



Trinidad & Tobago

MINISTRY OF EDUCATION

CURRICULUM PLANNING AND DEVELOPMENT DIVISION

Post SEA Spanish Exploratory

DRAFT

SYLLABUS OVERVIEW

STATEMENT OF BELIEFS

Our geographical location, gateway to the Spanish-speaking Americas, and current regional and international economic trends and their implications for Trinidad and Tobago, create an imperative for strengthening and deepening the national capability in Spanish at all levels and has given rise to the declaration of Spanish as the First Foreign Language of Trinidad and Tobago.

Research and experience have shown that the childhood years are the most opportune time to begin the learning of a foreign language and to develop an appreciation of and openness to other peoples and cultures. Beginning to speak a language at this level makes possible the acquisition of native-like pronunciation and fluency, supports the learning of the native language and engenders confidence and willingness to use the language. Accordingly, with a view to laying the foundation for the establishment of Spanish as the first Foreign Language of Trinidad and Tobago, the Ministry of Education has mandated the introduction of Spanish at primary school level.

PROGRAMME GOALS

It is expected that the introduction of this programme of instruction will:

- Sensitize Post SEA students to the Spanish language
- Create an awareness of our nation's Hispanic cultural heritage and of Spanish-speaking countries and peoples in the region
- Foster a love for foreign language study in all students
- Promote positive attitudes to Spanish at the secondary level

TYPES OF LEARNING ACTIVITIES

Instructors are encouraged to make extensive use of games, charts, songs, flashcards and other interactive learning resources with high mnemonic value to aid the learning process. The lexical scope of instruction can be expanded by contextualizing the vocabulary presented to reflect the realities of the specific communities within which the language will be taught, as it is a well known principle of language learning that meaningfulness aids acquisition. Teachers are asked to note in this regard that while the syllabus contains comprehensive vocabulary lists in certain thematic areas, students are not required to learn all the items, but only those which apply to their personal situation. Additionally, many of the in-class activities are designed to give students an immediate sense of accomplishment in the language, and thus lend themselves naturally to formative evaluation exercises.

SUMMARY

The functional objectives and structures presented in this document are meant to be taught by a trained and qualified teacher. The syllabus content and teaching/learning activities are not prescriptive, but rather intended as samples, and where relevant and applicable, to serve as the basis for further development depending on the learning styles and aptitude of students. What is of primary importance is the need to ensure that the Post SEA Spanish Exploratory be effected, not only with a focus on oral communication, but with the underlying purpose of making the learning of Spanish a pleasurable experience for all children, and in the process, increase their desire to further their study of Spanish.

A synoptic overview of the programme is presented beneath:

WEEK	OBJECTIVES: Students will:	KEY NOTIONS
1	<ul style="list-style-type: none"> - Understand the importance of Spanish - Reproduce the sound system of Spanish 	<p>General discussion on “Why Spanish?”</p> <p>Alphabet, Spanish names in Trinidad</p>
2	<ul style="list-style-type: none"> - Identify Spanish speaking countries and capitals - Identify the days of the week 	<p>Focus on pronunciation of names, patterns of stress, general geographic locations, days of the week</p>
3-4	<ul style="list-style-type: none"> - Greet at different times of the day - Ask and respond to salutations -Converse on simple biographical topics 	<p>Buenos/as días/ tardes/noches</p> <p>¿Cómo estás? Muy bien, gracias. ¿Y tú?</p> <p>- Name, age, school ,numbers 1-20</p>
5-6	<ul style="list-style-type: none"> -Converse on simple biographical topics 	<p>Address, telephone number and role play of all language learnt</p>
7-8	<ul style="list-style-type: none"> - Identify their country and nationality - Describe the colours of their flag 	<p>Soy de Trinidad y Tobago, soy trinitario/a, tobaguense. Colours</p>
9	<ul style="list-style-type: none"> - Understand aspects of Hispanic culture 	<p>Names, siesta, Saint’s Day, common food</p>
10	<ul style="list-style-type: none"> Converse on simple biographical topics 	<p>Role-play summarizing language learnt</p>

