing a striped shirt and tie. He is holding a large speech bubble in his right hand. The speech bubble contains the Spanish text '¿Cómo estás hoy?'.

**¿Cómo estás
hoy?**

**GRADE 7
SPANISH
TERM 2 UNITS**

RANGE OF CONTENT

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

Key concepts and knowledge

- Feelings and emotions
- Parts of the body
- Physical ailments
- Inquiries about each other's health
- The house (size, location, rooms, furniture, etc.)
- The School (setting/context, subjects, schedule, extra- curricular activities; uniform)
- Numbers and quantities
- Telling the time
- Expressing physical ailments/ discomfort and emotional states of being
- Describing the house its contents and location of items
- Discussing household chores

Grammar

- The present tense
- The verbs *tener*, *doler* and *estar* to describe physical and emotional states of being *tener que* + infinitive construction
- Definite and indefinite articles
- Prepositions
- Possessive adjectives
- Interrogatives
- The verb *estar* to describe location
- Masculine and feminine nouns

Culture

- Body parts- colloquial names; differences as per region/ Hispanic country
- Colloquial descriptions/ adjectives to describe states of being
- Traditional Hispanic houses
- Hispanic vs. Jamaican houses
- Household roles and responsibilities
- School schedule, disciplines and norms
- Student life

Skills

- Listening and responding
- Reading and responding
- Speaking- Asking and answering questions related to themes
- Writing- Describing travel experiences
- Brainstorming
- Investigating
- Creating and imagining

GUIDANCE FOR THE TEACHER

- The words of songs are to be placed on charts so students can view them. They should be taped with the proper pronunciation and intonation so that each class gets the same information.
- Expressions are to be written on word cards. Students should be encouraged to create their own word cards to use in the classroom. A class vocabulary book can be created and kept in the classroom so it is available to students at all times.
- Provide the dialogue pattern to students so they can have a guideline to use to practise outside of class.
- Before introducing new vocabulary or structures, ensure that previous knowledge is highlighted with revision/reinforcement/re-entry strategies.
- Encourage students to be a part of the creative process (flash cards, poster creation etc.)
- Introduce students to new vocabulary before they examine new content.
- Use a variety of groupings with your activities – pairs, small groups, large groups, whole class.
- Review activity instructions with students to ensure that they understand what is expected of them.
- Carry samples of [partially] completed tasks to model so that students can see exactly what you want them to do.
- Encourage students to get a general gist of texts presented and not to worry too much about the details which they may not understand.
- Encourage students not to rely too much on the dictionary at this stage. Try to provide as much as possible, the relevant vocabulary or direct them to the sites you wish to have them view.
- Ensure that student research tasks are clearly outlined, clearly scoped and that expectations are clearly stated. Do not simply send them “to research.”

Prior Learning

Check that students can:

- Greet each other and say farewells in Spanish
- Respond appropriately to *¿Cómo estás?*
- Identify parts of the body in English

About the Unit

In this Unit students will learn to discuss feelings and emotions, identify parts of the body, and describe ailments and pain in different parts of the body. They will also learn to engage in simple discussions with their peers about health.

¿CÓMO ESTÁS HOY?/HOW ARE YOU TODAY?**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- State different ailments being experienced
- Describe their emotional states using *estar/to be*
- Make enquiries about health

Suggested Teaching and Learning Activities

Students will:

Sing the greeting song *Hola, ¿Cómo estás?* several times, and substitute one of several adjectives expressing feeling each time while demonstrating the relevant gesture to illustrate the meaning.

Create dialogues in pairs inquiring about each other's health. They must greet each other using the greeting appropriate for the time of day and each must choose one expression (besides *Muy bien*) to indicate how he/she is feeling.

Look at a chart showing the different parts of the body and listen as the teacher pronounces the name for each part. Integrate numbers to form sentences for body parts that are more than one e.g. *Tengo dos brazos*/I have two arms. Sing *Cabeza, hombros, piernas y pies*/my head, my shoulders, my knees, my toes while indicating the various parts of the body.

Play *Simón dice*/"Simon says". Students will touch the body part indicated by the teacher e.g. *Toca la cabeza*/Touch your head. Instruct each other to touch the various body parts with the aid of sentence strips provided by the teacher (see Points to Note).

Observe the dramatisation of the following ailments by teacher: headache; toothache; stomach ache; sore throat. Observe and imitate as teacher again Demonstrates and expresses each ailment. (See Key Grammar: *Me duele.../ Me duelen...*). Use other parts of the body to express other ailments.

Conduct a survey among classmates to find out how their classmates are feeling on a particular day. Report findings using the following pattern: *Carlos tiene un dolor de cabeza hoy.*/ Carlos has a headache today.

Create dialogues in pairs indicating feelings and aches in different parts of the body.

Key Skills

- Sing songs paying attention to intonation and pronunciation
- Following instructions
- Creating original sentences
- Conducting a survey
- Working together harmoniously
- Investigating
- Reporting

Assessment Criteria

Substitution of appropriate words in the song to express new feelings using the verb *estar*/to be

Appropriate use of greetings
Use of other appropriate expressions

Indicating part of the body as named in the song
(See points to note.)

Correctly respond to instructions.

Correct use of language to express ailments in other areas of the body

Correct use of sentence structure in reporting findings of the survey

Correct use of interrogatives and grammatical structures; appropriate vocabulary

Learning Outcomes

Students will be able to:

- ✓ Name parts of the body in Spanish
- ✓ Express own feelings of physical ailment or discomfort
- ✓ Enquire about the state of being of others
- ✓ Create dialogues and perform them in class

Points to Note

Students should be encouraged to use expressions each time they need them.

Teacher must carefully monitor touching activity to eliminate the risk of inappropriate behaviour.

Extended Learning

- Creation of a class vocabulary book which will be available to all students in the classroom.

Resources

- Songs: *Hola, ¿Cómo estás?* and *Cabeza, hombros, piernas y pies / Head, shoulders, knees and toes*.
- Sentence strips with the expressions for use.
- Word cards with the expressions.
- Chart with the parts of the body

Key Grammar

- Use the construction *tener dolor de* + part/s of the body
- The expression *me duele/n* + part/s of the body to indicate ailments
- Present tense forms of the verb *estar* to describe states of being

Links to Other Subjects

- **Science:** Understand some external parts of the body.
- **Physical Education:** Observe the rules in minor games.
- **Civics:** Express an understanding of self as part of a group, and of common and accepted behaviours within groups
- **Music:** Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression.
- **Drama:** Use body for verbal and non-verbal communication; give and receive information.

Prior Learning

Check that students:

- Are familiar with simple adjectives of size (grande, pequeño) and some colours (negro, blanco, marrón), numbers, the verb hay (There is/are)
- Can recall and pronounce properly the days of the week
- Remember how to construct sentences using the correct form of the verb

About the Unit

In this Unit students will learn to compare Jamaican houses with those of Hispanic countries, describe main rooms and furniture in the house, state where things and persons are and describe chores that family members do. They will further develop their receptive and productive skills.

EN MI HOGAR/ AT MY HOME**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand longer texts of at least two... Read short texts dealing with the house and respond paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- State where things are located in relation to household objects
- Describe their house and some furniture using simple adjectives
- Describe household chores using the appropriate grammatical structure appropriately to a variety of questions
- Listen to short texts based on the topic and select appropriate responses to questions based on the text

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

View a virtual model of a house and listen to the description as they are given a virtual tour of the different rooms of the house. Label the different parts of a house by choosing the correct vocabulary from a list provided as they view the virtual tour. Participate in a "house bingo" game in order to reinforce the new vocabulary.

View a variety of houses from Hispanic countries and Jamaica and discuss, in English, the similarities and differences. Participate in a class discussion to describe the houses by responding to questions such as *¿Cómo es la casa?* or *¿Cuántas habitaciones hay en la casa?*

In small groups, play the role of real estate agents and create a short video in which they describe two houses that they are going to show some clients. Video should include pictures and description of the properties.

View a model of a house and listen to the names and location of the different furniture and appliances in the bedroom and living room. Participate in a "house relay" in placing items of furniture in the correct part of the room. Describe where items are located in relation to others.

Work in pairs to read and answer questions pertaining to a dialogue in which persons discuss the chores they do. Write a brief letter/ message to a famous radio or talk show personality in which they say how they feel about the chores discussed.

Create an audio message for a new housemate in which one describes the house and states what household chores the housemate has to do. Cues/directives will be provided.

Reinforce communicative skills by playing games: word search activity to reinforce vocabulary; concentration game - match word/expression with correct picture; Pictionary - create a drawing of a chore, and others use complete sentences to identify the chore represented

- Reading
- Listening
- Speaking
- Writing
- Collaborating
- Creating
- Thinking critically

Correctly label the parts of the house

Respond appropriately to questions posed using correct grammar and appropriate vocabulary.

Accurate use of language in video

Correctly place furniture in rooms Accurately state location using prepositions

Use appropriate grammar and vocabulary in writing the letter/ message.

Accurate use of language and pronunciation in recorded message

Respond correctly to cues; correct use of grammar and vocabulary.

Learning Outcomes

Students will be able to:

- ✓ describe own house and contents using structures taught
- ✓ state where things are located using a variety of prepositions
- ✓ describe their chores
- ✓ talk about unique features of traditional Hispanic homes

Points to Note

Short tests and quizzes may also be used to assess vocabulary, grammar, reading, speaking and listening skills, and comprehension.

Before beginning activities related to household chores teacher could engage the students in a discussion about the chores they do, in English.

Bear in mind that some students might not feel comfortable talking about their homes, encourage them to imagine and describe their ideal home.

Resources

- Tools and instructions for games: House Relay, House BINGO,
- Concentration game, Pictionary, Interactive housegame
- Sample letter/ message for radio/ talk show personality
- Advertisements of houses
- Virtual house presentation and transcript
- Visuals of rooms with furniture, houses chores, colours
- Sample page from picture dictionary
- Audio recordings and transcripts
- Worksheets based on different activities
- Diagnostic activity to test prior learning and directions for use
- Reading passages related to topics
- Word search puzzles and answer sheet/teacher copy

Links to Other Subjects

- **Home Economics:** Chores done at home/Rooms in the house
- **Social Studies:** Responsibilities of family members
- **Industrial Arts:** Types of furniture

Extended Learning

- Students can compile additional glossary for additional household furniture and appliances.
- Students can create their own picture dictionary with additional vocabulary related to the house and furniture.

Key Grammar

- Phrases related to household chores: e.g. *Paso la aspiradora todos los días. / I vacuum every day.*
- Use of *Tengo que* + infinitive construction to describe chores
- Use of the Definite and Indefinite Articles
- The verb *gustar*
- Pluralization of nouns

Prior Learning

Check that students can:

- Use the possessive adjectives
- Use adjectives appropriately

About the Unit

In this Unit students will learn how to talk about their school, subjects and related activities.

EN MI ESCUELA / AT MY SCHOOL**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- Identify key persons in the school setting
- State where different places are located
- Say what time they have lunch
- Request specific classroom items or things in bags, pencil case etc.
- Talk about the subjects that are done in school
- Explain why they like/dislike a subject, school etc.
- Describe school activities, including extracurricular activities.
- Write a brief description of their uniform
- Differentiate between going to school in Jamaica and countries where the target language is spoken

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Describe their school orally and in writing in Spanish

Locate/Identify items named by teacher in English. The person who identifies the item will then say its name in the target language, using the sentence form *Aquí está*

Participate in a dialogue completion. Teacher will provide students with a dialogue which includes school items, subjects etc. Students will be asked to replace the underlined words with an appropriate word in Spanish.

Reproduce own timetables in Spanish. Create study timetables for their next exam by putting the names of the subjects in Spanish.

Listen to a short paragraph where three students tell what subjects they do at particular times. Answer questions based on what they hear.

Draw a plan of the school plant, then in the target language label the different places. Say where at least three places are located in relation to other places.

Create a report card on which they will write marks at each subject along with comments. A bilingual list of comments will be provided.

Work in pairs to talk about the subjects they like or dislike. Each student will write what the other says and will report to the class in French.

Mini school tour using learnt target language expressions/ functional chunks

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Collaborating
- Creating
- Describing

Demonstrate use of correct/appropriate adjectives.

Appropriate identification in Spanish

Appropriate use of vocabulary

Correct use of vocabulary and time on timetable

Accurately respond to questions based on listening passage.

Accurate use of prepositions and vocabulary

Comments correspond with marks for each subject.

Accuracy of grammar (Correct use of the *Me gusta(n)...* or *Yo prefiero...* etc.) and appropriateness of vocabulary

Accurate and appropriate use of vocabulary and grammar

Learning Outcomes

Students will be able to:

- ✓ Identify classroom objects and state the ones they have in their possession
- ✓ Carry on a simple discussion on their school environment, their subjects, their teachers, school activities and their feelings about school
- ✓ Talk about the similarities and differences within the Jamaican school system and those in Hispanic countries

Points to Note

The teacher will introduce *¿Qué es esto?* to students.

Revise possessive adjectives and prepositions.

Label the different places in the school in the target language.

Focus on the first person singular of the verbs.

Review prepositions.

Write in the target language comments that will be used in the activity for the reports.

Extended Learning

- Faster students can be introduced to the other conjugated of the verbs.
- Students who have mastered this unit can write a more extensive paragraph to include what was taught in the previous units.
- *A Pablo/ María le gusta(n)* may be introduced to faster students so that they can say what classmates like.

Resources

- Flash cards with pictures of classroom objects
- Multi-media projector and laptop
- CD Player

Key Grammar

- Use of demonstrative adjectives to identify and point out specific objects and people
- Use of definite and indefinite articles (gender/ number)
- Use of definite article with languages, school subjects and school personnel
- Use of *ser* + definite article to tell the time
- Distinction between *a la una*, *a las cinco* and *es la una; son las cinco*
- Agreement of nouns and adjectives
- Use of *estar* to describe location
- Prepositions
- Verbs: 3rd person singular and plural Present Tense *gustar, fascinar, encantar, molestar, parecer*
- Use of *A mí, A tí, A él* etc. for emphasis and clarification

Links to Other Subjects

- **Social Studies:** My school environment
- **Visual Art:** Drawing
- **Geography:** Location/position
- **Computer Science:** Use of Technology

A black and white photograph of a hand writing on a chalkboard. The chalkboard is tilted and has the Spanish question "¿Qué hago normalmente?" written on it in white chalk. The hand is on the left side, holding a piece of chalk. To the right of the chalkboard is a white cup filled with coffee. The entire scene is set on a wooden table with a visible grain.

**¿Qué hago
normalmente?**

**GRADE 7
SPANISH
TERM 3 UNITS**

RANGE OF CONTENT

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

Key Concepts and Knowledge

- Daily routine at home and at school
- Recreational activities
- Food and drink, including typical Spanish foods
- Items of clothing
- Invitations
- Discussing routines and schedules
- Ordering food and drink
- Expressing likes, dislikes and preferences
- Issuing, accepting and declining invitations

Grammar

- The present tense
- Reflexive verbs

Skills

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Creating
- Following conventions

Culture

- Traditional Hispanic dishes/ foods
- Hispanic and Jamaican holidays and celebrations

GUIDANCE FOR THE TEACHER

- Provide the letter-writing pattern to students so they can have a guideline to use to practise outside of class.
- Give cues to students to aid composition and letter writing.
- Ensure that students use a name from the target culture to end their letter.
- Stress the use of *a la... a las* with the schedule of an activity.
- As students become more exposed to the language, integrate the previous knowledge within new concepts to reinforce and extend learning.
- Encourage students to create a “creative portfolio” of their work done (projects, maps, picture dictionaries etc.).
- If your school does not have access to the technology required to do some of the activities, create alternative tasks.

Prior Learning

Check that students can:

- Tell time in Spanish
- Say in Spanish some of the things that they do at home
- Give in Spanish the subjects they study
- Write their timetable in the target language

About the Unit

In this Unit students will learn how to express daily routine activities, variations to this routine on weekends, and daily schedules of activities.

¿QUÉ HAGO NORMALMENTE?/ WHAT ARE MY ROUTINES?**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- State at what time routine activities are done
- Express activities at home and at school as parts of a daily schedule
- Read aloud in Spanish with accurate pronunciation and intonation
- Respond to questions on written passages

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Revise action words related to activities at home and school using pictures of a child doing these actions. Respond in sentences in Spanish telling what they think the child is doing.

Dramatise household chores while describing the actions being done.

Pattern a native speaker while listening to an audio file about a child's daily activities and time schedule for these activities. Follow in textbook or hand out. List the expressions in the target language that relate to the child's daily activities from Monday to Sunday, including the time of day the child does each activity.

Provide a schedule of own daily activities in Spanish using the pattern from the reading passage as a guide. Express activities including time schedule in paragraph form. Dramatize three things done each day at home/school giving the time in Spanish at which they are done.

Take turns asking a partner *¿Qué haces normalmente en la mañana/la tarde/la noche, y a qué hora?* What do you usually do in the morning/afternoon/evening/night, and at what time? and respond making use of appropriate vocabulary from list given.

- Listening and imitating pattern sounds
- Reading and responding
- Asking and answering questions
- Writing

Use properly constructed sentences in responses.

Accuracy of information to match dramatization

Use properly constructed sentences and appropriate grammar and vocabulary in responses.

Activities and time accurately expressed

Use properly constructed sentences and appropriate grammar and vocabulary in responses.

Learning Outcomes

Students will be able to:

- ✓ Ask and answer simple questions about their daily activities to include the time of day
- ✓ Express self in writing about time and activities

Points to Note

Students should be encouraged to use previous expressions/vocabulary as well as new ones whenever necessary.

Imitate model as accurately as possible so that oral skills can be enhanced. Emphasis should be placed on putting the date in the Spanish format but with the numbers in figures.

Have equal number of pictures with a male/female children.

Extended Learning

- Activities may be expanded to include more than three chores, more than two paragraphs and include previous knowledge and other areas not taught.

Resources

- Audio file with reading passage in target language about a child's daily activities
- including weekends and special holidays
- Model frame of a friendly letter
- Books; suitable websites
- Handout; adequate number of computers and internet access; CD and CD player
- Song: *Se levanta la niña a la una*
- Video presentation/actual pictures mounted on cards/cartridge paper

Key Grammar

- Reflexive verbs in the present tense

Links to Other Subjects

- **Science:** How to care for the environment
- **Civics:** Responsibilities of a citizen
- **Music:** Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression
- **Drama:** Different thematic skits on activities of everyday life

Prior Learning

Check that students:

- Can conjugate the verb *ir* correctly
- Are able to identify and describe people and places
- Can identify local and universal holidays and events
- Recall how to construct sentences using the correct form of the verb

About the Unit

In this Unit students will learn to discuss their recreational activities, describe recreational activities associated with specific holiday periods and festivities and issue and decline simple invitations. They will order food and drink, state their likes, dislikes and preferences, and learn to develop further their receptive and productive skills.

LO QUE ME GUSTA HACER /WHAT I ENJOY DOING**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- describe their recreational activities using appropriate expressions of frequency
- extend simple invitations using appropriate expressions
- order basic food and drink items using learned vocabulary and structures
- state their likes, dislikes and preferences
- identify at least three typical Hispanic foods

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

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. Assess the relative number of each type of holidays/special days celebrated as an indicator of the country's culture.

Select one holiday/special day celebrated both in Jamaica and in one Hispanic country. Compare the activities which take place on this day. Create an electronic invitation to be sent to a friend to take part in these activities in Jamaica or in the Spanish-speaking country. Role play how one would respond if one received a similar invitation.

Fill out a food preferences grid, and label given foods appropriately. Role play ordering food in a restaurant, using at least three foods typical to Hispanic countries. Discuss food likes, dislikes and preferences.

Interview at least five students in the class about their hobbies/recreational activities and make an oral report to the class.

Reinforce communicative skills by playing games: Family Feud type games, or other games, based on the topics taught.

- Reading
- Listening
- Speaking
- Writing
- Collaborating
- Creating

Information accurately represented on Venn diagram; holidays accurately classified; cultural assessment justified

Electronic invitation and role play must demonstrate accurate and appropriate grammar and vocabulary

Discussion and role play must demonstrate accurate and appropriate grammar and vocabulary.

Give oral / written report using accurate grammar and correct pronunciation and intonation.

Respond correctly to cues; correct use of grammar and vocabulary

Learning Outcomes

Students will be able to:

- ✓ make comparisons between Spanish and Jamaican holidays/celebrations
- ✓ order food and drink in an eating establishment
- ✓ issue, accept and decline simple invitations

Points to Note

Start with students describing their regular activities before extending practice with special events and holidays

Remind students to include you in the list of invitees when sending their electronic invitations.

It may be a good idea to culminate the term with a student group project based on what students learned (magazine, newspaper etc.)

Extended Learning

- Students can create a holiday/event calendar in which they indicate the popular holidays/events celebrated in Jamaica and Hispanic countries.
- Students can create their own picture dictionary with additional vocabulary related to the food, drink, clothing and activities.
- Students can upload their articles on their blogs (if they have blogs) or on their social websites.

Resources

- Holiday and Events grid and instructions
- Blank puzzles with teacher's copy
- Audio recordings and transcripts
- Sample menu charts and mini menus
- Posters with foods (Hispanic), activities, clothing
- Sample electronic invitation with alternative paper format
- Food preference grid and instructions for use
- Magazine/newspaper template and instructions for use
- Website for electronic invitations
- Family feud type and other games with instructions

Key Grammar

- Review agreement of adjectives and nouns
- Present tense of AR, ER and IR verbs
- Use of the verbs *gustar*, *preferir*, *encantar* etc to talk about recreational activities
- Poder+ infinitive.

Links to Other Subjects

- **Mathematics:** Venn diagrams
- **Drama:** Role play
- **Family and Consumer Management:** Menu planning



GRADE 8

SPANISH

¿Cómo estoy y dónde estoy?

SUBJECT	TERM 1	TERM 2	TERM 3
<p>SPANISH THEMES & UNITS</p>	<p>Theme: El mundo de trabajo y la salud/ The World of Work and Health</p> <p>Unit 1: Profesiones, oficios y habilidades Professions, Health and Health Services</p> <p>Unit 2: Salud, Servicios y Sanitarios</p>	<p>Theme: Andanzas y diversiones/ Adventures and Pastimes</p> <p>Unit 1: En el restaurante At the restaurant</p> <p>Unit2: De compras Going Shopping</p> <p>Unit3: Los pasatiempos Hobbies</p>	<p>Theme: El medio ambiente/ The Environment</p> <p>Unit 1: Los lugares de interés Places of Interest</p> <p>Unit 2: ¿Qué tiempo hace? What is the weather like?</p> <p>Unit 3: El medio físico The Physical Environment</p>

There are 4 key Attainment Targets within Spanish as outlined below:



AT 1:

Listening and Responding

Students develop the ability to understand the spoken language in songs, poems oral reading, listening comprehension texts, etc., and make an appropriate and accurate response.



Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition, and respond appropriately and accurately by identifying main points and specific details.



AT 2:

Speaking

Students develop the ability to communicate effectively and appropriately in the spoken language through dialogues, repetition and dramatization.



Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



AT 3:

Reading and Responding

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



Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or Spanish.



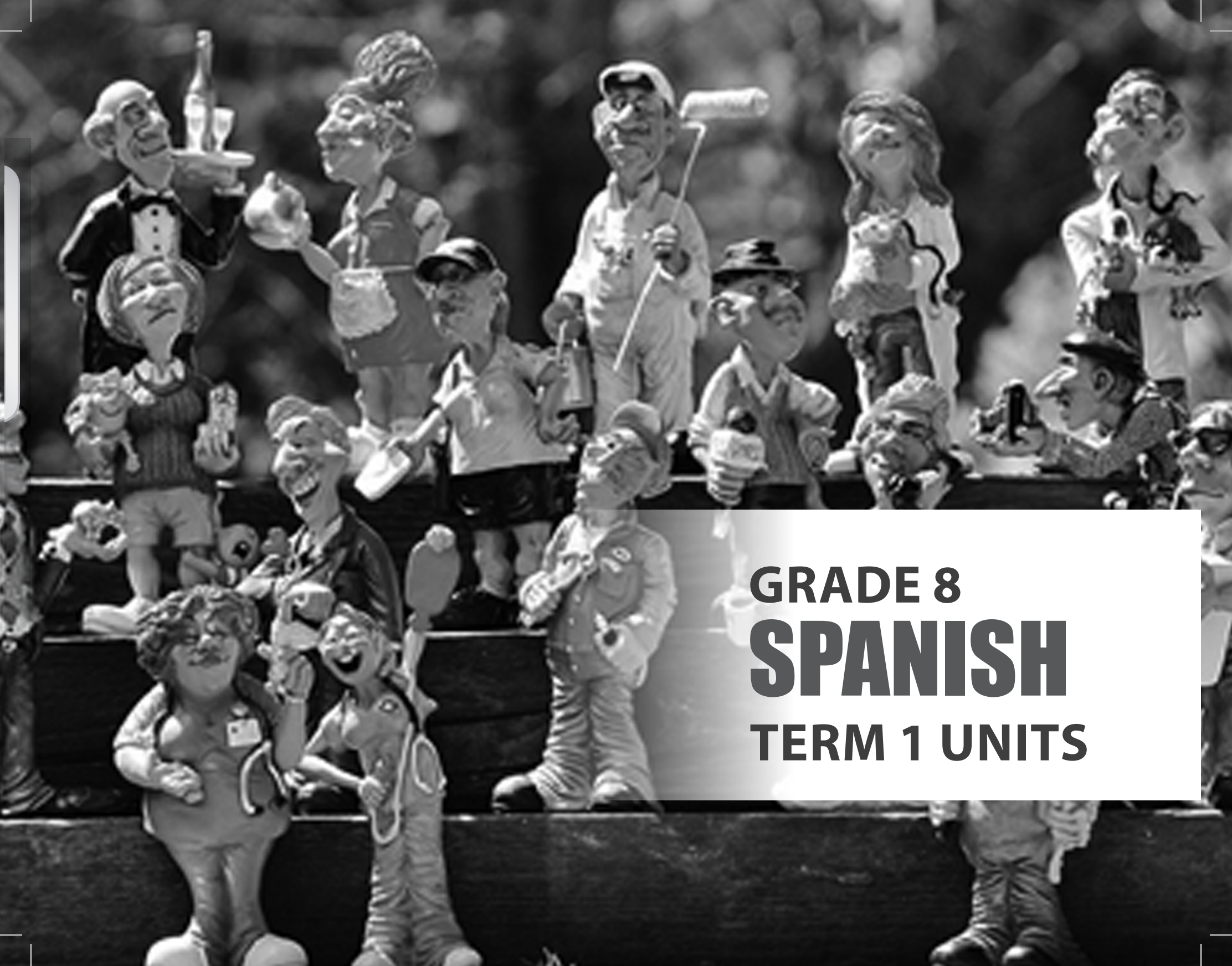
AT 4:

Writing

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



Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.



GRADE 8
SPANISH
TERM 1 UNITS

RANGE OF CONTENT

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

Key Concepts and Knowledge

- Professions (not covered at Grade 7)
- Skills and trades
- Description of jobs
- Places of work
- Work schedule
- Bodily ailments and illnesses
- Health services including at the doctor's office and the dentist's
- Healthy lifestyle practices
- Advice/ instructions regarding health
- Sympathy and condolences regarding health
- Choosing careers
- Creating schedules
- Designing advertisements
- Expressing future plans
- Expressing sympathy
- Describing pain and ailments
- Giving advice and suggestions

Grammar

- The present tense
- Constructions to state desire and intent
- Use of *hacer* in discussing what persons do at work
- Familiar commands

Skills

- Listening and responding
- Reading and responding
- Asking and answering questions in formal and familiar forms
- Investigating
- Working harmoniously and collaboratively
- Flexibility and adaptability
- Civic literacy

Culture

- Professions and trades
- Historical practices- e.g. *La siesta*
- Work life
- National holidays and working hours
- Health services and lifestyle practices
- Traditional beliefs and practices regarding health

GUIDANCE FOR THE TEACHER

- Encourage students to access pictures of different professions, trades and skills online and create a folder/ scrap book for them to aid them in remembering the new vocabulary. Vocabulary may also be recorded as functional chunks, and further categorised in parts of speech.
- Assist students to see that the article is omitted when they are speaking/ writing about what they do for a living or what someone else does for a living.
- Provide guidelines/tips to help students develop their listening skills so that they can select the most appropriate response to guided conversation and simple listening comprehension exercises.
- Introduce the third person singular of verbs in the present tense for students to use when talking or writing about daily routines.
- Place students in mixed ability groups so that each group has a fair chance to produce a reasonable verbal report for the mini interview.
- Incorporate the formal form of verbs for students to use when asking interview questions. Students may use Standard Jamaican English (SJE) if the person being interviewed does not speak Spanish.
- Give cues to students to write a simple advertisement for a job.
- Scaffolding may be employed with slower learners (for example starting with a model, gradually omit phrases or words from sections of the model and have students substitute appropriate words/phrase from key vocabulary until they are able to create their own advertisement).
- Remind students how to use *ir a* + noun to express where they are going and what they are going to do.
- Create communicative situations/ contexts in order to facilitate students' ample use of the language skills.

Prior Learning

Check that students can:

- Identify common professions using home language
- Identify the verb meaning “to be” that is used with professions
- Talk about professions
- Explain the rule of omitting the article when using the verb “to be”

About the Unit

In this Unit students will learn how to communicate orally and in writing about professions, trades and skills, ensuring that they develop listening and investigative skills, in addition to working harmoniously and collaboratively in groups. They will incorporate previous knowledge about scheduling of activities, and improve on their creativity by writing a simple advertisement using given cues.

PROFESIONES, OFICIOS Y HABILIDADES/ PROFESSIONS, TRADES AND SKILLS**ATTAINMENT TARGET(S):**

Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar language.



Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language



Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

OBJECTIVES-Students will:

- Identify jobs and professions in their communities
- Communicate orally and in writing in Spanish about their possible career choice
- Create daily schedules in Spanish
- Respond in the target language to job advertisements written in Spanish
- Gather information via interviews
- Conduct class presentations using appropriate verb forms

Suggested Teaching and Learning Activities

Students will:

Examine a set of unlabelled pictures of various professions, trades and skills that the teacher has mounted and tag them correctly with Spanish labels. Say briefly what each person does. Use the pictures of different occupations and skills to compile a folder entitled *Las profesiones*. Brief job descriptions should be included.

Dramatize (in appropriate costume) a profession, trade or skill that they want to pursue as a career. Put up a sign written in Spanish in an appropriate place to indicate place of work, and dramatize what they do for a living. The rest of the class will ask: *¿Cuál es tu profesión?* The class will try to guess what each student is depicting using statements such as: *Eres doctor*. The student will confirm using appropriate responses, e.g. *Sí, soy doctor*.

Interview one student re prospective careers. The student will answer orally in Spanish the following questions:

- *¿Qué quieres ser? ¿Y, por qué?* What do you want to become, and why?
- *¿Dónde vas a trabajar?* Where will you work?
- *¿A qué hora vas a salir para tu trabajo?* At what time will you leave for work?
- *¿Qué vas a hacer en tu trabajo?* What will you do at work?
- Conduct the same interview with 3-5 other classmates and report findings using the 3rd person singular/plural

Write two paragraphs in Spanish on what a typical day in a chosen career is like using the first person singular of the present tense.

Key Skills

- Listening and responding
- Reading and responding
- Asking and answering questions in formal and familiar forms
- Developing investigative skills
- Working harmoniously and collaborating
- Designing simple advertisements
- Questioning
- Imagining

Assessment Criteria

Pictures labelled correctly with profession; professions presented orally and in writing with appropriate grammar and vocabulary; correct pronunciation and intonation in oral presentation.

Dramatizations executed using appropriate grammar and vocabulary; class responds appropriately in guessing the job depicted in each dramatization and by stating it correctly in Spanish.

Responses to interviews completed with appropriate grammar and vocabulary

Paragraphs completed with accurate grammar and appropriate vocabulary

Suggested Teaching and Learning Activities

Students will:

Listen to a recording or watch a video presentation with a few persons talking in Spanish about what they do for a living, where they work and activities in which they are engaged. Note the different expressions used. Answer orally in Spanish questions asked about the different professions, trades or skills.

In mixed ability groups of four, conduct an out of class interview with an employee/employer from their community; and in class, give a verbal report in Spanish on what they have learnt about that person's job and what is a typical day for that person.

Create an advertisement seeking the services of a selected profession, which includes the nature of the job; the working hours and how to apply.

Key Skills

- Listening and responding
- Reading and responding
- Asking and answering questions in formal and familiar forms
- Developing investigative skills
- Working harmoniously and Collaborating
- Designing simple advertisements
- Questioning

Assessment Criteria

Questions answered appropriately to demonstrate comprehension of recording or video

Report presented with appropriate grammar and vocabulary; correct pronunciation and intonation; graphics/ images may be integrated.

Advertisements must employ appropriate grammar and vocabulary, and demonstrate grade-appropriate art and design principles.

Learning Outcomes

Students will be able to:

- ✓ Read, talk and write about other professions/trades/skills in the target language
- ✓ Express their choice of professions giving simple reasons
- ✓ Describe in simple sentences what is done in each profession
- ✓ Express where different persons work
- ✓ Report on a typical workday of a person whom they have interviewed
- ✓ Speak and write what their typical workday is like based on the profession, trade or skill that they have chosen

Points to Note

Use previous expressions/vocabulary as well as new ones where necessary.

Highlight the differences between how applications are composed and handled in Jamaica and in Hispanic cultures.

Extended Learning

- Devise and document interview questions and responses for the group activity.
- Conduct research and make a dossier of information for different jobs and produce sentences in the target language for job descriptions.
- Make an alphabet chart / any other graphic representation using the first letter of the professions.

Resources

- Labelled pictures of persons for different professions, trades and skills within the community
- Books, Spanish/English Dictionary, video, suitable websites
- Guided conversation questions
- Handout with possible responses for listening comprehension activities
- Video presentation/recorded voice/hand puppets with persons talking in target language about what they do, where they work and activities in which they are engaged
- Model frame of an advertisement for a job
- Multimedia projector (for video presentation) or TV

Key Grammar

- Agreement: adjective and noun; subject and verb
- *Quiero ser* (I want to be) + professions
- *Voy a ser* (I am going to be) + professions
- *Me gustaría ser* (I would like to be) + professions
- *Quisiera ser* (I would like to be) + professions
- The present tense to talk about the professions of others (first and third person singular and plural)
- Omit the article with profession when telling or writing about desired professions and what a person does for a living
- Constructions to state desire and intent: *Quiero ser* (I want to be)...; *Voy a ser* (I am going to be)...; *Quisiera ser* (I would like to be) ...;
- Use of *hacer* in discussing what persons do at work for example, *El zapatero hace zapatos*.

Links to Other Subjects

- **Civics:** Express an understanding of self as part of a group, and of common and accepted behaviours within groups; identify self as a Jamaican in a global environment.
- **Drama:** Demonstrate a greater awareness of working together to complete a task.
- Respond to the dramatic play of others and develop an ability to use reflection as a means of enhancing practice in drama.

Prior Learning

Check that students can:

- Identify main body parts and say where hurts
- Tell the date and time

About the Unit

Students will learn to interact with the doctor and dentist using appropriate grammar and vocabulary to talk about ailments and other health issues. They will also learn to give simple advice and suggestions to others on how to maintain good health.

SALUD, SERVICIOS Y SANITARIOS/ HEALTH AND HEALTH SERVICES**ATTAINMENT TARGET(S):**

Pupils show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar language.



Pupils participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Pupils show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



Pupils write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

OBJECTIVES-Students will:

- Identify a number of bodily ailments
- Effectively describe pain and ailments using the appropriate structures and vocabulary
- Give simple advice and instructions using the familiar form
- Demonstrate understanding of a command by responding appropriately to simple instructions in the affirmative in a health service setting
- Express sympathy to persons who are ill
- Select correct responses to questions based on oral and aural texts
- Make comparisons of traditional beliefs and practices regarding health between the Jamaican and the target culture.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Recap the body parts by listening to the teacher describe a monster/ any contemporary fictional character. Draw the monster then show the class.

Participate in the game Las Charadas/Charades with one student acting and the others guessing. State the problem depicted by the student who is acting. Students will take turns to ask different actors ¿Cuánto tiempo hace que ...? How long have you had? to which he/she will respond accordingly.

Listen to brief dialogues in which persons complain about ailments, and match the name of the ailment/illness mentioned with the corresponding picture provided by the teacher.

Read a dialogue about someone's visit to a doctor and answer true or false questions. Discuss, using home language, health issues with which they are familiar, including their opinions on going to the doctor/ dentist. Using a comic strip, complete a guided dialogue of a visit to a doctor. In groups, students will create a dialogue Una visita al médico or Una visita al dentista, which will be acted out in class.

Read complaints concerning health issues written in the Dear Doctor column and give appropriate advice. In pairs, rearrange a jumbled dialogue regarding a visit to the dentist. Give two pieces of advice to the patient in the dialogue. In groups, create a silent video or fotonovela or a PowerPoint show depicting a visit to the dentist to which they will add the appropriate text.

Create sympathy/get well cards for sick friends and family members.

- Reading
- Listening
- Speaking
- Writing
- Collaborating
- Creating
- Designing
- Thinking critically
- Evaluating

Accurate drawing of monster/ fictional character as per teacher's description

Correctly utilize expressions learnt to state ailments in the game of Las Charadas.

Matching completed correctly

Dialogues completed with appropriate levels of vocabulary and grammar

Use appropriate grammatical structures and expressions when giving advice, suggestions, instructions and condolences; originality displayed in the creation of get- well cards

Learning Outcomes

Students will be able to:

- ✓ Make complaints about ailments
- ✓ Offer advice and condolences
- ✓ Discuss healthy lifestyle practices

Points to Note

Teacher can engage the students in a conversation about illnesses or injuries they have had and find out what they do about it and what the doctors give them. Teacher can provide the initial vocabulary building on some of the vocabulary provided in previous lessons.

Teacher can divide the class and have teams guess the ailments that students have in the game of *Las charadas*. Teacher should ask *¿Qué problema tiene...?* What is the matter with...? Or *¿Qué le pasa?* What's wrong with him? Students should give responses such as *Le duele la cabeza* /His head hurts or *Tiene dolor de cabeza* /He is having a headache. Care must be exercised in discussing students' hygiene practices. If students choose not to participate they should not be compelled to do so; facilitate alternative activities.

Resources

- Transcripts of dialogues and other texts
- Rules on how to play *¿Adivinas?*
- Medical form
- Sample comic strip
- Sample photo novel with instructions

Links to Other Subjects

- **Science:** The human body; ailments
- **Art:** Drawing and Creating
- **English:** Story Telling
- **Family and Consumer Management:** The Healthy Way

Extended Learning

- Students can research other ailments and illnesses.
- Advanced students could research and use the command forms of the verbs in the negative and affirmative when creating the poster to give the advice.
- In groups students can create a wellness blog/ magazine/ brochure giving advice for maintaining a healthy lifestyle.

Key Grammar

- Avoid using the negative construction in giving commands: use of *(no) deber + infinitive*
- Rewrite commands given using direct object pronouns.
- Use of *desde hace... or hace + time + que + present tense antes de + infinitive (before); después de + infinitive (after)*

A black and white collage of various Spanish dishes. In the top left, a burrito is partially visible. The top right shows a bowl of dark beans. The center features a large burrito on a plate. The bottom left shows a bowl of rice. The bottom center has a small bowl of sauce. The bottom right shows a large tortilla and a dark pepper. The text 'GRADE 8 SPANISH TERM 2 UNITS' is overlaid on the right side of the collage.

GRADE 8
SPANISH
TERM 2 UNITS

RANGE OF CONTENT

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

Key Concepts and Knowledge

- Food items , meals, dishes
- Parts of the menu
- The Restaurant
- Items and prices, including products and clothing
- Shops and stores
- Shopping transactions
- Numbers and quantities
- Pastime activities and hobbies
- Types of sports/ sporting activities
- Sports personalities
- Ordering meals
- Expressing preferences and opinions
- Making comparisons of quantity and quality
- Describing hobbies and pastimes

Skills

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Calculating
- Collating
- Critical Thinking

Grammar

- Stem changing verbs in the present tense
- Demonstrative adjectives
- Comparatives and superlatives
- Prepositions to describe relative location
- The immediate future
- *poder* + infinitive
- The present continuous tense

Culture

- Meals and cuisines
- Eating habits and typical foods Restaurants and other food places
- Polite expressions- Buen provecho
- National dishes
- Shops and stores (E.g. specialised shops, malls, traditional markets etc.)
- Shopping trends (E.g. online/ e-Commerce, retail, mobile)
- Traditional clothing and other items
- Currency and monetary units
- Popular pastime activities (contemporary and traditional)
- Famous sports personalities

GUIDANCE FOR THE TEACHER

- Use a large labelled picture of table settings for large instructions with smaller versions for small groups.
- Students should be encouraged to create their own word cards to use in the classroom.
- A class vocabulary book can be created and kept in the classroom so it is available to students at all times.
- Extend previous knowledge with revision/reinforcement/re-entry strategies before introducing new vocabulary or structures.
- Encourage students to be a part of the creative process (flash cards, poster creation, charts, etc.)
- Introduce new vocabulary to students before they examine the content.
- Engage students in a range of drills (communicative, repetition, substitution, transformation, re-statement, completion, expansion etc.)
- Use a variety of groupings with your activities– pairs, small groups, large groups, whole class.
- Use samples of partially completed tasks as models, so that students can see exactly what they are being instructed to do.
- Encourage students to get a general gist of texts presented and not to worry too much about the details which they may not understand.
- Encourage students not to rely too much on the dictionary at this stage. Try to provide as much as possible, the relevant vocabulary or direct them to the sites you wish to have them view.
- Review activity instructions with students to ensure that they understand what is expected of them.
- Ensure that student research tasks are clearly outlined, clearly scoped and that expectations are clearly stated. Do not simply send them “to research.”

Prior Learning

Check that students can:

- State the names of common food items.
- State location using prepositions

About the Unit

In this Unit students will revise the names of common food items found on a menu, identify the different parts of a menu and learn how to order food in a restaurant. They will learn to describe the place setting.

EN EL RESTAURANTE / AT THE RESTAURANT**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- Identify names of food items found on a menu
- Name the different meals
- Classify the different parts of the menu.
- Place an order using a menu
- Ask for the bill
- Make clarifications when placing an order
- Calculate a bill including the tip
- Describe a table setting for a specific meal
- Create their own menus

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Listen to an audio file of a dialogue by a family of four in a restaurant. Repeat the dialogue line by line, paying attention to pronunciation and phrases used while viewing the projected dialogue or a worksheet. In groups of four, read the dialogue noting pronunciation and fluency of sentences. Re-read the dialogue by playing the role of the characters and using a pattern drill (substitution/ transformation/ expansion).

Identify the phrases used in a restaurant (asking and responding to questions, placing the order). Organise the phrases on the board according to the different sections of the menu (appetizer, main course, dessert etc.) using word cards provided. In groups of four, compose a song or a poem to help them to remember the phrases used in a restaurant and to describe place setting. They will videotape themselves.

In groups of four, create dialogues which take place in one of the following specialized restaurants: seafood, vegetarian, Jamaican, and health food. Groups will take turns to create a menu on the board using word cards with the name of the foods, recommend food to each other, order food and calculate the bill. They will videotape themselves.

Role play a family getting ready to eat and the parents teaching the children to set the table. They will describe the setting paying attention to the relative positions of the items and their names, e.g. El cuchillo está a la derecha del plato / The knife is to the right of the plate. They will videotape themselves.

Research the cuisine of any one Spanish speaking country, and list the various foods classified as breakfast, lunch and dinner. In three groups, create a table setting for one of the meals. Identify the main utensils needed for each meal, and food items for each meal. Create poems about these meals and compile these to produce a printed or digital scrapbook.

Play a game of Bingo or Word Search to reinforce the different foods found on a menu at a restaurant.

- Speaking
- Writing
- Reading
- Listening
- Following instructions
- Creating
- Composing
- Working together
- harmoniously
- Thinking critically

Speak with correct intonation and pronunciation. Drills facilitate correct and appropriate use of vocabulary and structures.

Song/poem completed with appropriate phrases correctly used

Dialogues completed with correct grammar and for each type of Restaurant; ordering and recommending done with properly constructed phrases

Correctly state the placing of each item using accurate vocabulary and grammar.

Poems must utilise appropriate vocabulary and grammar, and should observe the conventions of poetry.

Correct matching and location through effective listening

Learning Outcomes

Students will be able to:

- ✓ Function effectively in a Spanish-speaking restaurant
- ✓ Effectively employ prepositions to describe relative location

Points to Note

Students should be encouraged to use the expressions each time they need them.