POST SEA SPANISH SYLLABUS

WEEK	THEMES	FUNCTIONAL OBJECTIVES:	STRUCTURE S	RELATED VOCABULARY	SAMPLE ACTIVITIES	RESOURCES
1	Encuentro Cultural Our Spanish Heritage	<p><i>Students will be able to:</i></p> <p>1. Understand the importance of Spanish by recognizing the existence of and identifying traces of Spanish heritage in our culture</p> <p>2. Recite the Spanish alphabet and reproduce , in speech, the authentic sounds of Spanish vowels and consonants in context and distinguish consonants/sounds that are different from English</p>	<p>Los lugares hispanos en Trinidad</p> <p>La comida</p> <p>La música y el baile</p> <p>Ba, be, bi, bo, bu, etc. Vowels Sounds of consonants that are different from English</p>	<p>Sangre Grande, Las Cuevas, El Dorado, Mundo Nuevo, Toco Valencia, etc.</p> <p>Tortillas, chile, paime, arepa, jalapeños, etc.</p> <p>Parranda, merengue, tango, salsa, etc.</p>	<p>Teacher lists names of places in Trinidad and Students highlight the Spanish names.</p> <p>Teacher sounds letters and words and students repeat</p> <p>Students sing along with the alphabet song</p>	<p>Map of Trinidad</p> <p>Bilingual Songs CD – Vol. 1, Track 2</p> <p>Spanish chart “El alfabeto”</p>

2	Los países hispanohablantes	<p><i>Students will be able to:</i></p> <p>1. Identify Spanish-speaking countries and their capitals</p> <p>2. State the days of the week</p>	<p>Se habla español en...</p> <p>Los días de la semana son...</p>	<p>México, Guatemala, El Salvador, Honduras, Costa Rica, El Perú, Panamá, Bolivia, Chile, Argentina, Uruguay, Paraguay, Ecuador, Colombia, Nicaragua, Venezuela, Puerto Rico, La República Dominicana, Cuba, España, La Guinea Ecuatorial</p> <p>domingo, lunes, martes, miércoles, jueves viernes, sábado</p>	<p>Students name and colour Spanish – speaking countries on a map</p> <p>Students sing with the Spanish song “Los días de la semana”</p> <p>Students match the days of the week in Spanish and English</p> <p>Students sing along with the Spanish song “Los días de la semana”</p> <p>Students decipher anagrams of the</p>	<p>Map of Spanish-speaking world</p> <p>Bilingual Songs CD – Vol. 1, Track 4</p> <p>Bilingual Songs activity book, Vol. 1, page 18</p> <p>Español para principiantes CD, Track 4</p> <p>Español para principiantes</p>
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3 – 4	Los saludos y los buenos modales	<p>3. State the months of the year</p> <p>4. Enquire about and identify the current day of the week and month of the year</p> <p><i>Students will be able to:</i></p> <p>1. Greet each other at different times of the day</p> <p>2. Say hello and goodbye</p> <p>3. Say please, thank you and your welcome</p> <p>4. Apologize and ask for an excuse</p> <p>5. Offer help</p>	<p>Los meses del año son...</p> <p>¿Qué día es hoy?</p> <p>¿En qué mes estamos?</p> <p>Buenos días Buenas tardes Buenas noches</p>	<p>enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>Hoy es (lunes) Estamos en (abril)</p> <p>Hola Adiós / Chao Por favor, Gracias, De nada</p> <p>Lo siento (Con) permiso, perdón ¿Puedo?</p>	<p>days of the week</p> <p>Students sing along with the song “Los meses del año”</p> <p>Students role play greeting at different times of the day</p> <p>Students, in pairs, will create mini dialogues and then present them to the class</p> <p>Students respond to situations in the target language</p>	<p>activity book, pgs. 30-31</p> <p>Bilingual Songs CD – Vol. 1, Track 5</p> <p>Bilingual Songs activity book, Vol. 1, page 19</p> <p>Spanish charts “Los días de la semana” and “Los meses del año”</p> <p>Pictures at different times of the day</p> <p>Spanish chart “Los Buenos modales”</p>
5 – 6	La identificación	<p><i>Students will be able to:</i> Ask for and provide</p>	¿Cómo te llamas?	Me llamo...	In pairs, students create mini	

7 – 8	personal Las nacionalidades	personal information <i>Students will be able to:</i> 1. Enquire about someone's nationality and state their own 2. Describe the colours of their national flag	¿Cuántos años tienes? ¿Cuál es tu dirección? ¿Cuál es tu número de teléfono? ¿De dónde eres? ¿De qué nacionalidad eres? ¿Cuáles son los colores de tu bandera nacional?	Tengo...años Vivo en... Mi número de teléfono es... Soy de Trinidad y Tobago. Soy trinitobaguense Mi bandera nacional es...	dialogues and then present them to the class Students state the colour of various objects Students draw and use colours to describe their flags	Spanish chart with colours
9	La cultura	<i>Students will be able to:</i> 1. Enquire about someone's birthday/saint day	¿Cuándo es tu cumpleaños/día de santo?	Mi cumpleaños/día de santo es...	Song: Feliz cumpleaños Students make a class calendar in Spanish showing birthdays of everyone in the class	
10	Repaso					