Extended Learning

- Collect menus of different Spanish-speaking restaurants from the Internet.
- Students' videotape of their songs and poems may be shown on school special days.

Resources

- Food Bingo
- Audio file of dialogue in the restaurant
- Sentence strips with the structures for use
- Pictures of place settings correctly labelled

Key Grammar

- Conjugation of stem-changing verbs (*pedir, recomendar*)
- Use of *estar* + position to indicate the relevant location of an item
- *poder* + infinitive when ordering meals
- The immediate future in making meal plans
- Agreement of adjectives in descriptions

Links to Other Subjects

- **Home Economics:** Food preparation and table setting
- **Civics:** Express an understanding of self as part of a group, and of common and accepted behaviours within groups
- **Music:** Perform simple songs with attention to correct rhythm, pitch, phrasing, articulation and expression
- **Drama:** Use body for verbal and non-verbal communication; give and receive information

Prior Learning

Check that students can:

- Listen to each other
- Respect each other's opinion
- Differentiate between questions and statements
- Appreciate that similarities and differences exist among persons regardless of nationality

About the Unit

In this Unit students will learn about the different places where people shop and how to carry the buying and selling process in the target language.

DE COMPRAS / GOING SHOPPING**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item



Students participate in short structured conversations on a variety of topics



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense

OBJECTIVES-Students will:

- Utilize polite expressions
- Differentiate shops/stores by goods sold
- Ask and respond to questions appropriate to shopping
- Express likes, dislikes and preferences
- Describe products and what others are wearing
- Compare items and prices
- Assess sizes and suitability of products

Suggested Teaching and Learning Activities

Students will:

Arrange a Spanish sale day where items will be labelled in the target language and persons who will purchase and sell items will use the target language as the means of communication.

Visit a store then report to the class in Spanish the name and type of store visited, as well as the names, prices and a brief description of at least five items found in the store. Compile a list of items described. Participate in an auction led by a student with classmates bidding on items reported.

Listen to CDs, videos, etc. with shopping information then respond to related questions in English. Act out a short dialogue that takes place in a store making use of the expressions learnt in the target language. Dialogue should include what is sold in the stores, indicate if statements are true or false, ask for and refuse offers of help, and the total bill.

Make sentences in Spanish about shopping, using pronouns and verbs from the roll of two dice, one of which will have verbs written on it and the other with subject pronouns/nouns. Use the immediate future as the structure for these sentences e.g. Tú vas a la panadería. / You are going to the bakery.

In pairs go to the whiteboard and try to write different vocabulary in boxes to get three in a row of a nine box square. Each student will have to write particular words (fruits, vegetables, stores etc.) The first person to get three in a row will be declared the winner. Each person will have 10 seconds to write his/her word before losing his/her turn. It can be played as boys against girls or any other appropriate form of competitive teams.

Unscramble sentences about shopping written in Spanish, then read aloud correct sentences.

Key Skills

- Listening and responding
- Reading and writing
- Collaborating
- Researching

Assessment Criteria

All speaking activities show appropriate pronunciation, vocabulary and use of grammar

Report done using appropriate grammar and vocabulary

Respond appropriately to questions based on listening material; appropriate pronunciation, vocabulary and use of grammar in dialogues.

Sentences completed with accurate structure

Rows completed with appropriate vocabulary

Jumbled sentences unscrambled correctly

Learning Outcomes

Students will be able to:

- ✓ Effectively conduct transactions in a shopping context
- ✓ Demonstrate appropriate interactions while shopping

Points to Note

Teacher must ensure that each lesson is functional, incorporating aspects of everyday life as much as is possible.

Ensure that cultural links to the target language are included as much as possible in each lesson.

Extended Learning

Faster students can learn additional vocabulary including additional store names.

Write a paragraph to a friend telling him/her about the stores that they will visit on the weekend. They can include things that they like and give a brief description of them.

Resources

- Songs about clothes
- CD Player
- Interactive web sites
- Videos
- interactive shopping corners
- Internet
- Projector

Key Grammar

- Use of the present tense to describe what someone is wearing
- Use of demonstrative adjectives to describe items of clothing
- Use quantifiers (*un kilo de...* /a kilogram of, etc.)
- Use of demonstrative adjectives in speaking of articles of clothing, e.g. *Esta falda es mía.*
- Use of comparatives and superlatives in giving descriptions and expressing opinions, e.g. *mejor que...; más que...; más de...; menos de...; el/ la mejor*

Links to Other Subjects

- **Home Economics:** Shopping for food, clothes etc.
- **Physical Education:** Shopping in Sports stores
- **Information Technology:** Internet shopping for clothes

Prior Learning

Check that students can:

- State someone's profession
- Identify vocabulary related to some sport professions: *atleta, deportista*
- Describe persons
- Compare things and people
- Express likes, dislikes and preferences
- Respect each other's opinions

About the Unit

In this Unit students will learn to discuss their hobbies, discuss sports and sporting events, as well as sports and entertainment personalities. They will also identify famous sports and entertainment personalities in their country and those in the Hispanic culture, state where different sports are played and discuss what they can and cannot do.

LOS PASATIEMPOS/ HOBBIES**ATTAINMENT TARGET(S):**

Pupils show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar language.



Pupils participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Pupils show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



Pupils write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

OBJECTIVES-Students will:

- Provide information about famous sports and entertainment personalities using appropriate structures
- Discuss pastime activities indicating their likes and dislikes and those of others
- State reasons for liking a particular hobby/sport and sport personality using appropriate grammatical structures
- State what pastime activity is being done
- Read and respond to a variety of texts and answer appropriately
- Listen to a variety of texts related to the topics and answer questions appropriately
- Explain the value of sports and sporting events in lifestyle practices

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Respond orally to questions pertaining to what they like/ dislike doing.

Read a passage about pastime activities of famous personalities and respond in writing to questions.

Place the card received with the name of the sport under the correct picture of famous Jamaican sport personalities on the board. Students will respond orally to basic questions about each person.

Interview at least five students in the class about their hobbies and sporting activities and make an oral report to the class.

Participate in the game, *¿Quién soy?*

Read advertisements on sporting events and answer questions.

Complete crossword puzzle dealing with various leisure and sport activities.

Create an advertisement in which they promote a sporting event using guided questions.

Listen to an advertisement about a sporting event and select the correct response.

Listen to recordings of persons talking about their hobbies and sports and answer questions.

- Reading
- Listening
- Speaking
- Writing
- Collaborating
- Creating
- Thinking critically

Respond accurately to oral questions using appropriate grammar and vocabulary.

Respond accurately in writing to questions.

Respond accurately to questions about sportspersons with correct pronunciation.

Give oral report using accurate grammar and correct pronunciation and intonation.

Descriptions of sports/ entertainment personalities are given using varied vocabulary and correct grammatical structures.

Respond appropriately to questions on advertisements.

Puzzle completed accurately

Advertisement completed using accurate grammar and appropriate vocabulary

Choose appropriate responses based on audio.

Respond appropriately to questions based on recordings.

Suggested Teaching and Learning Activities

Students will:

In groups, create a song to the tune of their favourite song which deals with the topics covered in this unit.

Host a Sportsman/Woman of the year event in which they identify the sportsperson, name the sporting event, describe the sportsperson.

Do an oral presentation in class about their favourite personality from one of the following areas: sports, entertainment (acting, music etc.), using props and pictures to enhance their presentation.

Look at pictures/a PowerPoint presentation with pictures of famous personalities from the fields of sports and entertainment (Jamaican, Hispanic and international) and give oral and/or written descriptions of these famous persons.

Role play in groups a meeting at a youth club where they will meet new persons and discuss their favourite pastimes and sporting activities.

Participate in a show and tell activity using items they have taken to class that represent their favourite pastime/sport and say a few simple sentences in Spanish including what the hobby is and what they use the prop to do.

Listen to statements read by the teacher and choose from four pictures the one which corresponds with each statement. Pictures depict sporting activities and other hobbies.

Listen to a dialogue with young persons expressing their preferences for various hobbies and respond in ENGLISH to questions based on the dialogue

Key Skills

- Reading
- Listening
- Speaking
- Writing
- Collaborating
- Creating
- Thinking critically

Assessment Criteria

Songs created and performed featuring correct pronunciation and grammar

Sports named and descriptions of sportspersons given using varied vocabulary and correct grammatical structures

Oral presentation done using appropriate grammar and vocabulary with suitable use of pictures and props

Descriptions completed using accurate grammar and appropriate vocabulary

Role play done with appropriate vocabulary and accurate grammar and pronunciation

Accuracy of language and pronunciation in show and tell activity

Accurately select the picture which matches the statement in each case.

Respond accurately to questions on the dialogue.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Read texts with profiles of Hispanic personalities in sports and entertainment and respond to questions based on the profiles.

Participate in a treasure hunt activity where vocabulary words and expressions are the hidden treasure. Copies of a list in English/Spanish are handed out by the teacher and groups/individuals try to find the equivalent words in the other language which are posted around the room and put the words found in blank spaces on the lists given.

Research about famous Hispanic personalities in the areas of sports and entertainment. Share information in class

Research about what types of leisure activities are popular among Hispanic youth in their age group and write simple sentences sharing what they learn.

Paste pictures of two sports persons in their notebooks and write a short description, including name, age, nationality.

Participate in discussions in ENGLISH about important sporting and entertainment events in Jamaica. Compare these with important sporting/entertainment events in Hispanic countries.

Work in groups to create a video featuring the favourite sport/hobby of each group member, using images or video footage.

Complete a transcription of short interviews utilising the correct form of the verbs *saber* and *conocer*.

Students watch a video/ role play/ enactment of different characters participating in different sporting activities/ hobbies, and state what each is doing using the present continuous tense.

- Reading
- Listening
- Speaking
- Writing
- Collaborating
- Creating
- Thinking critically

Demonstrate comprehension by responding appropriately to questions based on the profiles

Words and expressions in both languages accurately matched; the group collecting the most treasures wins.

Sentences written with accurate grammar and appropriate vocabulary and contain accurate cultural information based on their research

Descriptions accurately written with appropriate structures and vocabulary

Discussions completed with appropriate comparisons and contrasts made

Videos completed featuring appropriate grammar and vocabulary

Transcription completed with the correct verb and form in each case

Statements written using appropriate vocabulary and accurate grammar

Suggested Teaching and Learning Activities

Students will:

Survey members of the class to find out their dietary and exercise practices as well as their general routine as they prepare for the day; this will then be reported to the class.

Students will then create a poster to promote healthy lifestyles which will include “do’s” and “don’ts” employing the verb (no) deber/ Should (not).

Design a healthy life-style plan or schedule for a friend/ relative

Fill out a simple medical form.

Key Skills

- Reading
- Listening
- Speaking
- Writing
- Collaborating
- Creating
- Designing
- Thinking critically
- Evaluating

Assessment Criteria

Survey reports may be done based on instruments designed by the students and presented in the target language using graphics/ images.

Poster will use appropriate grammar, expressions and valid pointers.

Creativity and originality displayed in the design of the plan; familiar commands are accurately used.

Medical form completed in the target language with information required

Learning Outcomes

Students will be able to:

- ✓ discuss their pastime activities
- ✓ describe their favourite sports personality and/or entertainment personality
- ✓ identify at least two sports typical to the Hispanic culture
- ✓ write brief letters and advertisement based on the topic
- ✓ respond appropriately to questions based on a variety of short audio and written texts related to the unit

Points to Note

Teacher should do a demonstration of the game *¿Quién soy?* before having the students play the game.

Students could be encouraged to do a PowerPoint presentation on the famous Hispanic sport personality.

For the interview, students should be told that they are doing a survey to find out how many students are sports inclined, the results of which will be placed in the month's issue of the sports magazine *Todo sobre deportes*. Provide students with the survey instrument which should include questions such as *¿Cuál es tu pasatiempo favorito ?*, *¿Qué deporte /s sabes jugar?* *¿Cuál de estas personas conoces?*

For the song, students should be told that the Ministry of Culture, Gender, Entertainment and Sports in a bid to build greater awareness and appreciation of sports, has launched an amateur song competition in various languages for schools. They are to record themselves and upload the video to a link that will be provided.

Extended Learning

Students can extend and upload their descriptions of their favourite sports person to their blogs.

Students can create simple biographies of sport persons and develop short songs/poems etc. about sports/or sportsman/woman.

Students can write about the hobbies of their family members.

Resources

- Instructions for the game *¿Quién soy?*
- Survey template
- Transcript of advertisement
- Audio recordings and transcripts
- Sample crossword with teacher's copy
- Sample letter
- Sample scrapbook

Key Grammar

- *A mí/ti/él* etc. + *gustar, gustar* + noun
- *conocer / poder vs. saber*
- The personal 'a'
- *buen/o vs bien*
- *mejor ... de / peor ... de*
- The present continuous tense to talk about what pastime activity is being done

Links to Other Subjects

- **Civics:** Understand rituals and celebrations in specified contexts: Investigate significant achievers and achievements from the community.
- **Music:** Compose pieces and songs, attending to musical shape and structure.
- **Information Communication Technology:** Participate in peered and guided information searches according to type of information.
- **Physical Education:** Games and sports - Research online or offline media and present information on two (2) favourite netball/football athletes.



GRADE 8
SPANISH
TERM 3 UNITS

RANGE OF CONTENT

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

Key Concepts and Knowledge

- Places of interest
- Travel plans
- Directions
- Negative and Positive Commands/ Instructions
- Weather conditions and forecasts
- The seasons
- Appropriate clothing for particular weather conditions
- Seasonal activities
- The physical environment (plants, animals and simple landforms)
- Environmental issues (protection; preservation; natural disasters)
- Describing places of interest
- Describing weather conditions and the physical environment
- Designing brochures
- Expressing opinions and preferences
- Making predictions and comparisons
- Describing present and future actions
- Giving instructions

Skills

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Global and cultural awareness
- Critical thinking
- Collaborating

Grammar

- The immediate future tense
- The present continuous tense
- Use of the verb *hacer* to describe weather
- The passive voice
- Commands

Culture

- Tourist attractions and places of interest
- Seasonal activities

GUIDANCE FOR THE TEACHER

- 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 and the possible modes of transport that they will use to get to them.
- 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.
- Provide guidelines/tips to help students develop their listening, reading, speaking and writing skills in the target language so that they can select the most appropriate response to guided conversation, understand simple reading comprehension in target language, and write directed situations and guided letter/essay/ email/blog/picture composition.
- Introduce interrogative words regarding asking directions in the target language.
- Place students in mixed ability groups to make plans for a trip to a selected place of interest in their country.
- Give cues to students to write responses to directed situations in terms of identifying the function that is required.
- Remind students how to use *ir a* + noun or infinitive to express where they are going and what they are going to do.
- Assist students in the format for compiling a brochure, researching information about a place and writing it in simple sentences in the target language.
- Revise time schedules and introduce new elements for planning a trip; supply expressions that they could use and point them to the use of their own dictionaries.
- Use commands so that students can imitate what you say and substitute other verbs correctly; the focus here is implicitly reinforce the commands.
- Take the students on nature walks to a farm, the zoo or anywhere that depicts the animals and plants that are being taught in the lesson.

Prior Learning

Check that students can:

- Talk about hobbies and pastimes
- List places of interest that they already know in Spanish
- Identify places on a map and give their positions
- Use *ir a* correctly
- Construct a simple dialogue in Spanish.

About the Unit

In this Unit students will learn how to communicate orally and in writing about places of interest in the target language, ensuring that they develop listening, reading, speaking and writing skills, in addition to working harmoniously and collaboratively in groups. They will incorporate previous knowledge about scheduling of activities in the planning of trips within their parish and nationally.

LOS LUGARES DE INTERÉS/ PLACES OF INTEREST**ATTAINMENT TARGET(S):**

Students show that they understand a variety of spoken stimuli related to several aspects of a topic aided by repetition, and respond appropriately and accurately by identifying main points and specific details from familiar language.



Students participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Students show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



Students write a variety of texts of at least two paragraphs expressing intentions, preferences, and reactions and giving reasons with at least 80% accuracy.

OBJECTIVES-Students will:

- Identify popular places of interest on a map of Jamaica
- Share information about places of interest
- Communicate travel plans
- Ask and give directions in Spanish
- Read information related to directions and places of interest
- Describe places of interest and the pastime activities that take place at that location

Suggested Teaching and Learning Activities

Students will:

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.

Work in pairs to ask and give directions related to tourist attractions/ places of interest, using the appropriate expressions in the target language.

Watch a video with a person acting as a tour guide talking in the target language giving a description and basic information about each location seen. Note the different expressions used, and try to understand what is being spoken. Answer orally in target language questions asked about the different places.

Research and collate information in Spanish using familiar expressions about at least one museum and one tourist attraction from their parish. Arrange this information in the form of a brochure with the aid of classmates or teacher.

In mixed ability groups of four, plan class trips to one of the places researched and include: the itinerary; mode of transportation; cost of trip; reasons for the trip; and some activities which they will do. Record ideas of the group and report to the class in Spanish.

Practice reading aloud a passage in the target language that relates to the vocabulary to which they have already been exposed, and try to answer in English the questions set on them in English.

Make a flyer advertising an upcoming event at a local/ international place of interest; highlight all the activities, including pastimes that will take place there.

Key Skills

- Listening and responding
- Reading and responding
- Asking and answering questions in formal and familiar forms
- Investigating
- Working harmoniously and collaboratively

Assessment Criteria

Pictures appropriately labelled

Appropriate pronunciation, vocabulary and use of grammar

Respond to questions asked using appropriate grammar and vocabulary.

Brochure adheres to age-appropriate art and design principles, as well as appropriate Spanish grammar and vocabulary.

Reports done with appropriate grammar and vocabulary

Passage read aloud with correct pronunciation and intonation; questions answered appropriately

Flyer adheres to age appropriate art and design principles; varied vocabulary and correct grammatical expressions to describe pastime and other activities

Learning Outcomes

Students will be able to:

- ✓ Locate places of interest in Jamaica on any given map
- ✓ Read, talk and write about places of interest in the target language
- ✓ Research for specific information paying attention to instructions given

Points to Note

Make use of previous expressions/vocabulary as well as new ones where necessary.

Students search the internet for pictures and information related to their own places of interest.

Students note the expressions and format for making an itinerary, finding the cost of a trip, and the word used in the target language that precedes the

Extended Learning

The more advanced students can:

- write a contextual announcement promoting a place of interest in their country, giving a description of the place, a set of activities that takes place there and where it is located.
- write a poem or song about a particular place of interest and perform it for the class

Resources

- Two maps of Jamaica featuring all 14 parishes
- Cards with names of popular places
- Books; suitable websites
- Guided conversation questions
- Pictures of some places of interest in Jamaica: museums, parks and galleries
- Multi-media projector (for presentation of some pictures of places of tourist attractions on the North Coast.
- PowerPoint presentation on some places of interest (including tourist attractions on the North and South Coasts.
- Spanish/English Dictionary

Key Grammar

- Reinforce use of polite expressions in asking questions
- The immediate future tense to communicate travel plans
- The passive voice- *¿Dónde se encuentra...?* (May be taught as vocabulary/ functional chunks)
- Simple commands to give directions (May be taught as vocabulary/ functional chunks)

Links to Other Subjects

- **Civics:** Express an understanding of self as part of a group, and of common and accepted behaviours within groups; Identify self as a Jamaican in a global environment
- **Drama:** Have a greater awareness of working together to complete a task.
- **Maths:** Conversion – United States dollars vs. Jamaican Dollars
- **Social Studies :** Role of tourism in Jamaican economy
- **Geography :** Map reading, physical description of landforms (mountains/hills/plateau)
- **History:** Historical background of the places of interest eg. Port Royal/ Spanish Town

Prior Learning

Check that students can:

- Use basic weather expressions learnt in Grade 7
- Know the months of the year
- Identify familiar articles of the clothing
- Use *ir a* correctly

About the Unit

In this Unit students will learn to make simple descriptions of the weather, discuss modes of dress appropriate for different weather conditions, and make comparisons about dress and weather between Jamaica and Spanish-speaking countries.

¿QUÉ TIEMPO HACE? / WHAT IS THE WEATHER LIKE?**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- State the appropriate clothing for particular weather conditions
- Listen to a weather forecast to determine what activities can be done under certain weather conditions
- Describe basic weather conditions using the appropriate expressions
- Compare seasonal activities done in the Hispanic culture with those done in Jamaica at the same time
- Create simple short-term weather forecasts

Suggested Teaching and Learning Activities

Students will:

Watch a video on weather expressions twice. Note the expressions at first viewing, then repeat what was heard paying attention to pronunciation and intonation. After the second viewing, complete a worksheet by labelling correctly the diagrams showing the differences in the weather.

Repeat the months of the year while viewing a sheet which relate the months to the particular weather conditions in the target culture. State the four seasons and the months.

Listen to an audio file twice. During the first listening, write the names of the items of clothing heard. During the second audition, write the weather with which each is usually associated. Conduct research to identify activities connected to the different seasons and the items of clothing identified.

Listen to an audio file of a dialogue in which a parent tells a child what to wear on account of the weather. Pay attention to the weather expressions which refer to forecast.

Use a map of the Caribbean and state a variety of weather conditions for a week for different countries. In groups of five, they will create a podcast and a worksheet in which the different forecasts have to be matched with different pictures of appropriate clothing.

In groups students write songs about the weather using simple sentences. They are required to create a dance to go with their song and perform the song in class with the accompanying dance. Students can also use musical instruments to accompany the vocals in their song. For this activity students could be allowed to self-assess in their groups as well as peer-assess the other groups.

Key Skills

- Listening for specific Information
- Speaking and paying attention to intonation and pronunciation

- Labelling diagrams
- Collaborating
- Creating
- Thinking critically

Assessment Criteria

Label appropriately diagrams of weather conditions depicted on worksheet.

Comparison of activities done in target and native culture focus on differences and weather-related reasons for these differences

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

Correctly use weather expressions in creating the weather forecast for the week.

Songs written with appropriate grammar and vocabulary; songs performed in class with accurate pronunciation and an appropriate accompanying dance.

Learning Outcomes

Students will be able to:

- ✓ Make simple descriptions of the weather
- ✓ Describe different items of clothing and associate them with particular weather conditions
- ✓ Choose an activity to be done under a particular weather condition

Points to Note

Each class should begin with the weather of the day. The students should be allowed to be the ones to give the weather for the rest of the term at the beginning of the class.

Extended Learning

Create brochures advertising activities in their native culture and those of the target culture. Add vocabulary learnt to their picture dictionary. Research the seasonal activities done in other countries of the target culture.

Resources

- Audio recordings and transcripts
- Weather symbols, charts and maps
- Sample electronic invitation with alternative paper format
- Audio recordings and transcripts

Key Grammar

- *Hace + ...* to describe weather condition (*¿Qué tiempo hace? Hace mucho viento hoy.*)
- *Está + gerund* to describe current weather conditions
- *Está + past participle*
- The immediate future tense for short- term weather forecasts

Links to Other Subjects

- **Geography:** Weather and weather systems
- **Social Studies:** How people live in countries that have 4 distinct weather conditions each year
- **Maths:** Duration of each season and how the days add up to make the 365 days per year
- **Science:** How the different conditions are created each season
- **Home Economics:** Clothing - The different types of clothing worn each season
- **History:** How people lived centuries ago
- **Geography:** Weather elements

Prior Learning

Check that students can:

- Use adjectives correctly in the target language
- Describe weather conditions

About the Unit

In this Unit students will learn to express their opinions in the target language on issues dealing with the environment and also be able to talk about the different plants, animals and landforms especially those found in the Caribbean region.

EL MEDIO FÍSICO/ THE PHYSICAL ENVIRONMENT**ATTAINMENT TARGET(S):**

Students show that they understand instructions, messages and dialogues, aided by repetition, and respond appropriately and accurately by identifying specific details in each item.



Students participate in short structured conversations on a variety of topics.



Students show that they understand longer texts of at least two paragraphs or longer dialogues with few unfamiliar expressions by responding to questions appropriately and accurately with the aid of context clues.



Students write two paragraphs in essay or letter format, or longer dialogues in the present tense.

OBJECTIVES-Students will:

- 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

Suggested Teaching and Learning Activities

Students will:

Write on a strip of paper their opinion on at least one environmental issue. They will then be asked to present their sentences to the class. The other students will then explain in English what was said by that student in the target language, and/ say whether or not they agree with the point of view, stating reasons.

Match answers with questions about plants and vegetation on strips of paper: organised into two groups, group B students will match the responses they have on paper with questions that Group A will read from strips of paper. After the correct answers are selected the persons in Group B will stand beside the person in Group A and the class will repeat question and answer.

In groups, make pamphlets showing things to be done to protect the environment. Present the information orally at a simulated mini conference under the theme: *El medio físico: hay que protegerlo.*

Listen to statements read by the teacher and choose from four pictures the one which corresponds with each statement. Pictures depict animals, plants, natural disasters and other environmental issues

Read short simple passages about environmental issues and respond to questions based on passages. Authentic passages could be chosen from Hispanic newspapers online.

Key Skills

- Writing
- Speaking
- Reading
- Listening
- Collaborating
- Designing
- Problem solving

Assessment Criteria

Explanation conveys comprehension of what was posited.

Accurate pronunciation and matching done appropriately

Pamphlets are creatively designed using appropriate art and design principles; varied vocabulary and correct grammatical expressions- including simple commands- to refer to environmental protection.

Accurately select the picture which matches the statement in each case.

Respond appropriately to questions based on Passage.

Learning Outcomes

Students will be able to:

- ✓ Give their views on environmental issues
- ✓ List the names of animals and plants in the target language
- ✓ Talk about natural disasters

Points to Note

In some cases the focus will be solely on the teaching of relevant vocabulary items.

Use the internet links in the lessons.

Extended Learning

Students who are faster may be asked to attempt extra work and explore additional vocabulary on plants and animals.

Students may be asked to create papier-mâché animals and label them for a display on Open Day.

Resources

- Laptop with multimedia projector

Key Grammar

- Use of negative and positive commands to give instructions
- Agreement of adjectives and nouns to describe plants, animals and landforms
- Expressions of opinions: *Me parece que.../ Opino que.../ Pienso que.../ Creo que.../ En mi opinión/ ¿Qué te parece...?* etc.

Links to Other Subjects

- **Geography:** The natural environment
- **Art and Craft:** Papier-mâché



GRADE 9

SPANISH

Mi Rutina Diaria

SUBJECT	TERM 1	TERM 2	TERM 3
SPANISH THEME & UNITS	<p>Theme: Viajes y vacaciones Getting Around</p> <p>Unit 1 De viaje en su país Travelling in your own country</p> <p>Unit 2 De viaje en el exterior Travelling Abroad</p>	<p>Theme: Mi Vida/ My Life</p> <p>Unit 1 Cuando era joven When I was Young</p> <p>Unit 2 Los planes para el futuro Future Plans</p>	<p>Theme: La Comunicación/ Communication</p> <p>Unit 1 Comunicación entre amigos Personal Communication</p> <p>Unit 2 Los Medios de comunicación The media</p>

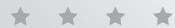
There are 4 key Attainment Targets within Spanish as outlined below:



AT 1:

Listening and Responding

Students develop the ability to understand the spoken language in songs, poems oral reading, listening comprehension texts, etc., and make an appropriate and accurate response.



Students show that they understand a variety of spoken stimuli, including announcements related to different topics. Aided by repetition, they respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.



AT 2:

Speaking

Students develop the ability to communicate effectively and appropriately in the spoken language through dialogues, repetition and dramatization.



Students participate in structured conversations expressing feelings and opinions, making reference to present, future and past experiences.



AT 3:

Reading and Responding

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



Students show they understand a variety of written texts with some complex and unfamiliar expressions within their experience. They respond appropriately in English or the target language to given instructions by expressing opinions/views with the aid of relevant resource materials.



AT 4:

Writing

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



With 80% accuracy, aided by cues, students write a variety of texts, (including announcements), expressing feelings and opinions and make reference to present, future and past experiences.



GRADE 9

SPANISH

TERM 1 UNIT 1

RANGE OF CONTENT

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

Key Concepts and Knowledge

- Modes of transport
- Places of interest in Hispanic countries
- At the airport
- Preparations for a trip
- Past holiday trips
- Giving and carrying out simple commands
- Giving Opinions
- Describing things and places of interest
- Describing travel experiences
- Reporting on past holiday trips
- Requesting and giving information
- Making and cancelling reservations

Grammar

- *tener que* construction
- The Preterite Tense
- Prepositions
- Basic commands

Skills

- Listening and responding
- Reading and responding
- Speaking- Asking and answering questions related to themes
- Writing- Describing travel experiences
- Organizing plans for travel
- Brainstorming
- Designing
- Investigating
- Creating and imagining

Culture

- Places of interest
- Modes of transportation
- Transportation companies
- Travelling customs and practices
- Towns and typical buildings
- Realia- Travel documents and brochures
- Travel websites
- Travel advisories / warnings
- Currency/ money
- Monetary conversion
- Events/ ceremonies/ festivals

GUIDANCE FOR THE TEACHER

- Teach the Preterite forms of the verbs: regular and irregular; introduce in a communicative context (E.g. a conversation between two friends who are making travel plans; a recount of a travel experience etc.).
- Include the reflexive verbs.
- Review the contraction of *a+el* and *de+el*
- Stress the difference between *visitar* for places; and *visitar* a for persons.
- Teach vocabulary in context.
- 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.

Prior Learning

Check that students can:

- Name the continents and identify things or activities that are typical of each continent
- Respond to directions given in the target language
- Use adjectives correctly in agreement with nouns

About the Unit

In this Unit, students will be introduced to regular forms of the simple past tense to talk about things they did on a trip. They will learn the vocabulary and idioms required to talk about things needed for a trip and to create a list of things to be done to prepare for a trip.

Students will also learn to give and execute basic instructions related to directions, describe the basic modes of transportation, plan and visit places of interest and discuss and describe these experiences using the past tense.

DE VIAJE EN SU PAÍS/ TRAVELLING IN YOUR COUNTRY**ATTAINMENT TARGET(S):**

Pupils show they understand a variety of spoken stimuli related to several aspects of a topic. Aided by repetition, they respond appropriately and accurately by identifying main points and specific details from familiar vocabulary.



Pupils participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Pupils show that they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



With at least 80% accuracy, students write a variety of texts of at least two paragraphs expressing intentions, preferences and reactions giving reasons for their statements

OBJECTIVES-Students will:

- Use correct expressions to talk about likes and dislikes regarding a particular travel destination
- Describe the different modes of transport
- Talk about different activities which took place during their vacation, or the recent past
- Compare past travel experiences
- Describe a local place of interest using the appropriate vocabulary and impersonal expressions.
- Apply correct phrases and questions when making travel arrangements
- Explain the necessary steps involved with the use of public transport

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Create an itinerary for a trip to another part of the island (Use a verb structure like *vamos a..*)

Conduct research in their class, in Spanish, to find out what is the most popular mode of transport among students; use impersonal expressions e.g. *¿Se usa más el coche o el bus?*

Create an informational booklet advertising their own transportation company.

Listen to a short extract about students going on a field trip and respond to questions based on the extract.

Play the role of bus driver giving an outline of the day's activities. Correctly prepare and present to the class an announcement that the driver/ tour guide on a bus would make when he is starting a trip.

Compare means of transport by saying which is faster based on pictures that are given by the teacher.

Accurately prepare a brochure which describes one type of transportation listing all the attractive features and inviting the class to choose this medium.

Recount what took place on the day of a trip, including activities starting from the planning and preparation to the end of the trip in the target language. The routine on the day of the trip should also be recounted.

In pairs, students will create (or will receive) a list of various travel items needed for their trip. The partner's sheet will have a few items that are different. Student A will ask his/ her partner if he/ she has a particular item, and Student B will respond based on whether or not the item is listed on the sheet. The student will also have to indicate what he/ she "has to do" to complete the preparation.

Complete contextual multiple choice exercise by selecting the correct form of the verb in the appropriate tense, present or preterite.

- Writing
- Speaking
- Reading
- Listening
- Collaborating
- Creating
- Collating
- Sequencing

Accurate use of adjectives in describing destinations and giving directions

Report research findings using appropriate vocabulary and grammar.

Booklet completed with well-expressed advertisement using appropriate grammar and vocabulary

Appropriate responses to questions based on extract

Announcement prepared and presented orally with appropriate grammar and vocabulary and correct pronunciation and intonation; brochures prepared with accurate descriptions of chosen method of transport

Accurate use of comparatives and appropriate grammar and vocabulary in describing means of transport

Brochures prepared with accurate descriptions of chosen method of transport

Creation and presentation of correct form of the preterite tense in both oral (dialogue / scene) and written form (journal/ dialogue)

Accurate and appropriate use of grammar and vocabulary with correct pronunciation and intonation

Multiple choice exercise completed with correct verb forms and verb tense selected

Learning Outcomes

Students will be able to:

- ✓ Plan and execute a trip
- ✓ Name different modes of transportation
- ✓ Talk about visits they have made to places of interest
- ✓ Say what their favourite means of transport are
- ✓ Give and carry out instructions in the target language
- ✓ Create information leaflets about places of interest in their country using the target language

Points to Note

Use expressions like *¿Cómo viajas a la escuela, normalmente?* as a model.

Add the word *ayer*, then change the sentence to the simple past: *Ayer yo viajé a la escuela.*

Extended Learning

Faster learners may be allowed to create longer passages in the target language.

Students can create a video blog documenting their experiences via clips and oral descriptions. This may be uploaded/ taken to class and shared.

Resources

- Realia/ Pictures of local and Hispanic places of interest, towns and typical buildings
- Travel itineraries and brochures
- Laptop with multi-media projector
- CD Player

Key Grammar

Review the Present Tense

- The Preterite Tense with regular, irregular (inclusive of but not limited to *ser/ir, hacer, tener, and estar*) and reflexive verbs
- *tener que* + infinitive
- Prepositions of location for towns
- Basic commands to give directions
- *mejor que; más... que; tan ... como...* to make comparisons
- Stress the difference between *visitar* for places; and *visitar a* for persons.

Links to Other Subjects

- **Social Studies** – Places of interest can be explored in the student's own country and also globally. The Spanish influence in Jamaica can be explored.

Prior Learning

Check that students can:

- Talk about a completed action in the past using regular verbs in the preterite tense and the irregular verbs *ser/ir*, *hacer*, *tener*, and *estar*
- Conjugate reflexive verbs appropriately in the present tense
- Effectively articulate in Spanish what they have to do, using the *tener que* construction

About the Unit

In this Unit, students will continue to practice using the simple past tense to talk about things they did on a trip, and express how they felt about the experience. They will learn more irregular verbs in the preterite tense. They will continue to learn the vocabulary and idioms required to talk about things needed for a trip, create a list of things to be done to prepare for a trip and communicate effectively at the airport.

DE VIAJE EN EL EXTERIOR / TRAVELLING ABROAD**ATTAINMENT TARGET(S):**

Pupils show they understand a variety of spoken stimuli related to several aspects of a topic. Aided by repetition, they respond appropriately and accurately by identifying main points and specific details from familiar language.



Pupils participate in structured conversations expressing simple preferences, intentions and reactions using appropriate verb forms.



Pupils show they understand a variety of written texts with a few complex and unfamiliar expressions by responding appropriately and accurately in English or the target language.



With at least 80% accuracy, pupils write a variety of texts of at least two paragraphs expressing intentions, preferences and reactions giving reasons for their statements.

OBJECTIVES-Students will:

- Complete travel documents using appropriate vocabulary
- Report accurately on recent events using the simple past tense (preterite)
- Compare places of interest in their own country with those in Hispanic countries.
- Apply correct phrases and questions when making travel arrangements

Suggested Teaching and Learning Activities

Students will:

Take turns telling the class at least two things that they did over the weekend or the day before as a means of recapping the simple past tense.

Work in groups to research and present on places of interest in Hispanic countries in ENGLISH.

Watch a news report on a local personality speaking of his/her holiday visit to a Hispanic country and answer questions. Students will try to identify the new irregular verbs being introduced and answer other questions pertaining to the report.

Participate in a competition to create a song or poem using the irregular verbs. In small groups, students will use the first person singular form of the verb and put it to their favourite tune. This will be presented to the class.

Participate in the “verb race” game to practise the irregular verbs. Class is divided into two or four groups. One member from each group will stand to the back of the class. The teacher will call out an irregular verb with the subject and the students will race to write the correct form of the verb on the board. The first person to write it correctly scores a point for his/her team.

Create a simple picture story based on various pictures using linking expressions and other expressions of time, while employing both regular and irregular verbs in the preterit tense.

Participate in a class discussion, in SPANISH, about their visit to a Hispanic country. Students will respond to questions such as *¿Adónde fuiste?* /Where did you go? *¿Qué hiciste?* /What did you do?

Write an article to be entered in a well-known magazine in which they report on a trip that a famous Jamaican made to a Hispanic country.

Key Skills

- Reading
- Listening
- Speaking
- Writing
- Collaborating
- Demonstrating
- Creating
- Thinking critically
- Collating

Assessment Criteria

Employ correct grammar and appropriate vocabulary to effectively communicate what took place.

Research presentation (which may be done in context- dialogue/ televisión show, etc.) should reflect correct use of the regular and irregular verbs in the preterite. Intercultural comparisons and connections are made.

Respond to questions pertaining to the report using appropriate grammar and vocabulary; correctly identify new irregular verbs.

Songs and poems created showing correct use of irregular verb forms

Accurate conjugation of irregular verbs in the preterite tense

Stories portray what is depicted in the pictures using correct grammar.

Respond to questions about their visit using appropriate grammar and vocabulary.

Well written article contains appropriate grammar and vocabulary.

Suggested Teaching and Learning Activities

Students will:

Complete a questionnaire from a travel agency which requires them to indicate what they liked and did not like about their holiday experience.

Create a PowerPoint presentation about *Mis mejores vacaciones/ My best vacation* in which they discuss a trip they made to a Hispanic country and present to the class. Students will also express their opinions about the trip.

In pairs, students will help each other create a check list indicating what they have / don't have for a trip. They will employ the correct direct object pronoun in giving the response. For e.g. *¿Tienes tu traje de baño? Do you have your bathsuit? Sí, lo tengo (Yes, I have it), if not, No, no lo tengo. (No, I don't have it).*

Read a dialogue which deals with persons interacting with officials at different sections of the airport. In groups, students will use the dialogue as a guide to create their own dialogue *En el aeropuerto / At the airport*, then act it out in the class.

Fill out an immigration form/travel related documents.

Key Skills

- Collaborating
- Demonstrating creating
- Thinking critically
- Collating

Assessment Criteria

Questionnaire completed using appropriate grammar and vocabulary.

Presentation uses correct grammar particularly regarding the Preterite Tense; creativity and organization displayed.

Demonstrate understanding of the written and spoken language by correctly responding to questions.

Correct pronunciation, accentuation and intonation during reading; role play displays creativity, organization, preparedness, volume and articulation, use of props and characterization.

Accurately complete immigration form and travel documents with required information.

Learning Outcomes

Students will be able to:

- ✓ Write an article on past holiday trips Create a picture story
- ✓ Express opinion about a trip
- ✓ Respond appropriately to questions based on oral and written texts
- ✓ Fill out forms and questionnaires

Points to Note

In recapping the verbs, bear in mind the regular and irregular verbs, as well as the reflexive verbs.

Description of the picture: Students could brainstorm possible travel verbs with the teacher, who could also provide guided questions.

News report: The teacher could create an animated news report, using PowerPoint or other presentation tools. The news report should include new irregular verbs that are to be introduced to the students.

Class discussion: Students are grouped and provided with visual stimuli representing the country they visited, places visited in the country, activities in which they participated, things bought, etc. Students will take turns to respond to questions posed by the teacher.

When the students are given the immigration form to fill out they could be told that they are on a flight to a particular SPANISH-speaking country and that they are required to complete the form before landing. A student / students can be the hostess/ hostesses distributing the forms.

Some students have never travelled overseas and may be reluctant to admit this. Encourage students to talk about an imaginary trip instead and use the information gathered from the presentations made previously to say that they have been to one of those countries, and also mention some of the places to say that they visited them.

Extended Learning

Students can practise the grammatical structures with online games and exercises.

They can create a travel blog in which they describe their visits, experiences etc.

Resources

- BINGO game
- Transcript of news report along with the rules for the verb racegame
- Animated news report and transcript
- Article on *Mis mejores vacaciones* with blank spaces
- Transcript of video about preparations along with sample video
- Transcript of dialogue at the airport
- Sample checklists
- Questionnaire

Key Grammar

- Emphasis on irregular and reflexive verbs in the Preterite
- Use of expressions of time and linking expressions
- Likes/ Dislikes in the past: *Me gustó; No me gustó; Lo pasé bomba; Me divertí, etc.*

Links to Other Subjects

- **ICT – Grade 6** – Use selected ICT tools effectively to produce multimedia presentations with text, images, shapes, animation narration and video, eg., design and produce advertisement, etc.
- **Drama – Grade 1** – Explore familiar themes and characters through improvisation and role-play.
- **Music – Grade 8** – Compose pieces and songs attending to musical shape and structure.

GRADE 9

SPANISH

TERM 2 UNITS



RANGE OF CONTENT

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

Key Concepts and Knowledge

- Growing up years
- Primary and Prep school memories
- Future plans and events (holidays, birthdays, anniversaries, etc.)
- Expressing ideas, events, habitual and completed actions in the past
- Comparison of previous experiences and current ones
- Description of a place visited
- Description of future education and employment path

Grammar

- Formation and uses of imperfect tense
- Differences in uses of the preterite tense and imperfect tense
- Double negatives
- Use of immediate future formation and use of future tense
- Use of the 'suppositional future'

Skills

- Listening and responding
- Reading and responding
- Speaking – asking and answering questions; expressing ideas, habitual and completed actions in the past
- Descriptive writing
- Story building and narrating
- Critical thinking

Culture

- Historical events
- Customs and traditions
- Student life
- Folklore/ rituals and celebrations
- Holidays and celebrations

GUIDANCE FOR THE TEACHER

- Introduce the imperfect tense in context – possibly, a passage or short story about a girl's/boy's experiences before s/he started high school or an older family member recounting when s/he was a young girl/boy. Let students select the verbs they think are to be written in the imperfect tense and examine how they are formed.
- Have students deduce the uses of the imperfect tense from the passage/short story and try to distinguish between these uses and that of the preterite tense.
- Give students adequate practice in using the imperfect tense.
- Remind students of the use of negatives in the target language and their positions in sentences.
- Engage students in story building using the expressions: *Cuando era joven...*/When I was young... students will speak while teacher or another very competent student writes story on the white board/interactive board.
- Have students critique their own work or that of their peers to see if what is written is grammatically correct.
- Give students the opportunity to ask each other questions in the target language about their past habitual experiences when they were younger and also give them cues to help them write a short dialogue in pairs.
- Allow students to read aloud excerpts containing the imperfect and preterite tenses.
- Use songs (For example, *Había una vez*) to reinforce the imperfect versus the preterite tense.
- Have students listen to a variety of stimuli and select the correct response.
- Ensure that students can ask and supply information about traditional events using appropriate expressions and grammatical constructions in Spanish.
- Review the immediate future tense.
- Give students cues for writing letters in the future tense.
- Use dialogues in which students are wondering what will take place at an event (For example, a party/ special occasion) as a means of teaching the future tense.
- Encourage students to do a PowerPoint presentation showing what profession classmates will be pursuing. Advise them not to be abusive in this task.
- 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.

Prior Learning

Check that students can:

- Use descriptive words to talk and write about people and places
- Provide words in SJE that are associated with habitual actions in the past
- List common verbs (regular or irregular)
- identify and describe items of clothing and footwear

About the Unit

In this Unit students will learn how to describe their life story before they started high school using the imperfect tense to relate habitual actions. They will compare former actions with current ones and give opinions about fashion and celebrations in the past.

CUANDO ERA JOVEN / WHEN I WAS YOUNG**ATTAINMENT TARGET(S):**

Students show they understand a variety of spoken stimuli including announcements related to different topics. Aided by repetition, they respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.



Students participate in structured conversations expressing feelings, opinions making reference to present, future and past experiences.



Students show they understand a variety of written texts with some complex and unfamiliar expressions by responding appropriately in English or the target language to given instructions and expressing opinions/views with the aid of relevant resource materials



Students write a variety of texts including announcements; expressing feelings and opinions, making reference to present, future and past experiences, aided by cues with 80% accuracy.

OBJECTIVES-Students will:

- Apply target language to discussions relating different aspects of their life from childhood to becoming a teenager
- Differentiate between the imperfect tense and the preterite
- Create dialogues and stories dealing with habits in the past
- Respond appropriately to questions based on a variety of written texts relating habits or events in the past

Suggested Teaching and Learning Activities

Students will:

Examine a passage or short story and select/underline verbs in the imperfect tense.

Listen to a short story/ recount of a past event and deduce the usage of verbs in the imperfect tense.

Write sentences of their own relating their experiences when they were younger.

Play the Chinese Telephone game to tell each other one activity that they used to do as a younger child.

Build a story of their past experiences based on what they used to do aided by their teacher and peers utilizing positive and negative constructions.

View picture slides with celebrations of historical events and describe in the target language how each event was celebrated paying special attention to cultural practices.

Complete a passage in which they select the correct tense from those tenses that they have already studied

Read aloud excerpts that contain both the imperfect and the preterite tenses.

In pairs write a short guided dialogue which will entail the exchange of information about each other's habitual past actions in Spanish.

Key Skills

- Listening and responding
- Reading and responding
- Speaking – asking and answering questions
- Descriptive writing
- Story building

Assessment Criteria

Accurately identify verbs in the imperfect tense.

Demonstrate understanding of recounting their early years by employing sentences constructed in the appropriate past tense, negative as well as positive expressions and set phrases.

Descriptions of historical events demonstrate accurate knowledge of cultural practices in each case.

Show ability to determine when to use the preterite and imperfect tenses.

Read excerpts with appropriate pronunciation, fluency and intonation.

Dialogue completed using appropriate tense(s) and vocabulary

Suggested Teaching and Learning Activities

Students will:

Listen to a variety of stimuli and select the correct responses.

Plan and present a fashion show featuring clothes from the '60s to the '90s and have an announcer tell the era and describe what persons used to wear for a particular event/occasion based on what the model is wearing. Record the presentation.

Write a comparative essay entitled : *La vida anteriormente y la vida corriente* / Life Then and Now, using simple sentences composed in the appropriate tenses and comparative expressions

Debate the moot: *La vida estudiantil de hoy es más fácil de la de anterior.*

Key Skills

- Listening and responding
- Reading and responding
- Speaking – asking and answering questions
- Descriptive writing
- Story building

Assessment Criteria

Exhibit listening skill by responding correctly to specific stimuli related to past experiences.

Descriptions of clothing items according to era appropriately done

Essay written using appropriate tenses with similarities and differences between eras clearly stated

Logical arguments constructed using appropriate tenses and comparative expressions

Learning Outcomes

Students will be able to:

- ✓ Describe their growing years
- ✓ Compare their formative years with now
- ✓ Distinguish between the use of the preterite and the imperfect tense
- ✓ Express their opinions about fashions and celebrations in the past

Points to Note

For the listening exercises, teacher can ask students to select from a set of pictures the one in each case which best describes one or more of the following based on statements read by the teacher:

- The activity someone used to do when he/she was young
- The time and date that it was or a description of a person/persons
- What persons were wearing in the past

Extended Learning

Create a story board showing what they used to do and narrate it to the rest of the class, or

Create a story about another person's past experiences using a set of pictures then read aloud what they have written; engage in peer critique of the writing in terms of tense and descriptive words.

Resources

- Costumes of the past (clothes and shoes people used to wear)
- Hand-out – passage with story in the imperfect tense
- Picture story series
- Pictures showing celebrations of historical events in the past
- Computer/laptop and multimedia projector/document camera
- Microphone
- Electronic device to record presentations and debate
- A suitable dictionary

Key Grammar

- The three irregular verbs in the imperfect tense
- Use of *nunca*
- Double negatives: *no* precedes the verb and the other negative word follows the verb. E.g. *No había ningún árbol en el jardín de mi abuelita.*

Links to Other Subjects

- **Language Arts:** Consider all aspects of context, language register, verbal and non-verbal techniques when planning and delivering speech
- **Civics:** Accountability with regard to individual responsibilities; the importance of selected family observances
- **History:** trace history of indigenous people, fashion past celebrations

Prior Learning

Check that students can:

- Use the construction *ir a* + infinitive to express future actions
- Ask questions using question words and verbs
- Identify verbs in the infinitive form
- Say what they want to be
- Discuss the chores and the subjects they do
- Say what they have to do

About the Unit

In this Unit students will be able to express ideas related to future actions including information about their careers and general plans for the future. They will also be able to use the future tense in the target language to express wonder and surprise.

LOS PLANES PARA EL FUTURO/ FUTURE PLANS**ATTAINMENT TARGET(S):**

Students show they understand a variety of spoken stimuli including announcements related to different topics. Aided by repetition, they respond appropriately and accurately identifying main points and specific details in familiar and unfamiliar language.



Students participate in structured conversations expressing feelings and opinions making reference to present, future and past experiences.



Students show they understand a variety of written texts with some complex and unfamiliar expressions. They respond appropriately in English or the target language to given instructions and express opinions/views with the aid of relevant resource materials.



With 80% accuracy, students write a variety of texts including announcements. Aided by cues, they express feelings and opinions making reference to present, future and past experiences.

OBJECTIVES-Students will:

- Apply suitable language expressions to express future actions and events
- Communicate effectively with classmates telling them about their plans for the future
- Answer orally and in writing, questions in the future tense
- Use appropriate forms of the future tense in describing future events
- Respond appropriately to questions by selecting the appropriate tense

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Review the near future by participating in a conversation about what they are going to do using the *ir a* construction.

Teacher will ask questions such as *¿Qué vas a hacer esta noche? ¿Qué vas a estudiar mañana? Students will respond using the same construction, e.g. Voy a mirar la televisión; Voy a estudiar matemáticas.*

Complete short sentences using the correct form of the verb indicated in the future tense.

Watch a short video clip with persons talking about their plans for their birthday or their New Year's resolutions. Students will then engage in a discussion about what they understood, in English. Create an e-invitation in which they will invite at least two persons from their class to their birthday celebration.

Read a passage entitled *Mis próximas vacaciones* or read/listen to a variety of material and answer open ended questions based on these.

Create a dialogue with a classmate about their life in the future or an invitation to a celebration or other event.

Contribute to the online forum *¿Cómo será el mundo en el año 2050?*

Contribute a comment to a passage which deals with a young person's concerns about his/her future. Each student will write at least one comment to say what the future holds for the person. When completed, this should then be read in class.

In groups, create a poster which deals with what persons will have to do to achieve their future goals e.g. *Tendrás que tener fe; Tendrás que estudiar.*

In groups, students will read concerns from a schoolmate and write a brief paragraph, in response to the concern, to be placed in the section of the school's magazine entitled "*¿Cómo será mi futuro?*" "What will my future be like?"

- Writing
- Speaking
- Reading
- Listening
- Collaborating
- Creating and Imagining
- Designing

Conversation reflects correct pronunciation, intonation, fluency with appropriate vocabulary.

Respond appropriately to questions posed by the teacher using accurately the near future construction.

Complete correctly the short sentences using the correct future tense form.

Demonstrate understanding of content of video Clip; E-invitations written using correct grammar and appropriate vocabulary.

Demonstrate their ability to correctly respond to both written and spoken questions.

Dialogue completed using appropriate future tense forms

Online contributions made to forum reflect correct use of verbs in the future tense.

Written materials reflect correct use of both regular and irregular verbs in the future tense.

Suggested Teaching and Learning Activities

Key Skills

Assessment Criteria

Students will:

Read a comic strip in which the future tense is used in wondering about the the unknown. E.g.¿ Cómo será la vida en 10 años?
Discuss the use of the tense in this context. They will then complete a comic strip on wondering about the future based on the cues given.

Read a passage entitled Mis próximas vacacione s or read/listen to a variety Of material and answer open ended questions based on these.

Create a dialogue with a classmate about their life in the future or an invitation to a celebration or other event.

Contribute to the online forum ¿Cómo será el mundo en el año 2050?

Written materials reflect correct use of both regular and irregular verbs in the future tense.

Dialogue completed using appropriate future tense forms

Online contributions made to forum reflect correct use of verbs in the future tense.

Learning Outcomes

Students will be able to:

- ✓ Describe future plans and actions
- ✓ State what someone will have to do
- ✓ Express wondering about the future in SPANISH
- ✓ Identify and use the appropriate tenses to say why they will/will not pursue particular careers

Points to Note

BINGORAMA or Jeopardy-type games can be used for reinforcement. These could be created in PowerPoint and projected on the board. In the case that the teacher is unable to create the PowerPoint game, he/she can use the paper format. In order for students to earn the point, they will have to not just identify the correct verb, but also give the correct response.

Students should be encouraged to be as creative as possible in their contributions and writings.

Extended Learning

Faster students could be asked to record a voice note / write an online message/ letter to a friend in Spanish, inviting him/ her to a birthday celebration to be held.

Resources

- Internet
- Laptop and multi-media projector
- Sample BINGORAMA game
- Sample Jeopardy game (PowerPoint) or chart with accompanying questions
- Transcripts of audio texts and questions
- Sample comic strip Sample
- Sample advertisements and other texts with accompanying questions

Key Grammar

- Use of the simple future and the near future
- Review interrogative pronouns (*¿Cuándo? ¿Con quién? etc.*)
- *querer / gustar* + infinitive: *Quisiera/ Me gustaría ser...*
- *pensar* + infinitive
- *hacerse*+profession
- *¿Cómo será?*

Links to Other Subjects

- Guidance & Counselling, Social Studies – Careers
- ICT– Make video recording and edit video to represent information for particular audiences. Create web pages and other forms of multimedia presentation tools which incorporate text, audio, images and videos to demonstrate learning and original work.
- Drama - Improvisation and role-play



GRADE 9

SPANISH

TERM 3 UNITS

RANGE OF CONTENT

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

Key Concepts and Knowledge

- Personal communication devices (types; basic features; advantages and disadvantages of the devices)
- Electronic media :Mp3 Mp4, Ipad, Internet, ipod, Social media, TV programmes, etc.)
- Printed media (newspapers magazines, journals)
- Expressing opinions (agreeing and disagreeing and suggesting alternatives)
- Expressing preferences
- Making comparisons of equality
- Making Requests
- Designing invitations

Skills

- Listening and responding
- Reading and responding
- Speaking
- Writing
- Investigating – conducting a survey
- Transferring previous knowledge to new context
- Critical thinking
- Following conventions
- Using technology

Grammar

- Comparatives
- Demonstrative pronouns
- *tener* (referring to objects)
- *gustar, parecer, preferir* (To express preferences and opinions)
- Use of negative words: *ningún* vs. *ninguno*; *nada*; *nadie*; *ni... ni*; *tampoco*
- Direct object pronouns (further practice)
- Indirect object pronouns and double object pronouns
- Use of the Present Continuous tense
- Use of *ir, deber* and *poder*

Culture

- Norms, mores and taboos associated with the use of mass media (E.g. text language; slangs; colloquial expressions and other types of informal language; behaviour on social media platforms, etc.)
- The role and influence of mass media
- Realia- mass media

GUIDANCE FOR THE TEACHER

- Ensure that there is access to internet in the school laboratory and book spaces ahead of time for those activities that require internet access.
- Teach the placement and uses of direct object pronouns and double object pronouns (before and after verbs) before introducing indirect object pronouns.
- Give students sufficient time to do investigative work.
- Ensure previous knowledge(vocabulary, grammar, etc.) is incorporated into new content while reviewing where necessary.
- Help students who are struggling with the language to get assistance from their peers. When placing them in groups, ensure that each one includes a student who is competent in the target language.
- If there are issues regarding the bringing of electronic or personal communication devices to school, seek permission from administration for those lessons which require their use; monitor class carefully.
- Encourage students to use *tener que* construction to persuade someone to purchase an item and include object pronouns in dialogue – *Cómpralo para tu amiga/madre./Buy it for your friend/mother; Tienes que comprárselo para tu madre. / You have to (must) buy it for your mother*
- Use cartoons to introduce communication devices.
- Ensure that students are exposed to both singular and plural forms of structures being taught.
- Use laptop and multimedia projector or document camera to project images of communication devices on whiteboard/screen.
- Ensure that all activities include reading, writing, listening and speaking skills.

Prior Learning

Check that students can:

- Use the numbers 1-100
- Spell in the target language
- Express basic preferences using gustar
- Make comparisons of inequality
- Apply use of direct object pronouns

About the Unit

In this Unit students will learn about using the appropriate structures to communicate effectively in the target language about common personal communication devices, conduct a survey of persons in the class who own or have access to these devices, and express their opinions about communication devices. They will also research other devices and share their findings with the class.

LA COMUNICACIÓN ENTRE AMIGOS/ PERSONAL COMMUNICATION**ATTAINMENT TARGET(S):**

Students show they understand a variety of spoken stimuli including announcements related to different topics. Aided by repetition, they respond appropriately and accurately identifying main points and specific details from familiar and unfamiliar language.



Students participate in structured conversations expressing feelings and opinions making reference to present, future and past experiences.



Students show they understand a variety of written texts with some complex and unfamiliar expressions. They respond appropriately in English or the target language to given instructions and express opinions/views with the aid of relevant resource materials.



Students write a variety of texts including announcements. With 80% accuracy and aided by cues, they express feelings and opinions making reference to present, future and past experiences.

OBJECTIVES-Students will:

- Respond to questions about personal communications devices
- Conduct surveys regarding the use of personal communication devices
- Discuss the advantages and disadvantages of personal communication devices
- Compare and express opinions about personal communications devices

Suggested Teaching and Learning Activities

Students will:

Listen to the names of communication devices while viewing them on a video.

Practise asking about each item using *¿Tienes...?*
Choose three items of communication and find persons who have each one by asking *¿Tienes...(+ name of object)?*

Practise questions specific to particular devices, e.g. capabilities of the device, phone number, etc. Find out each other's opinions about different devices using *¿Te gusta +name of object?* and *¿Qué te parece + name of object?* Express positive and negative opinions using common phrases. Work in pairs to practise giving their opinions on various devices.

Invent their own ideal communication device and explain its features and capabilities. Other students will state their opinions on the device.

Research various communication devices paying attention to the expressions used in Spanish. State the advantages and disadvantages of a particular device in their opinion, using the construction *No me gusta porque ...* Make comparisons using *mejor que/better than*; *más grande que/bigger than*; *más útil que/ more useful than*, etc.

Role play in groups of four a sales event in which they try to persuade others to buy their favourite communication device. Record their dramatizations, listen to the taped roleplay and write down what they hear. Continue working in the same group to identify and correct the mistakes made. Redo the role play with the corrected script and videotape it.

Key Skills

- Asking and answering
- Questions
- Listening for specific information
- Expressing opinions
- Making comparisons
- Evaluating
- Describing
- Persuading

Assessment Criteria

Communicate effectively using appropriate structures; correct pronunciation and intonation

Express opinions about devices using appropriate grammar.

Explanation conveys what is being said with correct grammar and appropriate vocabulary.

Research is comprehensive and provides relevant information; information is stated using appropriate grammar and vocabulary.

Role plays performed using appropriate structures; Correction of errors are based on grammar, vocabulary and pronunciation, and are successfully done.

Learning Outcomes

Students will be able to:

- ✓ Express their opinions clearly and support their viewpoints
- ✓ Make persuasive arguments

Points to Note

Apply the target language to a variety of media.
Combine use of object pronouns in the role play regarding sales even.
t Make the final version of the role play as authentic as possible.

Extended Learning

Students can:

- Create poster advertising their favourite communication devices.
- Present a video of the final version of their role play as part of their attempt to promote the language in their school.

Resources

- Pictures of communication devices
- Word cards with expressions
- Actual devices that students will bring or teacher will supply
- Video and voice recording devices

Key Grammar

- *Tienes...* + name of object as a question
- *Te gusta* + name of object as a question
- *Qué te parece* + name of object
- *No me gusta.... porque...*
- *mejor que*
- *más grande que*
- *más útil que*

Links to Other Subjects

- **ICT** - Communicate information to multiple audiences using appropriate vocabulary.
- **ICT** – Make video recording and edit video to present information for particular audiences.
- **Language Arts** – Listen for specific purposes. Speak and respond to what has been heard, supporting and justifying opinions. Analyse effectiveness of speakers. Identify errors in language usage and recognise their sources.

Prior Learning

Check that students can:

- Use adjectives appropriately
- Identify some forms of media
- Express preferences

About the Unit

In this Unit students will be able to express opinions on the different types of mass media and say what media is being used.

LOS MEDIOS DE COMUNICACIÓN / THE MEDIA**ATTAINMENT TARGET(S):**

Students show they understand a variety of spoken stimuli including announcements related to different topics. Aided by repetition, they respond appropriately and accurately by identifying main points and specific details from familiar and unfamiliar language.



Students participate in structured conversations expressing feelings and opinions making reference to present, future and past experiences.



Students show they understand a variety of written texts with some complex and unfamiliar expressions within their experience by responding appropriately in English or the target language to given instructions. They express opinions/ views with the aid of relevant resource materials.



Students write a variety of texts including announcements. With 80% accuracy, aided by cues, they express feelings and opinions making reference to present, future and past experiences.

OBJECTIVES-Students will:

- Describe the different types of mass media
- Apply appropriate target language expressions to express opinions on social and other media.
- Advance arguments about the use and misuse of communication media
- Communicate using relevant structures to express what is being done with particular media

Suggested Teaching and Learning Activities

Students will:

Participate in a class discussion in which they list different media forms, and present their views in ENGLISH on the role of media. Act out a scenario, in groups, in which a reporter seeks the opinion of the general public in SPANISH on different media. Write sentence slogans in SPANISH to support their perspectives. Use these to create a montage for class display.

Visit an online electronic store and Identify in SPANISH the different forms of media seen. Create an advertisement for one communication device observed in the store.

Translate the display language of a commonly used social media platform into Spanish. Create a glossary of the terms used to represent common tasks e.g. contraseña/ password, descargar/ download. Work in pairs to explain to the class in SPANISH how to use a chosen social media platform.

Respond appropriately to simple questions about different media e.g. *¿Te gusta el cine?*. Talk about media content they have seen e.g. describing actors, actresses and favourite scenes of movies.

Play a game in which descriptions of communication media are written on slips of paper and read by different students, with the rest of the class trying to guess what they are.

Key Skills

- Writing
- Speaking
- Reading
- Listening
- Researching / Investigating
- Describing
- Persuading
- Working harmoniously and collaboratively

Assessment Criteria

Demonstrate the ability to express opinions about different forms of communication in the target language.

Use appropriate structures to describe events and media devices.

Extract information in the target language from different media sources using available devices.

Communicate preferences using target language effectively. Accurately describe actors and films using appropriate grammar.

Guess correctly the communication based on given descriptions.

Learning Outcomes

Students will be able to:

- ✓ Discuss their views on media
- ✓ Effectively use a social media platform displayed in Spanish
- ✓ Describe and discuss communication devices

Points to Note

Students must show respect for the opinions of others by listening keenly to what is being said.

Extended Learning

- Students can watch the video on communications devices and then answer questions in English on the information presented.

Resources

- Samples of electronic devices (actual objects or pictures)
- Laptop and multimedia projector
- Document camera

Key Grammar

- The present indicative
- The present continuous tense
- The verbs *ir, deber, poder*
- Comparisons

Links to Other Subjects

- **Information Technology** – Devices used for communication and storage
- **Social Studies** – Communication



APPENDICES

SUBJECT GLOSSARY

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 Approach/ Communicative Language Teaching	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.
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

TERMS	DEFINITIONS/MEANINGS
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
False cognate	Words in the target language and native language that resemble closely, having a similar spelling or pronunciation but a different meaning. E.g. <i>asistir</i> which means to attend and NOT 'to assist'
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
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.

TERMS	DEFINITIONS/MEANINGS
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.
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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ALTERNATIVE PATHWAYS TO SECONDARY EDUCATION (APSE)

The 21st century is a time of rapid technological growth and social change. The school curriculum must, therefore, ensure that young people are well prepared for the challenges and opportunities that they will meet as adults in this century. The MoEYI is making every effort to provide for the multiple intelligences of our children and cater to their diverse needs in order to fully maximize their capabilities. Hence, the MoEYI has created alternative pathways to receiving an education at the secondary level.

Providing alternative pathways will be far-reaching in carrying out the Ministry's mantra, "Every child can learn....every child must learn". Learning pathways will allow for an inclusive approach in which instruction is based on tailored curricula, enabling each learner to perform to his/her fullest potential based on aptitude, interest and ability. Alternative Pathways represent a new approach to secondary education. Secondary education in Jamaica is being reframed and re-positioned as customised, diverse, relevant, equitable, outcomes-based, and inclusive; and significantly, this approach will signal the introduction of a seven year (Grades 7-13) period of instruction for students on all secondary pathways.

Goals of the APSE

- Design the school system to offer differentiated instructional programmes, informed by the National Standards Curriculum (NSC).
- Develop individualized intervention/learning plans based on students' performance profile.
- Provide special educators as Pathway Coaches to support subject teachers of students on Secondary Pathways II and III in the delivery of instruction.
- Facilitate a functional academic approach at the secondary level characterised by response to intervention (RtI) methodology, interactive, learner-centred, project-based and problem-based learning, reflection and alternative forms of assessment.
- Foster a system for ALL students to exit the secondary level with the knowledge, skills, competences and attitudes which will have them ready for the world of work or to access tertiary level education.

Secondary Pathways I, II & III (SP I, II & III)

All students will access secondary education via the prevailing Grade Six examination. The exit examination will provide individual profiles to inform decisions for pathway access and standards for differentiation.

SPI is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10, 11, 12 & 13, they will access the curricula/syllabi of the examining body.

SP II is a 2-year transitional programme with a curriculum based on the constructivist approach. Special educators/pathway coaches will work with teachers and students on this pathway. Students will be provided the required intervention and support to allow for transition. At the end of Grade 8 students will be re-evaluated through psycho-educational evaluation to determine their readiness for crossing over into either SP I or SP III.

SP III is a 7-year programme with a curriculum based on the constructivist approach. At Grades 7-9 students will access the National Standards Curriculum (NSC), and at Grades 10 & 11, they will access the curricula/syllabi of the examining body. At the end of Grade 11 SP III students will transition into the Career Advancement Programme.

At Grades 7-9 the NSC, will be modified to meet the needs of the SP III students. Students in SP III will be instructed through a functional academics curriculum in the core subjects- Mathematics, English Language, Communication, Social Studies and Science. Their instruction will be further enriched with Personal Empowerment, Technical and Vocational instruction, as well as the performing and creative arts. Pathway Coaches will collaborate with subject teachers to prepare content, ensuring differentiation in instruction for students on SP II and III. These students will also be supported through use of the Response to Intervention (RtI) methodology.

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

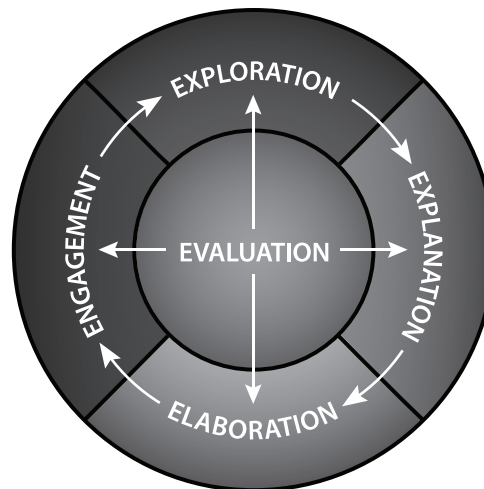


Figure 1. Illustrating one version of the 5E model that conveys the role of valuation as an interconnecting process that is at the core of the learning experience.



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 PLANS SPANISH

GRADE: 8
DURATION: 80 MINUTES
THEME: LOS PASATIEMPOS (TERM 2 UNIT 3)
SUB-THEME: LOS DEPORTES

FOCUS QUESTION: ¿CUÁL ES TU DEPORTE FAVORITO?

MATERIALS:

1. Realia	6. Adhesive tape
2. YouTube video: https://www.youtube.com/watch?v=Rr5nAW6kOxY	7. Whiteboard
3. Laptop	8. Markers
4. Speakers	9. Cartridge paper
5. Projector	10. Transcript

ATTAINMENT TARGETS

1. Students show that they understand spoken stimuli related to sports aided by repetition, by responding appropriately and accurately using target language expressions.
2. Students participate in structured conversations in the target language by expressing vocabulary related to sports as well as describing sports using appropriate adjectives.
3. Students demonstrate that they understand a written text in the target language with a few complex and unfamiliar expressions by responding appropriately and accurately in English.
4. Students write a text of at least two paragraphs in the target language, expressing preferences and reactions and giving reasons with at least 80% accuracy.

LESSON OBJECTIVES

Students should be able to:

1. Identify a variety of sports in the target language;
2. Work cooperatively with peers to learn new vocabulary via a music video;
3. Express preferences in sports and give reasons for preferences;
4. Investigate the preferences of at least 3 persons via a class survey/ paired interview;
5. Create a piece about the sport(s) that one prefers and include the reason(s).

DIFFERENTIATION STRATEGIES TO MEET DIVERSE LEARNER NEEDS

- Major writing task (paragraph) will be given to the students who have a generally good grasp of Spanish/ who have dominant linguistic intelligence.
- Group and paired work that cater to the multiple intelligences: Students will use aspects of theatre, the visual and performing arts and other artistic expressions.

PREVIOUS KNOWLEDGE

Students are able to express likes dislikes, and preferences (Unit 2, De compras) and they know the meanings of common verbs eg. *correr, jugar*. They students also know some vocabulary related to the different types of sports, and the agreement of adjectives about gender and number.

VOCABULARY/CONTENT

Nouns: *el béisbol, el ciclismo, la natación, el surf, el baloncesto, el esquí, los artes marciales, las pesas, el boxeo, el hockey, el triatlón, el partido, el atletismo*

Verbs and Expressions:

- *practicar, montar; levantar pesas, mirar el partido; ser un/a fanático/a;*
- *estupendo, divertido, aburrido, emocionante, peligroso*

COMMUNICATIVE FUNCTIONS

- Expressing preferences for sports
- Asking others about their preferences for sports

ENGAGEMENT

In groups, students will watch a video –*Canción de los deportes*. The video will be played twice; during and/ after the second playing, students will work collaboratively to determine the meanings of as many sports as they can. They will give their responses orally by trying to repeat the Spanish equivalents for the sports as well as any other expression that they heard.

Each group member will receive a strip of paper that contains a section of the song. The song will be played a third time (audio only) during which, students will organise the strips in the correct order based on the lyrics of the song. The first group to correctly this task will be awarded.

Aided by the teacher, the students will then repeat the words of the song. The video will be played a fourth time and the students will sing along while clapping hands/stomping feet/snapping fingers, and/ miming the actions associated with each sport.

EXPLORATION

Interactive activity: Likes and preferences

Each group will select two items from a box of realia of variety sports equipment (balls, bats, rackets etc.) The group members will ask and say how they feel about the sport related to the item selected using *¿Te gusta...? and Me gusta or No me gusta...* They will take turns until all members have participated.

The teacher will set the context for class and communicate objectives and functions.

Pre- listening Activity:

Students will listen to instructions informing them that they will be watching and listening to a video of an interview featuring the host and 3 teenage participants on a youth sports programme - *Mi juego: Mi vida*- and that they will be listening specifically to hear the question (*¿Cuál es tu deporte favorito?... ¿Por qué?*) asked by the interviewer, as well as the sports liked and disliked by the students, and the reasons given.

The video (recorded prior to the lesson) features an interviewer for the sports programme (played by the teacher) and 3 students who are interviewed to find out their preferences for sports. The participants express their likes and dislikes of certain sports, providing reasons. Students will watch the video twice and will subsequently take turns to share with the class their understanding of the video based on the pre-listening / watching instructions.

In pairs, they will read and examine the transcription of the video interview and then fill out a checklist that has questions and possible responses (in English) based on the interview. Students will then evaluate the responses of their peers across groups.

Explanation

Using the transcript, students will explain what they notice about the placement of *favorito* in the phrase *deporte favorito*.

The students will explain why some adjectives used to describe sports are written in different forms (*E.g. vivo, maravilloso, estupenda, divertido and emocionante*).

The teacher will provide feedback, guidance, and reinforcement as are required, or deemed necessary.

Elaboration

In continued paired work, students will discuss other reasons not mentioned in the interview why they would like and/ dislike a sport, and search for the equivalent of such words/ expressions in the target language.

They will then pretend to be interviewers/ interviewees and will conduct a mini interview with at least three classmates about their favourite sports. The students must endeavour to use the focus question as well as the additional words and expressions (encountered in the paired work) during this activity. They should also ensure that the adjectives used to describe the sports and their reasons for preference are grammatically correct based on the gender of the sport to which they refer.

Evaluation

Differentiation Strategies:

The students will form groups and complete a selected task. They will create names for their groups.

Task 1: Write a paragraph of 60-80 words in the target language about top sports in Jamaica. Describe at least 3 sports, state when and where they are played, and why they are considered top/ favourite sports.

Task 2: Create a poster depicting the top sports preferred by their interviewees and the reasons for preference. Briefly explain what influenced the poster.

Task 3: Create a song about sports, including the top sports selected by their interviewees and the reasons for preference. This should be accompanied by a short explanation of the rhythm, genre and lyrics.

Task 4: Create three original dance moves based on the top sports selected by their interviewees and incorporate the reasons for preference. The students must present an explanation as to why or how the moves were conceptualised. They will also invent appropriate names for the dance moves using the target language. After the presentation of each dance move, the class will determine the sports that is depicted and interpret the reason for its preference.

EXTENSION

- Students should prepare and present their pieces at the next class if time does not permit.

The following are additional activities which will be assigned to different students:

- Carry out surveys outside of class using the focus question *¿Cuál es tu deporte favorito?* Investigate the reasons for preference.
- Research the names of three famous Spanish-speaking sports personalities. Share orally with the class the sport they play, the countries they are from and why they are famous.
- Write an email of two paragraphs in Spanish to an e-pal stating their preferences for sports and enquiring about those of the e-pal.

